QUALITY PROMOTION COMMITTEE

ANNUAL REPORT

2010

January 2011

QUALITY PROMOTION COMMITTEE

MEMBERSHIP

- Mr. Diarmuid Collins, Bursar
- Dr. Maeve Conrick, College of Arts, Celtic Studies & Social Sciences
- Professor Paul Giller, Registrar & Vice-President for Academic Affairs
- Mr. Greg Higgins, Education Officer, Students' Union *(2010/11)*
- Cllr Tom Higgins, Governor *(from January 2009)*
- Professor Ken Higgs, College of Science, Engineering & Food Science
- Mr. Niall McAuliffe, Office of Buildings & Estates
- Dr. Anne Mills, Admissions Officer
- Mr. Paul Moriarty, Head, Student Counselling & Development Service
- Dr. Michael B. Murphy, President (*Chair*)
- Mr. John O'Callaghan, Governor
- Mr. Keith O'Brien, President, Students' Union (*2010/11*)
- Dr. Seamus O'Reilly, College of Business & Law
- Dr. Norma Ryan, Director of Quality Promotion (*Secretary*)
- Professor Helen Whelton, College of Medicine & Health

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EXECUTIVE SUMMARY

The UCC approach to quality is based on sound policies, principles and on best international practice. It reflects a holistic view of quality in the University, involving all of the major stakeholders as well as external experts in the process, preserving institutional autonomy and emphasising quality improvement.

This Annual Report 2010 of the Quality Promotion Committee to the Governing Body of UCC is primarily an account of the

- report on quality reviews conducted in the academic year 2009/10;

- progress made in quality improvement and enhancement of activities arising from the findings and recommendations from reviews conducted in 2008/09;

- plans for the future; and

- recommendations from the Committee to the Governing Body.

Quality Improvement – Progress on Implementation of Recommendations

Follow-up reviews are conducted on all quality reviews after a period of 12 to 18 months has elapsed following a review. In 2008/09 the primary focus of the Quality Promotion Committee was the conduct of the University-wide quality review of all research activity in UCC. During 2009/10 significant progress has been made in consideration of the reports from the international panels and in addressing the issues raised during the reviews. Discussions have been held at all levels in the University from academic unit, College, senior management and Governing Body. Research strategic plans at all levels have been revised and developed where they did not previously exist. Academic units and Colleges have identified key strategic areas to focus research efforts on and these areas are contributing to the overall University research strategy and directions. In addition the Colleges are using the information gathered in the preparation phase of the review to further identify areas of research excellence and potential for excellence to further enhance their strategic focus.

Section C also includes a follow-up report on the individual unit quality review conducted in 2008/09 detailing the actions taken to progress improvement and the plans in place to improve the quality of the activities of the unit. Satisfactory progress has been made to date.

Notwithstanding these efforts there are some issues remaining to be addressed and acted upon. These are discussed in some detail in the body of this report with accompanying recommendations for action.

Quality Reviews 2009/10

A full schedule of quality reviews was completed in 2009/10. Details are provided in Section B of this report and all review reports have been published on the UCC web site, according to the standard practice. Emphasis during the reviews focussed on the alignment of activities of units with the University's strategic objectives and goals. Where relevant, all reviews included a follow-up review of the actions taken on the implementation of recommendations for improvement made in the first cycle quality review.

Plans for the Future

The second cycle of quality reviews commenced in 2007/08, and quality reviews continue to be conducted. Considerable emphasis is placed on the alignment of all activities of units to the Strategic and Operational Plans of the University and on implementation of recommendations for improvement.

Recommendations

1. That the Governing Body approves this report, including the revised terms of reference for the Quality Promotion Committee, and its publication on the University web site.

2. That the Governing Body approves the schedule of reviews planned for 2011/12 and the draft schedule for subsequent years 2012 - 2015.

3. That the Governing Body refers this report for discussion and consideration of any actions to be taken to the Academic Council and other University bodies.

Acknowledgement

The Committee wishes to acknowledge the financial assistance received by the University from the HEA under the Targeted Initiatives/Strategic Initiatives Quality Assurance Programme funded under the National Development Plan 2007-2012.

SECTION A

Introduction

The focus of the quality improvement and quality assurance procedures in UCC extends to all activities of the University, including administrative and support services in addition to academic activities. UCC recognises that all areas of the University's operation will affect (directly or indirectly) the quality of the totality of the learner experience and ultimately may have an impact on student achievement. The University is committed to development of a quality culture and embedding it in all areas of its activities. Students are at the centre of this philosophy and their contribution is core to the assurance and assessment of quality within the University. UCC is fully committed to seeking the views and contributions of all learners, as well as of other stakeholders, including employers, alumni and professional bodies, and to using this feedback to guide the improvement of the quality of the learner experience. The primary aim of UCC in conducting quality reviews is to ensure that the University provides the best possible learner experience and that an ethos of quality improvement is fostered at all levels in the University.

Quality is the responsibility of every member of staff of UCC and it is recognised that everybody has a contribution to make. In order for this approach to be successful, there must be clear lines of responsibility and accountability for each area of operation and adequate support to enable the staff to achieve their quality objectives. All staff are expected and encouraged to participate fully in the preparation for the quality review and in the conduct of the review itself.

It is recognised that one important factor in assuring quality involves constant re-examination of one's own approach against those of one's peers. In this way the University can be assured that it is maintaining appropriate standards and also demonstrates accountability to external bodies for the use of public funds. Thus, the University is committed to the involvement of external peers in its quality improvement and quality assurance procedures. (In this context 'peer' is broadly defined to incorporate, *inter alia,* academics, practitioners and potential future employers.) The benchmarking exercise that all departments and units undertake also assists in the achievement of this aim.

This Report follows on previous Reports and will focus on quality reviews and the outcomes of these reviews conducted in the academic year 2009/10, together with the follow-up reports on implementation of recommendations in reports from quality reviews, including the research quality

review, conducted in 2008/09. There are many findings and comments in the detailed reports of the peer reviewers that are not included in this report. The reports are published in full on the Quality Promotion Unit web site (http://www.ucc.ie/quality), following their consideration by the Quality Promotion Committee, in accordance with the decision of the Governing Body to delegate approval for publication of the reports to the Committee. It should be noted that the overall findings in the majority of quality reviews were of satisfaction with the activities undertaken by the department or unit concerned. In most cases there were both excellent and very good features commented on by the reviewers.

In addition, this report will include references to on-going quality enhancement activities that the University is engaged in.

QUALITY PROMOTION COMMITTEE (QPC)

The Quality Promotion Committee (QPC), chaired by the President, continues, as heretofore, to present an Annual Report to the Governing Body and, in addition, reports regularly to the University Management Team of the University.   The terms of reference have been revised to amend terminology as appropriate and to include the SU Education Officer as an *ex officio* member (see Appendix A for the revised terms of reference).

THE QUALITY PROMOTION UNIT

The Quality Promotion Unit, led by its Director, Dr. Norma Ryan, and assisted by a support team of three administrative staff, is primarily responsible for facilitating the implementation of quality improvement and quality assurance review procedures in UCC. The Unit assists departments/units in preparing for reviews, including assistance with analysis of surveys and management of an electronic system for the conduct of surveys, carries out all the logistical arrangements associated with quality reviews, liaises with the members of the peer review groups, receives the peer review group reports and prepares reports for the Quality Promotion Committee on each review. The Director leads the monitoring of implementation of recommendations for improvements made by Peer Review Groups and the follow-up reviews of actions arising from reviews.

All procedures, guidelines and sample questionnaires are published in paper format and are publicly available on the Quality Promotion Unit web site (http://www.ucc.ie/quality).

In addition the Unit is a partner in a number of European EC-funded Tempus and Erasmus projects focussed on developmental aspects of quality assurance and quality enhancement in European countries. Some detail of the projects is provided in Appendix B, along with a summary of other international activities that the Unit has engaged in within the past year.

QUALITY REVIEWS 2009/10

The following departments and units all completed, successfully, a quality review in 2008/09, following the guidelines approved by the University.

ACADEMIC UNITS

    Department of Chemistry
    School of Clinical Therapies
    School of English
    School of Food & Nutritional Sciences
    School of History
    School of Pharmacy

CENTRES AND ADMINISTRATIVE/SUPPORT UNITS

    Office of Corporate & Legal Affairs
    College of Medicine & Health

All units were required to prepare a comprehensive Self-Assessment Report, including the undertaking of a detailed self-critical analysis (SWOT) and a benchmarking exercise in relation to the activities of the unit. This was the second quality review for most units (excluding the Research Quality Review in 2008/09 in which all academic units were required to participate) and in these cases, the review incorporated a review of the degree of success by the unit and by the University in implementation of recommendations for improvement made in the first quality review report. A Peer Review Group, including internationally-based reviewers, was appointed for each review and visited UCC for a period of three days to meet with staff, students and other stakeholders in order to assess and evaluate the unit. Following the visit a report was submitted to the University and considered by the Quality Promotion Committee. Key extracts from the review reports for the units are given in Section B of this report. The full reports, including details of Peer Review Group membership, meetings held and all conclusions are published on the University web site[1].

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[1] www.ucc.ie/quality

Findings

The findings on this occasion mirror those reported on previously for other similar units. The reviewers included in their reports a review of the actions and developments since the first quality review. It was notable that, in the majority of cases, the recommendations made in the first review reports had been implemented in full and that the primary reasons for non-implementation of the remainder were (i) the lack of alignment with the University Strategic Plan; and/or (ii) the level of available resource required to implement the recommendation(s). In all cases each recommendation was considered by the Quality Promotion Committee, a response made to the unit concerned and recommendations requiring input from one or more Senior Officer of the University referred to that individual for comment and action.

Key issues and findings arising from Quality Reviews

As this report is a synthesis of a number of very detailed reports, this section will focus on the key findings and issues arising in a number of the quality review reports and a comment on the approach of University management to resolving those issues, where possible. It is worthwhile noting that all recommendations for improvement received very careful consideration by the unit concerned, the Quality Promotion Committee, relevant Senior Officers and, in some instances where appropriate, by the University Management Team.

A number of key issues and recommendations common to many of the panels were identified, including (in no particular order of importance):

- *First cycle quality reviews*
  - o All review reports provided commentary on the progress made by the unit and by the University in implementation of recommendations for improvement made in the previous quality review report. In general excellent progress was made and real success and improvement was evident. However in a couple of instances reviewers were critical of the lack of progress and made very strong recommendations on the requirement for implementation, where possible.

- *Academic workloads*
  - o Most academic unit reviews identified issues of concern with respect to transparency (or lack of it) and equity in allocation of academic workloads.

    It should be noted that UCC has put in place a Working Group to consider the matter of academic workload allocation models and the adoption of a model or models for use across the University. The Working Group plans to report on developments early in 2011 to Academic Council with recommendations for future action.

- *Schools*

- Introduction of school system has resulted in proliferation of committees and increased administration; a lot of duplication of work between schools and departments.
- Role and appointment of heads, governance and management structures of schools.
- Transparency of financial decisions within schools
- Role of full professors vis à vis heads of schools.
- Need to formulate strategic plans for Schools and to formulate specific and practical implementation plans for the realisation of the strategic objectives identified.
- Need for strategic objectives to be established at school/department levels.
- Need to engage more proactively with external stakeholders with a view to establishing closer links of mutual benefit.

The many issues identified in all reviews of schools point to the need to ensure the implementation in full of the school structure within UCC.

- *Resources*
    - Evidence of scarcity of resources, especially financial, in particular for refurbishment of laboratories and other spaces.
    - Encouragement to academic units to seek alternative non-exchequer funding sources for all activities.
    - Clustering of research themes to maximise benefits and funding opportunities.

- *Student issues*
    - Reinforcement of the need for regular and systematic student evaluation of modules and teaching.

    Many academic units have put in place excellent processes for ensuring student evaluation of modules and programmes is conducted regularly and that actions take place as an outcome following analysis of the results. However this practice is not universally in place, although the University does have a very clear policy with regard to student feedback. It should be noted that the Quality Promotion Unit of the University has acquired a new electronic system for the conduct of surveys. The system, EvaSys, is particularly aimed at conducting multiple evaluations at both module and programme level and will facilitate the comparison of data and results on a multiannual basis as well as of once-off surveys. It is hoped that a pilot will be conducted in the spring of 2011 with full roll-out in 2011/12.

- *Staff issues*
    - Mentoring and support for early career academic staff and researchers.

    This has been implemented in most areas and work is ongoing, both at the level of the Office of the VP Research & Innovation, and also at the level of individual academic units, to improve the level of support.

    - Heavier workloads because of shortages of core staff and non replacement of staff who have retired or resigned, under the government imposed Employment Control Framework.

This is not something that is within the ability of the units affected to control. However units are being urged to review activities and to prioritise activities to ensure that key actions are undertaken.

o Support and mentoring for early career staff in working towards the acquisition of a PhD qualification.

The University has put policies in place to help early career staff in this regard. However staff shortages in some areas are making it difficult to facilitate early career staff working towards a PhD qualification as much as is desired.

o Need for prioritisation of programme offerings in the present financial climate and for rationalisation of teaching activities to ensure staff have time for research and other activities.

Reviews of programmes are taking place with a view to rationalisation and prioritisation and the Academic Council is actively engaged in the process of establishing formal procedures for review of academic programmes.

o Need for replacement of core staff, especially at professorial level, to ensure continued leadership of disciplines.

Under the present restrictions on employment in the public sector this is difficult to address adequately. The University Management is working to deliver whatever is possible and is engaged with national discussions on the issue.

o Support for reinstatement of sabbatical leave – especially in humanities disciplines. Sabbatical leave conditions were reviewed and are now in place, with each College responsible for decisions on sabbatical leave applications from staff within the College. Oversight is assured by the University Sabbatical Leave Committee.

o Implementation of the performance management review system recommended for many departments and units.

This has commenced for 2010/2011 and all units have been requested to implement the system in the academic year.

UCC management and leaders of academic units are working to address these issues and in particular are focussing on those issues that action can be taken on immediately. Some commentary is provided under each issue identified.

Quality Improvement

With respect to all reviews conducted to date QPC noted that some of the issues can be addressed within the current resources of the university and that some will require significant funding which may be even more difficult to acquire in the present financial circumstances. The QPC acknowledged

the very significant commitment of the University community to quality improvement and to improving efficiencies and assurance of the continued quality of the graduate, but also that, within the context of the current financial difficulties, it will not always be possible to implement those recommendations requiring considerable resources. The University Management Team, in its consideration of such recommendations, has prioritised actions based on alignment with the University Strategic Plan and commits to continuing to do so in the future.

It is important to realise that the focus of the quality reviews is not merely quality assurance but also embraces quality improvement and quality enhancement. Thus there will always be identification of areas for improvement, notwithstanding some excellent progress that has been made in implementing recommendations from previous reviews and similar exercises.

General Comment:

The QPC recognises that the implementation of resource-requiring recommendations is not an easy task at any time and is particularly challenging in the current climate. Nonetheless the Committee considers it important that the issues remain at the forefront and that efforts, already on-going, continue to be made to address them. Not all of the recommendations require additional resources for implementation and the expectation is that all of these will be implemented as soon as possible. The QPC notes and welcomes the fact that the University management makes progress reports regularly to Governing Body on implementation of recommendations for improvement requiring decisions at management level, in addition to the Annual Report made by the QPC.

Follow-up Reports on Implementation of Recommendations by Departments and Units

Approximately twelve to eighteen months following completion of the report of the reviewers on a department or unit and its consideration by the Quality Promotion Committee, a report on the actions taken and progress on implementation of the recommendations is submitted by the Head of the Department/Unit to the Quality Promotion Committee following discussion and agreement with the relevant Head of College/Vice-President to whom the Department/Unit reports.

Section C of this report details the follow-up report on the quality review - Department of Government - conducted in the academic year 2008/09. Reports on follow-up reviews for the quality reviews conducted in previous years have been made before to Governing Body and are published on the University web site.

The Quality Promotion Committee considered the report on the Department of Government and was satisfied that the department has worked hard, together with the Head of College of Business & Law, to implement the recommendations of the review report as endorsed by the Committee.

Research Quality Review (RQR) Follow-up

The Research Quality Review, conducted in 2008/09, was considered in some detail at a special meeting of the Governing Body. All the units involved and the four Heads of College are very actively working to implement the recommendations for improvement. It is planned to hold a day in March 2011 to consider the actions taken to date and following that to report to the Quality Promotion Committee and the Governing Body on progress. In every quality review of relevant units a report is also included on the RQR and the progress in acting on the recommendations. This is ensuring that the outcomes of the RQR are being maximised to the best possible level of implementation.

Appointment of external reviewers to quality review panels

In 2007/08 the process for appointment of reviewers to quality review panels was reviewed by the QPC and, following discussions at Academic Council and Governing Body, a substantive change was made to the process. This revised process, summarised below, was successfully put into practice in 2009/10.

Summary of process for appointment of reviewers to peer review groups:

The Unit to be reviewed, in consultation with the Head of College/Vice-President/Reporting Officer nominates an external advisor. The Quality Promotion Committee invites the external advisor to nominate a panel of national and international external experts from which the Quality Promotion Committee will source potential reviewers. Consultation may also take place with current and/or former external examiners, and/or with other QA offices in Ireland and abroad, and/or with universities abroad that have links to UCC and/or with members/chairs of quality reviews, including the research quality university-wide review held in 2008/09. The Quality Promotion Committee has final approval over appointment of all members of Peer Review Groups.

Conclusion

The Quality Promotion Committee acknowledges the very real efforts made by staff of all departments and units to engage in quality assurance and quality improvement activities. The strong

commitment of units to the further development of all activities and to efforts to maintain the high quality of such activities is commendable. It is hoped that this will continue into the future years, and that the present unfavourable economic conditions will not present insurmountable obstacles to the continued development of a quality culture in UCC.

The Committee wishes to express its appreciation of all those who participated as reviewers on quality review panels. The University is very grateful to reviewers, both internal and external, for all their efforts on behalf of the units undergoing review and the University. In particular the University wishes to acknowledge the willingness of external reviewers to give of their expertise and time to assist the University in this exercise.

Recommendations

1. That the Governing Body approves this report, including the revised terms of reference for the Quality Promotion Committee, and its publication on the University web site.

2. That the Governing Body approves the schedule of reviews planned for 2011/12 and the draft schedule for subsequent years 2012 - 2015.

3. That the Governing Body refers this report for discussion and consideration of any actions to be taken to the Academic Council and other University bodies.

SECTION B: REPORTS ON QUALITY REVIEWS 2009/10

Academic Units

- Department of Chemistry
- School of English
- School of Food & Nutritional Sciences
- School of History
- School of Clinical Therapies
- School of Pharmacy

Centres and Administrative Support Units

- College of Medicine & Health
- Corporate & Legal Affairs

DEPARTMENT OF CHEMISTRY

PEER REVIEW GROUP
- Professor Gill Chard, School of Clinical Therapies, UCC.
- Professor Pat McArdle, School of Chemistry, NUI Galway.
- Professor Jim Thomas, Department of Chemistry, University of Manchester, UK
- Professor Douwe van Sinderen, Department of Microbiology, University College Cork.

SITE VISIT

The site visit was conducted over 2.5 days from 16-18 February 2010 and included visits to departmental and library facilities in UCC and meetings with:

- Professor John Sodeau (Head) and staff of the department as a group and individually

- Professor Jeremy Glennon, (former Head of Department to 31 December 2009)

- Representatives of undergraduate and postgraduate students

- Representatives of employers, past graduates and other external stakeholders

- Professor Paul Giller, Registrar & Senior Vice-President Academic

- Professor M. Peter Kennedy, Vice-President for Research Policy & Support

- Professor Grace Neville, Vice-President for Teaching and Learning

- Mr. Con O'Brien, Vice-President for Student Experience

- Professor Patrick Fitzpatrick, Head, College of Science, Engineering & Food Science

- Ms. Carmel Cotter, Finance Office

It should be noted that the Peer Review Group regretted the non-appearance of 1st and 2nd Year BSc students at the scheduled meeting. An exit presentation of the principal findings of the Peer Review Group was made to staff of the department in the afternoon of the second day.

Description

Head of Department:	Professor John Sodeau
No. of Staff:	21.5 full time academic staff; 14 technical and support staff, 4.5 administrative staff ; 1 IT systems officer
Location of Department:	Kane and Cavanagh Buildings
Degrees/Diplomas offered:	BSc Chemistry, MSc, PG Diploma, PhD
No. of Students:	Department has 507.02 Student FTEs: 319.65 UG and 187.37 PG FTEs distributed as follows:

Undergraduate Student FTEs

Full-time	Part-time	Visiting	Total U/G
314.76	0.75	4.14	**319.65**

Postgraduate Student FTEs

Masters Taught	Masters Research	Postgraduate Diploma	PhD	Total P/G
29.17	9.00	5.58	143.63	**187.37**

MISSION STATEMENT

"Our mission is to be a centre of excellence in chemical research and to provide the highest quality training in the chemical sciences to underpin Ireland's chemistry-based knowledge economy and to meet the scientific, social and economic challenges of the future.

AIMS AND OBJECTIVES

The aims and objectives of the Department are:

- To be a centre of excellence in chemical research and education.
- To recruit the highest quality academic staff.
- To produce research findings that are significant and to publish these findings in high impact peer-reviewed journals.
- To produce high calibre undergraduate and postgraduate students.
- To promote science, science education and learning.
- To underpin the economic growth of the region and the nation.

GENERAL COMMENT ON QUALITY REVIEW

In general, the Self-Assessment Report (SAR) covered all required assessment areas, ranging from the Department's historical development through to present day activities and aspirations. The report provided the PRG with a good overview and sense of the Department and a clear commitment to excellence in chemistry teaching and research. The PRG noted the recent change of Head of Department (from January 2010). This has meant that the SAR was essentially written by the previous Head of Department, and that the new Head of Department had already begun to introduce changes. For example, the committee structure was now different with important consequences for the organization and management structure of the Department. Additional documentation and information on the changes was requested and provided by the Department.

Some deficits and inaccuracies of the report, however, were noted: (1) Information on teaching allocation and individual teaching load was not provided; (2) from discussions with undergraduate students it became clear that student questionnaires did not appear to be routinely distributed, and collation of module results was not provided; (3) the strategic plan would appear to be largely aspirational in that its objectives indicates growth of, and improvement to, the international reputation of the Department. However, the plan does not specify how these objectives are to be monitored or how improvements will be quantified; (4) research outputs had not been updated since the 2008 Research Quality Review of the Department.

In summary, the PRG affirms the quality of the programmes and the research within the Department. It is clear that the student experience is overall a positive one and that external stakeholders have a good relationship with the Department. However, the PRG is of the opinion that all of these could be considerably strengthened by stronger leadership within the Department and a clearer, more transparent Departmental management structure.

SWOT Analysis

Strengths

The PRG agrees that a major strength of the Department is the quality of its undergraduate and postgraduate students, and their considerable contribution to the development of the industrial landscape and economy of Munster, particularly in the pharmachemical industry. The persistent hard work of the staff must also be acknowledged in contributing to the development and continuation of these collaborations and partnerships over time. The PRG also noted the resources and service provided by the library, which is well up to international standards, to be a particular strength.

Weaknesses

With regard to weaknesses, the PRG considers that the apparent lack of financial flexibility within the University has severely impacted the Department. In particular, it precludes the provision of substantial start-up funds to facilitate the recruitment of academics/researchers of international standing. This is important in view of the UCD/TCD alliance that the Department rightly notes, and will be of increasing importance if the Department is to maintain its strong reputation nationally and internationally, remain competitive and maintain its research collaborations with industry. Additionally, the PRG noted that the lack of financial start-up support for new staff impacts on their ability to develop their own research portfolio in a timely and responsive manner. This has important implications for staff retention and the future stability of the Department. The PRG noted that the Department of Chemistry has not yet signed up to the restructuring agenda of the University in relation to school formation. The College of Science, Food Science & Engineering is reluctant to commit strategic resources that would perpetuate the current situation as it would be violating the College's strategic plan with respect to restructuring.

SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

Abbreviations

PRG: Peer Review Group	*VP: Vice-President*
QPC: Quality Promotion Committee	*QIP: Quality Improvement Plan*
HR: Human Resources	*SEFS: Science, Engineering & Food Science*
FTE: Full-time equivalents	*HoC: Head of College*

		PRG Finding/Recommendation	**QPC Comment/Recommendation**	**Action**
1.		The recommendations of the last Quality Review Report are implemented: i) The establishment of three-year Headship from senior members of Department in line with College practice.	Recommendation strongly endorsed. QPC noted the lack of implementation of recommendations arising from the first quality review in 2001/02 and expressed its disappointment at the lack of progress.	Head of College SEFS
	ii)	A transparent method should be found to assign departmental duties, taking into account teaching, the extent of individual research activity and administration	Recommendation strongly endorsed. QPC noted that staff are aware of the workloads of others. The real issue is discussion on how and on what basis the workload allocations are arrived at by the Head. The QPC noted that there is a perception that certain staff are 'favoured' over others. QPC welcomed department's commitment to take action to make the workloads of academic staff transparent. QPC noted that the University is developing a model(s) for academic workload allocation to be implemented in 2011. QPC recommends strongly that the Department adopts and implements the University model following approval by Academic Council.	Head of Department Workload allocation Committee
	iii)	An effort should be made to ensure that all students complete their PhD in a four year period and the project supervisors should endeavour to publish the work carried out in peer reviewed journals as quickly as possible.	Recommendation endorsed. QPC welcomed positive response and commitment of the Department to improve Postgraduate training. QPC will welcome details on new assessment programme commencing in 2010 and asks for performance indicators to be provided in the QIP so successes can be measured.	All staff of Department
	iv)	Make every effort to maximise the research income obtained by the Department.	Recommendation strongly endorsed.	Staff of Department
	v)	That the Department should build on the recent beneficial interactions with companies, including the Pfizer Pharmaceutical Corporation, Intel and Glantreo.	Recommendation strongly endorsed. QPC welcomed response of Department.	Staff of Department

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
	vi) That the clear deficiencies in the departmental infrastructure and safety, such as laboratory layout and positioning and number of fume hoods, be addressed as a matter of urgency	Recommendation endorsed. QPC noted that some areas of the Kane building have already been refurbished and endorsed the recommendation that the remainder of the building be refurbished as soon as possible.	Head of College SEFS Director B&E
	vii) The Department should improve its general housekeeping in the laboratories from the safety point of view.	Recommendation strongly endorsed. The QPC noted that the PRG was not impressed with progress since the first QR in 2002 and felt that there remains a need for the department to improve. QPC recommended that this recommendation be implemented immediately and that there is a statutory responsibility on the Head and staff of Department to ensure a safe working environment for staff and students.	Head and all staff of Department
	viii) To ensure its future development, the Department must allow a more flexible use of space to accommodate existing and developing research needs.	Recommendation strongly endorsed. QPC commented that all space should be managed at Department level and ensuring equity of access for all staff within the Department to appropriate laboratory space.	Head of Department
	ix) The Department should continue and perhaps be a little more pro-active in encouraging staff at all levels to avail of existing university staff development programmes that they may not be fully aware of. In particular support staff should be encouraged to participate in such courses.	Recommendation strongly endorsed. QPC noted that the reviewers were of the opinion that not enough is being done in the Dept to support implementation of this recommendation.	Head of Department
2.	The Department of Chemistry move to School status as soon as possible.	Recommendation strongly endorsed QPC noted that the PRG were not convinced that the management and governance structures outlined in the SAR are fully operational within the Department. It was not clear that all staff are either fully informed or included in the structures.	Head of Department Head College of SEFS

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
3.	The Professor of Organic Chemistry is appointed as soon as possible.	QPC noted this recommendation and the fact that this is a matter for the Head of College SEFS in line with the devolved structures currently operating within UCC.	Head of Department Head College SEFS
4.	Consideration is given to the filling of a lectureship in Energy Chemistry and appointment of experimental officers, as soon as resources permit.	QPC noted this recommendation and the fact that this is a matter for the Head of College SEFS in line with the devolved structures currently operating within UCC.	Head of Department Head College SEFS
5.	It is essential that all members of the Department feel involved in the decision-making process. Serious consideration must be given to the development of a more collegiate atmosphere in the Department.	Recommendation strongly endorsed. QPC commented on the need to ensure all staff are engaged and committed with the affairs of the Department and that the Department avails of all the expertise of the staff in delivering its service of education. QPC noted that this is most likely to be achieved under a school structure and recommended that the Department moves to a school structure as soon as possible. QPC noted the commitment to the Department to improved communications within the Department and the intention of the Head to meet all staff over a period of time.	Head and staff of Department
6.	The Kane building be completely renovated.	QPC endorsed this recommendation.	Head of College SEFS Office of B&E
7.	A mentoring scheme for early career academic staff be established.	Recommendation strongly recommended QPC noted that this recommendation is very much in line with University thinking and policy. QPC will welcome details of the proposed scheme in the QIP. QPC noted that mentoring should not just be carried out in preparation for a quality review but it should be a regular part of the normal activities of the staff of the Department.	Department

		PRG Finding/Recommendation	QPC Comment/Recommendation	Action
8.		The most effective lecturers should present first and second year courses.	Recommendation endorsed. QPC recommends that all staff should be strongly encouraged to participate in the developmental programme for academic staff delivered by Ionad Bairre. QPC also commented on the importance of lectures being given by academic staff and not by postgraduates. QPC looks forward to hearing of the evaluation and outcomes of the strategy with respect to the use of e-learning packages.	Department
9.		Module and course evaluations be implemented immediately to address the issue of the lack of student feedback on performance throughout the year.	Recommendation strongly endorsed. QPC noted that the reviewers were not convinced that this is currently happening every year, as required under the University policy. QPC noted the planned action and welcomed it.	Department
10.		The workloads of all staff in the Department should be reviewed immediately to take account of teaching, research and administration duties. Workloads should be monitored on an annual basis.	Recommendation strongly endorsed. QPC noted the intention of the Department to develop a model for academic workload allocation. The University is already planning to have a model developed by early 2011 and the QPC strongly recommended that the Department seek to implement the model as soon as it is published. The QPC also noted the need to implement the model in order to implement the recommendations of the reviewers.	Department
11.		The teaching load of newly appointed, early career permanent staff should be no more than half of the norm for at least the first two years following appointment.	Recommendation supported. The new procedures in UCC allow for a lighter teaching load to be assigned to new appointees and especially for early career staff.	Department

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
12.	Newly appointed, early career permanent staff must receive adequate resources to establish a research laboratory.	Recommendation noted. QPC noted the response of the Department and that the Head of Department already has the facility within his control to facilitate this action. There is no guarantee that formation of a School will result in additional resources being allocated. However the QPC noted that the formation of a school will help address this issue and that this is also linked to mentoring of staff.	Head of Department
13.	The Teaching & Learning sub-committee must issue guidelines with regards to teaching materials submitted to Blackboard.	Recommendation strongly endorsed. QPC welcomed the commitment to action by the Department	Department
14.	The Department should designate a staff member to liaise with the VP for Student Experience.	Recommendation endorsed. QPC noted that action has already taken place on this.	Department

SCHOOL OF ENGLISH

PEER REVIEW GROUP
- Counsellor Tom Higgins, Member of Governing Body and Quality Promotion Committee, UCC
- Professor Liam Kennedy, Clinton Institute for American Studies, University College Dublin.
- Professor David Lloyd, Department of English, University of Southern California, USA.
- Professor William O'Brien, Department of Archaeology, UCC.
- Ms. Edel O'Donovan, St. Angela's College, Cork.

SITE VISIT

The site visit was conducted over 2.5 days from 22-24 March 2010 and included visits to school and library facilities in UCC and meetings with:

- Professor James Knowles (Head) and staff of the school as a group and individually

- Representatives of undergraduate and postgraduate students

- Representatives of employers, past graduates and other external stakeholders

- Professor Paul Giller, Registrar & Senior Vice-President Academic

- Professor M. Peter Kennedy, Vice-President for Research Policy & Support

- Professor Grace Neville, Vice-President for Teaching and Learning

- Mr. Con O'Brien, Vice-President for Student Experience

- Professor David Cox, Head, College of Arts, Celtic Studies and Social Sciences

- Ms. Carmel Cotter, Finance Office

It should be noted that the Peer Review Group regretted the non-appearance of 1st and 2nd Year BA students at the scheduled meeting. Finally, the Group did not have an opportunity to consider fully the needs and prospects of administrative staff owing to SIPTU industrial action. An exit presentation of the principal findings of the Peer Review Group was made to staff of the department in the afternoon of the second day.

Description

Head of School:	Professor James Knowles
No. of Staff:	19 full time academic staff; 3 part-time assistant lecturers, 3 administrative staff
Location of School:	O'Rahilly Building
Degrees/Diplomas offered:	BA, MA, HDip, PhD
No. of Students:	School has 653.94 Student FTEs: 484.53 UG and 169.41 PG FTEs distributed as follows:

Undergraduate Student FTEs

Full-time	Part-time	Visiting	Total U/G
422.94	.33.0	61.25	**484.53**

Postgraduate Student FTEs

Master Taught	Master Research	Postgraduate Diploma	Higher Diploma	PhD	Total P/G
100.98	0.75	0.17	13.35	54.17	**169.41**

MISSION STATEMENT

The School of English supports the University's mission to give 'parity of esteem to teaching, learning and research'. The School's central role is 'to create, preserve, and communicate knowledge and to enhance intellectual, cultural, social and economic life locally, regionally and globally.'

AIMS AND OBJECTIVES

The School of English is committed to the pursuit of internationally recognized research excellence across a wide range of writing and other creative work in English drawn from different historical periods, from Old English to post-modern, and from different geographical areas and from a variety of Anglophone literary cultures, with a particular focus on Irish writing.

The School of English contributes to regional, national, and international scholarly and intellectual debate by the publication of high quality books, articles, and other outputs, the engagement in networking and conferences, and through activities that bring our intellectual and disciplinary concerns to wider audiences.

The School offers a rich, lively, and plural research, teaching and learning environment in which students access the highest quality research-led and research-informed teaching and learning opportunities at all levels of the discipline from first year students to postdoctoral fellows. With a diverse regional, national, and international student body, the School provides a varied curriculum for its students. It offers a range of teaching and learning methods (lectures, seminars, e-learning), and a variety of assessment methods (essays, seminar papers, reviews, written examinations, presentations among others).

The School aims to train its students at all levels to be intelligent and engaged readers and literary scholars who enjoy the diversity of writing in English; to think in critical and analytical ways; to experience and analyze a wide range of cultural forms and media including theatre and film; to articulate their views in a clear and accurate fashion in oral and written forms; to present those views in a scholarly and professional manner that is accessible to a range of readers and is sensitive to their needs.

The School encourages diversity of intellectual and scholarly approaches including, but not limited to, close reading and literary analysis, critical and cultural theory, and historical contextualization; and it fosters sensitivity to the creative use of language in all its aspects.

At undergraduate levels the School is committed to developing its students' skills both in disciplinary contexts, in the acquisition of wider, generic skills, and also in the application and transfer of those skills beyond the university to other workplaces and to other intellectual and social contexts.

At graduate and postdoctoral level the School is committed to fashioning professional scholars who are able to engage with current intellectual debates and to join and contribute to the discipline, and who are prepared for academic and other job markets. Its inclusive policy for early career researchers provides further training with an emphasis on mentoring in line with best European practice.

The School is also committed to fostering activities and events that make its research, teaching and learning available to a wider range of audiences. It encourages creative activity and the interactions between creative and critical work through regional, national, and international engagement and collaboration with educational, cultural, and creative communities.

GENERAL COMMENT ON QUALITY REVIEW

The PRG wishes to commend the School of English for the excellence of its research and teaching activities. The PRG recognises that this achievement is all the more significant in view of the difficulties the School has faced with the current financial climate. The School maintains high research standards and productivity, allied with excellence in teaching to large numbers of undergraduates and postgraduate students. The staff are dedicated and enthusiastic, and demonstrate a positive engagement with their students and with the development of their discipline. The School deserves the international reputation that its research output has earned it, as affirmed in the recent Research Quality Review (RQR) conducted in University College Cork.

The PRG expressed concern that the Head and senior staff did not fully embrace the opportunities presented by the review process to drive quality improvement in the School. While it is difficult to assign overall responsibility for the somewhat negative tenor in the report, it reflects poorly on the approach taken by the unit to this entire process.

SWOT Analysis

The PRG regards the SWOT Analysis undertaken by the School of English (SAR Appendix I) as inadequate in its scope and recommendations. The analysis does identify many of the challenges facing humanities disciplines in the Irish university sector. However, the exercise was not used to identify opportunities for development and improvement. For example, it would have helped the reviewers to have seen reflection on the opportunities as well as threats offered by IT developments, e.g. digital developments etc. The PRG was confounded by vague references to the establishment of a 'think-tank' within the School, the composition and terms of reference of which were not defined. This is consistent with other aspects of the SAR that refer to policy not yet developed.

The PRG were initially unclear as to the full meaning of the following paragraph in the SWOT analysis:

> *"Discussion of structures and style identified recent changes as having had an adverse impact on efficiency and morale, and were thus noted as areas of weakness. The duplication of work and roles, the creation of roles with a high added workload and the uncertainty around the executive power of committees were for example noted as specific areas of concern. It was felt that a greater inclusivity and openness were required in order to get the maximum benefit from the School's strategy which is currently in development."*

In the course of meetings with individual staff it became apparent that the style and content of the final SWOT document does not fully reflect the fraught nature of discussions and interpersonal relations that emerged during that exercise. This has revealed a major weakness in the School, with such conflicts posing a serious threat to its future effectiveness and reputation.

Strengths

PRG agrees with the SWOT analysis that this unit has commendable strengths in areas of teaching and research, especially given the unfavourable staff/student ratio. From the perspective of those outside the School it is a highly productive and successful unit, which is certainly an excellent platform on which to build for the future. The PRG note that the perceived strength in research is confirmed by the excellent grading this unit received in the recent Research Quality Review exercise.

Weaknesses

There is no indication from either the SWOT analysis or the SAR document that the school has a clear understanding of how to address its internal difficulties. This is highlighted by the absence of a Strategic Plan. The ability of the Head of School to develop a strategic vision is constrained by the lack of articulated consensus among the staff. The decidedly negative approach to this QA/QI review meant that the unit did not put its best foot forward, at a time when performance evaluation is a major concern for the University.

Opportunities

The PRG is disappointed at the ways in which the SWOT discussion focussed mainly on threats. The Group feels that more consideration could be given to how the School might renew itself and develop new projects, intellectual directions etc, notwithstanding the current difficult conditions. The SWOT does not address the opportunities presented by adult education initiatives or by engagement with the wider arts/literary scene at a local and national level. It is also clear that the profile of the School within the College and University could be enhanced.

Threats

The PRG acknowledges the real challenges faced by the School of English and by other academic departments in UCC in the current financial climate. Notwithstanding these considerations, the absence of a positive outlook within the School does pose a serious threat to the development of this unit. The School must prepare for the challenges posed by reduced income and declining staff numbers at a time of increased student intake.

Benchmarking

This exercise was useful, but perhaps not as balanced as it could have been, as it largely sought to reinforce concerns the School has about workload and resources. It is not clear on what basis the comparator units were chosen. The PRG would have preferred if the School had compared their own research output to that of the benchmark universities, although the Group does appreciate the difficulty of obtaining relevant data.

SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

Abbreviations

PRG: Peer Review Group	*VP: Vice-President*
QPC: Quality Promotion Committee	*QIP: Quality Improvement Plan*
HR: Human Resources	*CACSSS: College of Arts, Celtic Studies & Social Sciences*
FTE: Full-time equivalents	*HoC: Head of College*

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
	Governance/Administration		
1.	A strategic vision and plan be developed as a matter of urgency. The Strategic Plan should carefully consider the contingencies imposed by external factors, both within UCC and nationally and internationally, and plan positively for the challenges and opportunities that lie ahead.	Recommendation strongly endorsed. QPC noted the importance of all staff of the School being engaged with the development of the strategic plan and implementation of actions arising from the plan.	Head and all staff of School
2.	The School collectively develops and agrees appropriate and transparent management structures to implement its strategic vision and plan.	Recommendation strongly endorsed. QPC noted the urgency and importance given to this agenda by the reviewers and recommends immediate action	Head and all staff of School
3.	The School devises protocols and mechanisms to address the perceived disharmony in the School. This might include activities such as an away-day exercise and/or other team building exercises.	Recommendation strongly endorsed. QPC recommended that the Head of College ACSSS be requested to ensure that professional support is available for the Head and staff of the School as they continue to embrace organisational change and new management structures within the School	Head and staff of School Head of CAACSSS
4.	The School develops clear administrative procedures to implement its teaching and research mission.	Recommendation strongly endorsed. The QPC noted that this is essential to ensure that maximum benefit is derived from the resources available to the School.	Head of School
5.	The School develops financial management systems to ensure effective use of its resources in the future	Recommendation strongly endorsed.	Head of School
	Staffing		
6.	The University approves a replacement for the chair of Modern English as a matter of urgency. That the definition and scope of this position should be an urgent priority of the School's strategic plan.	QPC noted that this is an issue for the School and the College ACSSS.	School Head of College ACSSS
7.	The School develop a clear statement on all staffing requirements (academic and administrative) appropriate to meeting its strategic vision and anticipating future needs.	Recommendation endorsed.	Head and staff of School

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
8.	The School should prepare appropriate succession planning given that it will face a number of staff retirements in the next few years.	Recommendation strongly endorsed. QPC noted that it is essential for good management and to ensure sustainability of activities that planning is undertaken for all activities to ensure smooth continuation of education provision and research as changes in staffing personnel occur	Head and staff of School
9.	The University establish appropriate promotional criteria for all staff in preparation for the removal of the Government moratorium.	Recommendation endorsed. QPC noted that the University has been and is continuing to consider the criteria for promotion to senior academic positions and that discussions are continuing.	Registrar Director HR
10.	The School and College develop clear structures for support for early career academic staff, as well as a mentoring system for more senior appointments	Recommendation strongly endorsed. QPC noted that this is an essential staff development tool.	School College ACSSS
11.	The School develops a model of workload allocation to ensure fair and transparent distribution of work and responsibilities across all staff.	QPC noted that the University committee working on the development of workload allocation models for implementation in UCC is due to report in the autumn to Academic Council. QPC recommended that the School take on board the recommendations that will come from the committee and seek to implement them, as appropriate for the School in 2011.	Head and staff of School
	Environment		
12.	An urgent review is undertaken of the space requirements of the School to define its future needs. Of particular importance is the need to provide dedicated seminar and postgraduate rooms.	Recommendation endorsed. QPC noted that the School will need to work closely with the Head of College ACSSS and that additional space is not always available where a school or department would wish.	School Head of CACSSS
13.	Dedicated equipment funding be restored to allow the School to update its IT facilities	QPC suggested that the School engages with the Head of College on this issue who holds the budget for all academic units within the College.	School Head of College ACSSS
	Teaching and Learning		
14.	The School develops a clear vision of its teaching needs in keeping with its strategic plan.	Recommendation strongly endorsed.	Head and staff of School

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
15.	New resources are provided by the College to enable the School to develop the first year tutorial programme, with a particular focus on transition from secondary school to 1st year and onwards.	QPC referred this issue to the Head of College ACSSS who holds the budget for all academic units within the College. QPC noted that the School and College may wish to re-examine the priorities for the current level of resources available.	Head of College ACSSS
	Research		
16.	The School develops a clear vision of its research activities in keeping with its strategic plan, with an emphasis on prioritised foci and clustered research.	Recommendation strongly endorsed. QPC noted that the reviewers did have access to the comments and plans of the School following on the RQR and that the PRG was of the opinion that more could be done in this regard	Head and staff of School
17.	The School reviews and publishes its performance evaluation procedures for doctoral students consistent with University policies.	Recommendation strongly endorsed. QPC commented that the procedures should be implemented without delay.	Head and staff of School
18.	A clear programme for planned research sabbatical leave for academic staff be developed with the School.	Recommendation endorsed. QPC noted the value given to sabbatical leave for research in disciplines in the humanities and also that the issue of granting of sabbatical leave is now devolved to Colleges with the University Sabbatical leave Committee retaining an oversight role.	School College ACSSS
19.	The School develops seed funding schemes for research projects, as well as small grants to support postgraduate research once earned income becomes available.	Recommendation endorsed.	School
20.	The School gives consideration to linkages with Cork University Press as part of its research publication strategy.	Recommendation noted	School
	External Relations		
21.	The School web site be redesigned to reflect the range and excellence of the School's activities and to provide adequate information for the full range of its users.	Recommendation strongly endorsed. QPC noted that the University has introduced new protocols for unit web sites and strongly urged the School to adopt these without delay	Head of School
22.	The School considers appointing a web officer to ensure maintenance of the web site	Recommendation endorsed.	Head of School

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
23.	The School considers developing a policy for adult education programmes in light of its long tradition of involvement in this area.	Recommendation strongly endorsed. QPC noted that provision of adult education courses is also a means of income generation which would provide some financial resources to allow the School to develop in other areas.	School
24.	The School explores ways in which it can further engage city and regional communities in the arts and literary sphere	Recommendation strongly endorsed. QPC noted that this recommendation is in line with the University strategic plan and vision and hopes the School will make every effort with respect to implementation	Head and staff of School

SCHOOL OF FOOD & NUTRITIONAL SCIENCES

PEER REVIEW GROUP
- Professor Jan Delcour, Department of Microbial & Molecular Systems, Katholieke Universiteit, Leuven, Belgium
- Dr Denise Gabuzda, Department of Physics, UCC
- Mr Paul Moriarty, Student Counselling, UCC
- Ms. Catherine Murphy, Population Health - Health Promotion, Health Service Executive
- Mr. Declan Troy, Teagasc, Dublin.

SITE VISIT

The site visit was conducted over 2.5 days from 1-3 February 2010 and included visits to school and library facilities in UCC and meetings with:

- Professor Kevin Cashman (Acting Head of School) and staff of the School as a group and individually

- Representatives of undergraduate and postgraduate students

- Representatives of employers, past graduates and other external stakeholders

- Professor Paul Giller, Registrar & Senior Vice-President Academic

- Professor M. Peter Kennedy, Vice-President for Research Policy & Support

- Professor Grace Neville, Vice-President for Teaching and Learning

- Mr. Con O'Brien, Vice-President for Student Experience

- Professor Patrick Fitzpatrick, Head, College of Science, Engineering & Food Science

- Mr. Cormac McSweeney, Finance Office

An exit presentation of the principal findings of the Peer Review Group was made to staff of the school in the afternoon of the second day.

Description

Head of School:	Professor Kevin Cashman (Acting Head of School)
No. of Staff:	13 full time academic staff; 11 technical & support staff, 3 administrative staff; 30 contract research staff
Location of School:	Food Science & Technology Building
Degrees/Diplomas offered:	BSc, HDip, MSc
No. of Students:	School has 256.80 Student FTEs: 162.16 UG and 94.64 PG FTEs distributed as follows:

Undergraduate Student FTEs

Full-time	Part-time	Visiting	Total U/G
156.43	.08	5.64	**162.16**

Postgraduate Student FTEs

Master Taught	Master Research	Higher Diploma	PhD	Total P/G
13.83	13.50	2.81	64.50	**94.64**

MISSION STATEMENT

The educational mission of the *School of Food and Nutritional Sciences* is:

- To provide undergraduate and taught postgraduate education in Food and Nutritional Sciences to the highest standards of excellence, and to ensure that these programmes of education are relevant to regional, national and European needs.

- To perform research in its areas of expertise to the highest possible standard and of relevance to regional, national and European needs. The School is also committed to providing high quality postgraduate and postdoctoral research training; supporting innovation in the food industry and consumer health protection; engaging in the transfer of new knowledge to end-users and stake-holders, including industry, regulatory authorities and policy makers.

In filling its educational mission the School (with its Associate School, Food Industry Training Unit and the planned Food Research Institute at UCC) is intrinsically involved with the general principles of knowledge in the food and nutritional sciences and the applications of that knowledge. This approach incorporates:

- ➢ Knowledge discovery: the pursuit of new knowledge through appropriate areas of scientific research.

- ➢ Knowledge dissemination: the provision of educational programmes relevant to that pursuit, to the human resource needs of the food and related sectors and to preparing students for a lifetime of learning and change.

- ➢ Knowledge dialogue: ongoing interaction with relevant industries, the wider community and complementary institutions nationally and internationally.

AIMS AND OBJECTIVES

The overall aims of the School follow directly from the mission statement and may be summarised as follows:

- To provide high quality graduates for the food and healthcare industries, educational and research institutions and public service agencies.

- To carry out fundamental and applied research which combines international excellence with relevance to regional, national and European needs.

- To develop excellence and critical mass in key research areas relevant to the social and economic needs of Ireland and the EU.

- To provide high quality postgraduate and postdoctoral research training.

- To support innovation in the food industry and consumer health protection.

- To engage in the transfer of new knowledge to end-users, including industry, regulatory authorities and policy makers.

Specifically, the School has the following objectives for its staff, the University and its end-users.

The School seeks to achieve the following:

Provide its **STUDENTS** with:

➢ A body of scientific knowledge, together with a range of technical, human and conceptual skills.
➢ The ability to critically examine the scientific and technical issues and challenges facing the food and related industries and, where relevant, the wider community.
➢ The ability to pursue a career in the food and related industries as professionals with appropriate standards and values able to fulfil their employer's and their own expectations.
➢ The ability to apply a set of transferable skills including:
  - The ability to appraise theories concepts and methods.
  - Knowledge of problem-solving techniques appropriate to experimental situation.
  - Practical communication and presentation skills, both oral and written.
  - A familiarity with Information Technology.
  - Interpersonal skills relevant to group work situations.
  - The independent ability to continue learning.
➢ The ability to proceed to further education or research.

At a **DISCIPLINARY** level:

➢ On successful completion of our *BSc, HDip* and taught *MSc* programmes, students should be able to demonstrate the achievement of the respective Programme Learning Outcomes as outlined in **Annex I**:

Provide its **STAFF MEMBERS** with:

➢ The opportunity to pursue and advance their teaching and research interests.
➢ Where feasible and within tightening resource-base, the facilities to support excellence in teaching and research.
➢ The opportunity, as desired, to work within teaching and research teams within the Department/School or with external contacts.
➢ Opportunities, as desired, to liaise with leading international research organisations.

- ➢ Opportunities to interact with the community on 'food research' topics.
- ➢ Job satisfaction and prospects of career advancement.

Contribute to **THE UNIVERSITY** by:

- ➢ Enhancing UCC's reputation, nationally and internationally as a centre of excellence in Food and Nutritional Sciences.
- ➢ Attracting significant external funding for teaching and research activities.
- ➢ Developing and implementing high quality continuing education programmes.
- ➢ Enhancing the interaction between the University sector and the business community, with particular emphasis on the agri-food sector.
- ➢ Making UCC a University of choice for undergraduate and postgraduate students in Food and Nutritional Sciences.
- ➢ Enhancing contacts with past graduates.
- ➢ Encouraging staff to participate actively in College administration through service on University, College and School Committees

Contribute **TO SOCIETY** by:

- ➢ Enhancing the economic development in Ireland by provision of human capital, innovation, continuing education and public good research and consultancy.
- ➢ The dissemination of knowledge pertaining to food safety and health issues.
- ➢ Broadening the accessibility to University education in Food and Nutritional Sciences.

GENERAL COMMENT ON QUALITY REVIEW

Self-Assessment Report

Overall, the PRG was satisfied with the quality of the Self Assessment Report (SAR). However it noted that a true benchmarking exercise was not performed and that the SWOT analysis concentrated on strengths, weaknesses and trends, but unfortunately not on opportunities.

SWOT Analysis

The PRG appreciates the way the SWOT analysis has been carried out both for the teaching and learning activities as well as for the research component of the School. With regard to the teaching and learning activities, it is clear that the students are very positive about their lecturers. The low CAO points of the students entering the food science program are a problem. The PRG agrees with the statement in the Self-Assessment Report that large areas of the research infrastructure are in urgent need of extensive refurbishment. A further weakness is that the School, to date, has not adequately exploited its talent base to secure major funding opportunities (including SFI clusters). As noted in the Self Assessment Report, a significant threat is the increased national competition in the area of food science, nutrition and food and health research.

Benchmarking

The report of a complete benchmark exercise was not made available to the PRG.

SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

Abbreviations

PRG: Peer Review Group

QPC: Quality Promotion Committee

HR: Human Resources

UMT: University Management Team

VP: Vice-President

QIP: Quality Improvement Plan

SEFS: Science, Engineering & Food Science

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
1.	The deficit in funding for library resources be addressed in light of the importance of access to the highest quality resources.	Recommendation endorsed.	Librarian UMT
2.	The School should consider whether it would be more efficient and less disruptive to adjust structures in the School to match the College structures at a somewhat slower pace, to allow the School to focus on its core teaching and research activities.	Recommendation endorsed	School
3.	Academic workload models should be discussed within the School and workloads made transparent.	Recommendation strongly endorsed. QPC noted that a University-level Working group is currently undertaking to develop an academic workload allocation model with a view to adoption across all academic units in UCC. The School might wish to be cognisant of this and await the outcomes of the discussion which are due in the autumn 2010.	School
4.	Various options for raising the bar for entry into the Food Science degree programme should be considered	Recommendation strongly endorsed.	School College SEFS
5.	The School should have as a goal to make Food Science the first choice for the majority of entrants into that programme from the CAO.	Recommendation strongly endorsed. QPC noted that a number of possibilities exist to address the issue of student numbers, including reversing the policy of the 'direct entry' route; the potential for expansion of the further education programmes, and the graduate programmes should be actively explored.	School College SEFS
6.	The School should develop a strategic research agenda for the School with a shared vision aimed at world-leading research.	Recommendation strongly endorsed	School

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
7.	A PMDS should be developed and more visibly linked to the goals and objectives of the strategic plan of the School.	Recommendation endorsed. QPC noted that it is University policy that a PMDS is in place and operating in all areas of UCC.	School
8.	The wealth of knowledge within the School of FNS should be disseminated widely to key stakeholders.	Recommendation endorsed.	School
9.	Partnerships with external agencies should be fostered in a variety of ways.	Recommendation endorsed.	School
10.	Consideration should be given to the establishment of a resource hub/centre on Diet and Health.	Recommendation endorsed.	School
11.	Consideration should be given to the development of modules/courses on specialist nutrition topics, which could include a Public Health Nutrition course.	Recommendation endorsed. QPC recommended that the School bring forward proposals to the College SEFS where all implications could be considered.	School
12.	Possibilities for integrating food microbiology staff more closely with the activities of the School should be explored.	Recommendation endorsed.	School
13.	The School needs to formulate a strategic plan for the School and to formulate concrete, practical, implementation plans for the realisation of its strategic objectives.	Recommendation strongly endorsed. QPC noted that it is essential that this is completed as a matter of priority.	School
14.	An effective "management team" should be established in the School.	Recommendation strongly endorsed. QPC noted that it is essential that this is completed as a matter of priority.	School
15.	The University should develop a committee designed to deal with external relationships, which is comprehensive in scope and has relevance for both Colleges and Schools.	Recommendation endorsed. The QPC noted that there are College and School advisory Boards in existence and that it is part of the policy of the University that this be normal practice. The Committee referred this recommendation to the VP External Affairs for further consideration as to possible action.	VP External Affairs
16.	A Head of School is appointed without unnecessary delay.	Recommendation strongly endorsed.	Head of College SEFS

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
17.	The School should carefully consider its options for how to make use of the two new lecturer appointments, such as the research areas in which it would be most desirable to hire. The School should further strive to integrate the new lecturers into the School in a collegial and supportive atmosphere. The School should evaluate the effect the new appointments have on workloads etc. before considering the possible need for further additional staff.	Recommendation strongly endorsed. QPC noted that it is very important the new appointments are made so as to support the overall strategic objectives of the School, College and University	School Head of College SEFS
18.	The undergraduate teaching laboratories should be refurbished to a higher and more uniform standard, as a matter of urgency.	Recommendation strongly endorsed. QPC noted that this is a question of resources and that the School needs to discuss this need with the Head of College SEFS.	School Head of College SEFS
19.	The School should provide clear and complete information to potential entrants to the Food Science and Nutrition undergraduate programmes about the academic programmes.	Recommendation strongly endorsed.	School Head of College SEFS
20.	The School should consider ways in which 3rd year students could provide information and support to 1st and 2nd years about the need to take Physics, Chemistry and Maths in these first two years.	Recommendation strongly endorsed.	School

SCHOOL OF HISTORY

PEER REVIEW GROUP
- Professor John Groeger, Department of Applied Psychology, UCC
- Dr. Anne Mills, Admissions Officer, UCC
- Professor Gearóid Ó Tuathaigh, Department of History, NUI Galway
- Professor Robert Savage, Department of History, Boston College, USA
- Professor Paul Smith, Department of the History of Art, University of Warwick, UK

SITE VISIT

The site visit was conducted over 2.5 days from 22-24 February 2010 and included visits to school and library facilities in UCC and meetings with:

- Professor Geoff Roberts (Head of School of History) and staff of the School as a group and individually
- Dr. Flavio Boggi (Head of History of Art) and staff of the School as a group and individually
- Representatives of undergraduate and postgraduate students
- Representatives of employers, past graduates and other external stakeholders
- Professor Paul Giller, Registrar & Senior Vice-President Academic
- Professor M. Peter Kennedy, Vice-President for Research Policy & Support
- Professor Grace Neville, Vice-President for Teaching and Learning
- Mr. Con O'Brien, Vice-President for Student Experience
- Professor David Cox, Head, College of Arts, Celtic Studies and Social Sciences
- Mr. Cormac McSweeney, Finance Office

An exit presentation of the principal findings of the Peer Review Group was made to staff of the School in the afternoon of the second day.

Description

Head of <u>School of History</u>:	Professor Geoff Roberts
No. of Staff:	23 full time academic staff; 13 part-time lecturers, 4 administrative staff; 5 post-doctoral staff; 5 other
Location of School:	'Tyrconnell', College Road, UCC

Description

Head of <u>History of Art</u>:	Dr. Flavio Boggi
No. of Staff:	4 full time academic staff; 1 technical & support staff, 1 administrative staff;
Location of Department:	5 Perrott Avenue, UCC
Degrees/Diplomas offered:	BA, MA, PhD
No. of Students:	School has 739.70 Student FTEs: 571.81 UG and 167.89 PG FTEs distributed as follows:

Undergraduate Student FTEs

School of History

Full-time	Part-time	Visiting	**Total U/G**
447.75	1.33	64.77	**513.85**

Undergraduate Student FTEs

History of Art

Full-time	Part-time	Visiting	**Total U/G**
49.50	.67	7.79	**57.96**

Postgraduate Student FTEs

School of History

Master Taught	Master Research	Higher Diploma	PhD	**Total P/G**
75.32	9	7.61	62.88	**154.81**

Postgraduate Student FTEs

History of Art

Master Taught	PG Diploma	Higher Diploma	PhD	**Total P/G**
3.92	.17	3.75	5.25	**13.08**

MISSION STATEMENT

The mission of the School of History is to contribute to the realisation of the vision set out in the University's Strategic Plan, 2009-2012. The plan's vision is to position UCC as <u>a world-class university that links the region to the globe</u> - an institution that creates, preserves, and communicates knowledge, values and skills of the highest order and contributes to intellectual, cultural, social and economic life locally, regionally and globally.

History contributes to UCC's mission by

- Educating undergraduates and postgraduates to standards commensurate with those of top-class research universities.

- Conducting and publishing research of an internationally recognised standard of excellence.

- Participating in the scholarly organisation, promotion and activities of the discipline of History.

- Engaging with local, national and international public discourse about history.

- Contributing to the governance of the University and the College of Arts, Celtic Studies and Social Sciences (CACSSS).

AIMS AND OBJECTIVES

The School's key priorities for QI/QA during the period of UCC's Strategic Plan are:
1. To maintain and improve its high standard of research-led teaching of undergraduates and postgraduates.
2. To enhance History's research culture and environment and to improve its research rating from the 3/4 overall grade attained in the Research Quality Review to the equivalent of a solid 4 grade in the next RQR with a view to achieving a 5 or 5* rating (UK RAE equivalent) in the following RQR.

3. To improve average time to the completion of a PhD in History from the current six years to four.
4. To expand our taught MA enrolments, including by the development of online learning systems that will attract international students and generate additional income.
5. To achieve, by recruitment and promotion, a cohort of Professors in the School of History.
6. To develop the School of History's organisational structures and operational efficiency and its capacity for sustained strategic action.

GENERAL COMMENT ON QUALITY REVIEW

It is necessary at the outset to address a structural issue that informs the content and presentation of this report. Under the new school structures of the University the School of History incorporates the academic disciplines of History and History of Art. In practice both disciplines have continued to operate largely as discrete units. Both disciplines compiled their own Self-Assessment Report (SAR), and staff spoke largely of their own circumstances, those of their discipline, and made recommendations specific to their discipline. Moreover the circumstances of both disciplines currently are, in many areas, different from each another. Accordingly, while issues and concerns common to both disciplines are addressed, this report will necessarily reflect the duality of the current position.

The review took place in a time of transition. The difficult economic environment has imposed constraints (e.g. resulting in freezing of promotions and appointment and restrictions on sabbatical leave) that have been felt across the university, including the School under review. The 'schoolification' process within the University is still underway, and structural changes necessary to establish the School are still at an early stage. The University Strategic Plan informed the reviewers and guided the discussions. The recently-completed University-wide Research Quality Review informed the analysis and research plan of the School. Since the last review the School has seen the retirement of a cohort of senior academics of professorial rank with international reputations and strong research records, and another such retirement is imminent. Their departure presents challenges to the School, notably the challenge of renewal and of determining new directions and priorities, consistent with the objective of maintaining and enhancing the high academic standing of the School in the coming years.

Self-Assessment Report (SAR)

The SAR presented by the Discipline of History was comprehensive in its analysis, data and recommendations and was well presented. It was consistent with the other data provided to the group and by meetings with key office holders and the wider stakeholder population. It conformed to the guidelines and requirements of UCC.

The PRG recognises that, because of the particular circumstances under which the Discipline of History of Art is operating, it did not find it possible to present a SAR that fully met all the requirements.

The PRG noted that UCC has a Strategic Plan. The SAR reports would have been enhanced if the Disciplines had made more systematic and sustained reference to the College and University strategic plans. It was also noted that there was sometimes a lack of consistency in statistical references to the measures employed, e.g. student full time equivalents, staff student ratios, etc. These, however, did not impair the review process.

SWOT Analysis

Discipline of History

The SWOT analysis presented in the SAR seemed sensible and pertinent. It provided a clear description of the process that was carried out – this was inclusive and conducted on a collegial basis. The SWOT analysis sought to address wider contextual and relevant issues to the Discipline.
The PRG unequivocally endorsed the following:

Strengths

1. The School of History is a well-functioning teaching and research unit which attracts increasingly large student numbers, including some outstanding students.
2. The research output of staff in the School is wide-ranging in both content and form, and is delivered to a high standard of professional competence and innovation.
3. Research projects in the School have been particularly successful, even prolific, in the development of digital humanities, resulting in a very high level of online publication.
4. The School has particular strengths in Medieval and Early Modern History, Irish Social and Economic History, International History, and Cultural and Religious History.
5. The School has very strong connections with local history associations and journals, including local media outlets, resulting in an exceptionally strong degree of outreach into the wider community.
6. The School's highly effective administrative staff is one of its main assets, both as an interface with students and as the key to the efficient functioning of the entire academic unit.
7. The School offers a varied undergraduate teaching programme in both content and form, with a strong commitment to small-group teaching and research-led teaching through seminar and option courses.
8. History students consistently describe academic and administrative staff as approachable and helpful, and the student retention figures in second and third year are exceptionally high in comparison to other subjects.
9. Postgraduate and postdoctoral research and training within the School is flourishing and continues to result in a large number of graduates whose publications and conference presentations are both frequent and of very high quality.

Weaknesses

1. The growing administrative burden imposed upon staff, together with a substantial increase in student numbers and higher expectations regarding research output, make it imperative to re-engineer work-flows within the School through the adoption of a fair and effective workloads model.
2. The School needs to conduct a review of its undergraduate teaching programme and continue the process of reforming its postgraduate teaching structures.
3. The exceptionally strong local and national research output of School staff has tended to lead to a smaller proportion of research outputs appearing in international peer-reviewed publications.
4. There is concern about the School's ability to maintain its highly successful research projects in the current economic climate. Given the recent loss of revenue and budget surpluses, it was

felt that the School needed to augment independent income streams from private and international funding sources.

5. School members are eager to build closer links through collaborative teaching and research with other sections of CACSSS and outside the university.

6. A review of the international range of undergraduate course content was felt to be desirable given the School's traditional emphasis on Irish History in its research and teaching.

Opportunities

1. The School of History is a highly successful academic unit which is well placed to take a leading role in the development of academic life in UCC despite the current turbulent environment.

2. The Discipline of History is well placed to build on and take advantage of the demonstrably high visibility of History in Ireland and clear public interest in the discipline.

3. The recent appointment of several new Professors and Heads in cognate Schools and Disciplines, offers an opportunity for History to develop productive new relationships with other academic units in the college.

4. 'Schoolification', while containing some threats, offers the opportunity to reassess links with other disciplines, particularly Classics.

5. International political developments such as the enlargement of the EU, greater links with China, and extensive connections with the United States offer the opportunity for further innovative curriculum development.

6. The use of digital technologies in pedagogy, research, and publication greatly expands the scope and range of our interaction with students, scholars, and the wider community, and creates new opportunities for research and collaboration.

7. National commitments to the "smart economy" and to the development of fourth level education are an opportunity for History to expand its postgraduate programmes.

Threats

1. The economic climate in Ireland and the wider world, and the particular financial difficulties facing UCC, present the single greatest threat to the School of History, presenting a serious limiting factor upon all ambitions with regard to staffing, research resources, and teaching.

2. Policy commitments to development of the 'smart economy' and fourth-level Ireland have been undermined by the economic crisis.

3. The lack of prioritisation of humanities at governmental and university level presents the threat of disproportionate rationalisation and retrenchment in the coming years.

4. Loss of sabbatical leave, freezing of promotions, unregulated workloads, and reduced resource availability (e.g. in the library) threaten to have serious negative implications for morale and productive capacity, particularly with regard to research.

Discipline of History of Art

The summary presentation in the section on the SWOT analysis of the Discipline of History of Art did not detail the methodology employed nor did it provide clear information on how it was formulated.
The PRG considered that the summary of the SWOT analysis, as presented, lacked a clear strategic perspective.

The PRG particularly noted the following

Strengths

1. A small, new and relatively young teaching team allows for a high level of flexibility and responsiveness.
2. A small teaching team requires all staff to become involved in all areas of the curriculum.
3. A stable cohort group of under graduate students and a growing number of postgraduate students.
4. The close working relations between staff and students maintained through personal contact is viewed by both staff and students as a valuable asset to student learning.

Weaknesses

1. A small teaching team makes more difficult the delegation of workloads.
2. Additional pressure is placed on the teaching team when one member of staff takes sabbatical leave.
3. The available space for History of Art at 3 Perrott Avenue limits the possible development of the Discipline, particularly with regard to designated working space for postgraduate students.
4. Throughput of research-based postgraduate students is too low to secure any research quantum contribution.

Opportunities

1. The opportunity to develop a broader range of post graduate provision, building on the existing focus on Modern and Contemporary Art History and practice through a second taught MA focusing on earlier periods of Art History.
2. The Lewis Glucksman Art Gallery both as a potential source of employment and also as a teaching and learning opportunity.
3. The opportunity to establish closer links with the Crawford College of Art and Design with regard to sharing the issue of learning resources such as the library, and elements of teaching and learning such as the shared use of a visiting speakers.
4. To capitalize on funding opportunities in the digital humanities by facilitating transferable web literacy skills at undergraduate and postgraduate levels with the purpose of enhancing employment opportunities for History of Art graduates.

Threats

1. Budgetary limitations represent a constraint on the efficient and effective operation of the discipline. This is felt both through constraints placed on teaching, such as the reduction of the tutorial programme and the curtailing of a visiting speaker series, and has in addition jeopardized plans for conferences and other scholarly activities. Such constraints have also resulted in cuts in the part-time teaching budget that have resulted in the loss of provision in some important areas of the discipline and therefore a narrowing of the overall curriculum and consequent opportunities for student learning.
2. Government policy regarding funding and the issue of students paying fees may impact on future enrolment.
3. University restructuring may impact on the autonomy of the Department.
4. The small size of 3 Perrott Avenue does place some constraints on operating efficiency; ideally the building would contain office space for academic staff and administrative support plus one suitable teaching space, at present this is not the case.
5. Such constraints have been further exacerbated by the loss this year of the Discipline's Post Doctoral fellow and the expertise and commitment to the teaching programme brought to the department by this member of the academic team.

6. Budgetary constraints also make the further development of activities such as Summer Schools more difficult due to the lack of funding available for the development and advertising of such programmes.
7. Such constraints also represent a threat to the discipline's policy of organizing study trips in Ireland and aboard, as a means to counter the institutions geographical distance from major artistic centres.

Benchmarking

The PRG noted that the Discipline of History submitted a very helpful and constructive benchmarking statement, based on comparisons with the Universities of Aberdeen, Nottingham and Swansea. PRG was impressed by the scale of *External Research Income Generation*, but noted that the income for Swansea was understated by some 50%. It was further noted that the inclusion of another Irish University would be desirable in a future benchmarking exercise. The PRG had the opportunity of interrogating various aspects of the comparisons undertaken, and the conclusions reached, in this benchmarking exercise.

The Discipline of History of Art did not undertake a benchmarking exercise. The PRG felt that History of Art should undertake such an exercise as soon as possible in order to help inform the future development of the Discipline.

SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

Abbreviations

PRG: Peer Review Group   *VP: Vice-President*

QPC: Quality Promotion Committee   *QIP: Quality Improvement Plan*

HR: Human Resources   *CACSSS: College of Arts, Celtic Studies & Social Sciences*

RQR: Research Quality Review

	PRG Finding/Recommendation	**QPC Comment/Recommendation**	**Action**
	History		
1.	To implement the proposals of the School Research Committee to re-focus History's research profile and performance, in the light of the findings of the RQR report.	Recommendation strongly endorsed.	School Discipline of History
2.	To implement the structured PhD process initiated and overseen by the School Graduate Studies Committee, and to monitor its impact, particularly with regard to the generic skills element.	Recommendation strongly endorsed. QPC also recommended that the School should ensure that the process is in line with University guidelines and regulations	School

	PRG Finding/Recommendation	**QPC Comment/Recommendation**	**Action**
3.	To consider the introduction a distance-learning MA programme in History with a view to curriculum innovation and the generation of significant fee income.	Recommendation endorsed	School Discipline of History
4.	To proceed with the appointment of a Chair in Irish History to replace Professor Keogh.	QPC noted that implementation is a matter for the Head of College ACSSS.	Head of College ACSSS
5.	To assist staff to achieve promotion to Professor and Senior Lecturer and to consider *inter alia* academic workloads and other factors that might affect this.	Recommendation strongly endorsed. QPC noted the University policy on mentoring of early career academic staff and recommended such a system be considered within the QIP to be developed by the School.	School
6.	To establish a Working Group on equal opportunities practice and to feed outputs into the University Equality Committee.	Recommendation endorsed. QPC welcomed the increased commitment to equal opportunities within the School	School
7.	To establish a Working Group on Workloads, chaired by the Head of School, to devise a suitable model, taking into account the research, teaching and supervision priorities of the School and developments at College and University levels.	QPC noted that there is a University working group addressing the development of academic workload allocation model(s) and that this committee is due to report to Academic Council in late 2010/2011. QPC advised that the School await the developments from this committee before expending a lot of effort in duplicating the University committee's work.	----
8.	To rotate officers and membership of committees in 2010-2011.	Recommendation strongly endorsed. In particular QPC noted the desirability of ensuring equitable workload distribution among all staff.	School
9.	To continue the work of the Learning and Teaching Committee in developing quality research-led undergraduate teaching.	Recommendation strongly endorsed.	School
10.	To plan, prepare and deliver tutor training programme for 2010/2011.	Recommendation strongly endorsed.	School

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
11.	To increase opportunities for postgraduates to publish and to give due consideration to how this objective might best be achieved.	Recommendation endorsed. QPC noted the need for the School to focus on publication in appropriate national and international journals of high quality and other appropriate publication media.	School
12.	To establish a working group to review the future of the Irish National Institute for Historical Research, in the context of a wider strategic review of the Discipline's configuration of research projects and priorities and of the resource issues relating thereto.	Recommendation endorsed. QPC recommended that the School take account of University help available.	School
13.	To ensure refurbishment of staff offices.	Recommendation endorsed	School
14.	To build capacity for strategic awareness and strategic action.	Recommendation strongly endorsed.	School
15.	To continue building interdisciplinary links within UCC and intra-institutional links nationally and internationally.	Recommendation endorsed	School
16.	Greater clarity and direction with respect to the availability of the tutorial system and its consistency throughout all years of the programmes be put in place for students.	Recommendation endorsed.	School
17.	The Discipline clarifies the system for allocation of places on quota bound modules in 2nd and 3rd year and that this system be communicated in a timely and transparent fashion to students.	Recommendation strongly endorsed. QPC recommends immediate action on this recommendation.	School
18.	Further consideration is given to the inclusion in the senior year of the undergraduate programme of a formal introduction to information literacy specifically related to archival systems.	Recommendation endorsed.	School

	PRG Finding/Recommendation	**QPC Comment/Recommendation**	**Action**
19.	The Discipline actively engages with the careers service to provide subject-specific advice to students on careers and postgraduate opportunities.	Recommendation endorsed.	School
20.	Greater clarity and information flow on the postgraduate and research seminars be made available, to ensure that appropriate audiences are fully informed and that the full value of these seminars is widely shared.	Recommendation strongly endorsed.	School
21.	The Discipline introduces a dedicated discipline-specific induction day to research postgraduates, to complement the University induction programme.	Recommendation strongly endorsed. QPC also recommends that the School ensures that all research postgraduates participate in the University-organised induction programmes for research postgraduates.	School
22.	The adoption of an annual report from each academic staff member on research progress as an appropriate measure for staff development.	Recommendation endorsed.	School
23.	The Discipline formulates in strategic terms its outreach activities so as to optimise the public profile of the Discipline locally, nationally and internationally for the benefit of the Discipline and for UCC	Recommendation endorsed	School
24.	In the context of the review of the INIHS that the Discipline reviews the viability of the full suite of research projects currently sustained by external funding.	Recommendation endorsed QPC also suggested that the School engages in analysis of the long term viability and sustainability of all research projects	School
25.	The University gives urgent consideration to easing the restrictive terms under which sabbatical leave is currently being supported, and to restoring a sabbatical research leave scheme that takes account the full range of research-directed objectives of staff.	QPC noted that this consideration has taken place and that AC has approved a revision to the scheme. The revised scheme does take account of the research objectives of academic staff.	------

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
26.	The adoption of the recommendation in the SAR *re* the appointment of a chair in Irish History will still leave the professorial level in History in UCC substantially below the level merited by the Discipline's academic standing and scale. The University should address this anomalous situation as a matter of urgency.	Recommendation noted. QPC noted that this recommendation is for consideration by the Head of College ACSSS under the devolved management system	Head of College ACSSS
27.	In the context of overall support for research initiatives and developments in the School of History, and in the Humanities in general at UCC, further consideration needs to be given to the role of the Office for the VP for Research in assisting such initiatives and developments.	QPC noted that the Office of the VP Research does provide support to the humanities disciplines and that a dedicated Research Support Officer has been appointed to the College ACSSS	Head of CACSSS
	History of Art		
28.	That the space committee should consider re-housing the staff member providing administrative support to History of Art within the unit's designated building. The PRG noted that the present administrative support is not a full-time activity for the post holder who also provides support for History and who reports to the Head of School.	Recommendation noted. School response also noted. The QPC noted that the implementation of this recommendation is a matter for the Head of School of History	Head of School
29.	In any new structure that may emerge the Discipline of History of Art must be accorded parity of esteem and be acknowledged as an autonomous disciplinary entity.	The QC noted this recommendation and will request the incoming Head of College ACSSS to consider plans to address the structures in the College.	Head of College ACSSS
30.	Mentoring and other appropriate support is provided to the Head of Discipline in his/her role as a leader of an autonomous discipline.	Recommendation endorsed. QPC noted that the University Management Team has approved the extension of the Leadership Development Programme to heads of Schools for 2010/11 and with the possibility of a wider extension as soon as resources allow.	HR Department

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
31.	The University give urgent consideration to easing the restrictive terms under which sabbatical leave is currently being supported, and to restoring a sabbatical research leave scheme which takes account of the full range of research-directed objectives of academic staff.	QPC noted that this recommendation has already been implemented by the University with a revised sabbatical leave scheme approved by the Academic Council in 2009/10 and operational for 2010/11 onwards.	-----
32.	The members of History of Art are supported in the development of a strategic plan which should include specific targets for research outputs, which resonate with the School, College and University strategic plans.	QPC endorsed the development of a strategic plan by the School which incorporates specific targets for research for all academic staff.	Head and staff of School
33.	The Library or University, as appropriate, pursues the possibility of sections of books being provided as PDFs, online, under appropriate licensing arrangements (to meet the deficits in History of Art).	QPC noted that the matter was resolved.	--------
34.	Provided that growth and further recommended development of History of Art takes place the PRG envisages that the restoration of a professorial appointment in History of Art will become at once logical and appropriate to its further development and distinction.	Recommendation noted. QPC commented that this is the responsibility of the Head of College ACSSS and referred the recommendation to the Head of College for consideration	Head College of ACSSS
35.	The School addresses the disparity between the Discipline's current and anticipated future image provision requirements and the technical support presently provided.	Recommendation endorsed. This is a matter for the School. The QPC recommends that staff of HA work within the School structures and with the Head of School to seek ways to resolve this.	Head and staff of School
36.	History of Art capitalises upon the opportunities potentially available for quality enhancement, staff development and increased efficiency available through participation in School committee structures.	Recommendation endorsed. QPC noted the necessity for the School to develop, as a matter of immediacy, School governance and management structures. QPC recommends that all disciplinary areas within the School are represented and involved in such structures.	Head and staff of School

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
37.	History of Art explores the opportunities for masters as well as doctoral research-based qualifications so as to increase the throughput of and reduce completion times of postgraduate studies.	Recommendation endorsed. QPC noted and welcomed the response of the School	School Staff of Discipline
38.	The use of the UCC-CIT Memorandum of Understanding is explored as a means for the History of Art to pursue the opportunities in the domains of reciprocal library arrangements, teaching and research collaborations, afforded by links with Crawford and other local institutions.	Recommendation endorsed.	School
39.	That provision of access by History of Art to ARTstor is maintained.	Recommendation endorsed. QPC recommended that the relevant staff in the School liaise with the relevant library staff to ensure this happens	School staff Library Staff
40.	Provision of field trips are maintained at reasonable cost, and organised so that they do not exclude those students with other teaching-term study commitments	Recommendation endorsed.	School
41.	The Discipline actively engage with the careers service to provide subject specific advice to students on careers and postgraduate opportunities.	Recommendation endorsed	School
42.	That before the discipline engages in any initiative aimed at offering a summer school, which would further reduce the already restricted time available for research to academic members of staff and may not prove financially beneficial, that a detailed cost-benefit analysis should be undertaken.	Recommendation strongly endorsed. QPC welcomed the commitment to undertake such an analysis	School Discipline

SCHOOL OF CLINICAL THERAPIES

PEER REVIEW GROUP
- Ms. Anne Geraghty, Acting Chief Executive Officer, Brothers of Charity Services, Galway
- Professor Catherine MacKenzie, Division of Speech & Language Therapy, University of Strathclyde, UK.
- Dr. Seamus O'Reilly, Department of Food Business & Development, UCC.
- Professor Ivan Perry, Department of Epidemiology & Public Health, UCC
- Professor Gaynor Sadlo, School of Health Professions, University of Brighton, UK.

SITE VISIT

The site visit was conducted over 2.5 days from 25-28 January 2010 and included visits to school and library facilities in UCC and meetings with:

- Professor Fiona Gibbon (Head of School) and staff of the School as a group and individually

- Representatives of undergraduate and postgraduate students

- Representatives of employers, past graduates and other external stakeholders

- Professor Paul Giller, Registrar & Senior Vice-President Academic

- Professor M. Peter Kennedy, Vice-President for Research Policy & Support

- Professor Grace Neville, Vice-President for Teaching and Learning

- Professor Michael Berndt, Head, College of Medicine & Health

- Mr. Cormac McSweeney, Finance Office

An exit presentation of the principal findings of the Peer Review Group was made to staff of the school in the afternoon of the second day.

Description

Head of School:	Professor Fiona Gibbon
No. of Staff:	8 full time academic staff; 7 part-time lecturers, 3 administrative staff;
Location of School:	Brookfield Health Sciences Complex
Degrees/Diplomas offered:	BSc, MSc, MPhil, PhD
No. of Students:	School has 187.84 Student FTEs: 172.09 UG and 15.75 PG. Occupational Science/Therapy has a total of 90.53 FTE's. Speech & Hearing Sciences has a total of 97.31 FTE's.
	FTEs distributed as follows:

Undergraduate Student FTEs

Occupational Science/Therapy

Full-time	Visiting	Total U/G
83.28	0	**83.28**

Undergraduate Student FTEs

Speech & Hearing Sciences

Full-time	Visiting	Total U/G
88.64	.17	**88.81**

Postgraduate Student FTEs

Occupational Science/Therapy

Master Taught	Master Research	Practioner Doctorate	PhD	Total P/G
.75	.75	2.00	3.75	**7.25**

Postgraduate Student FTEs

Speech & Hearing Sciences

Master Taught	Master Research	PhD	Total P/G
7.00	0	1.50	**8.50**

MISSION STATEMENT

The School's mission statement aligns with those of the College and UCC. The mission statement summarises the overall purpose of activities within the School, and expresses its overall future direction. The School's mission statement is:

> *To be international leaders in client-centred education and research in Clinical*
> *Therapies and at the forefront in translating knowledge into professional practice.*

AIMS AND OBJECTIVES

The School's aims and objectives align with those of UCC and the College of Medicine and Health, expressed in their respective strategic plans (see draft Strategic Plan in Appendix K). Therefore, the overarching aims and objectives of the School are broadly to:

- Enhance teaching and learning and the overall student experience
- Enhance and increase research output of the highest quality
- Strengthen external engagement
- Improve the staff experience

These overarching aims articulate what the School seeks to achieve for its students and staff as well as more broadly for UCC, the professions of Occupational Therapy and Speech and Language Therapy and society in general.

GENERAL COMMENT ON QUALITY REVIEW

Self-Assessment Report (SAR)

The Peer Review Group was impressed by the Self-Assessment Report prepared by the School. It was well edited and succinct. It provided a reasonably comprehensive overview of the School's teaching, research and administrative activities and it reflects a culture of critical self-reflection on performance and a clear striving for excellence. The report also provided the external members of the panel with an excellent overview of the structures with the College of Medicine & Health and the wider University within which the School operates. Inclusion of the Schools submission to the 2009 UCC Research Quality Review exercise and the Report from the Research Quality Review Panel was of considerable assistance to the PRG in its assessment of the School's research activity. A number of additional

documents were requested to supplement the material summarised in the SAR and were provided without delay.

The overall impression of the Peer Review Group was that the School has done an excellent job in a relatively short period of time in the development of the undergraduate programmes and achieving the accreditation of these programmes by the relevant professional bodies in Ireland. The Group also noted that, in relation to the recency of the establishment of the School, good progress had been made with respect to the development of the research agenda. The Peer Review Group affirms the quality of core structures and processes within the School and the quality of its teaching programmes. It was also noted that the Departments within the School have developed and maintained extremely positive engagement with local stakeholders. With regard to the student experience, it was abundantly clear to the PRG that students in the School find the staff to be approachable and supportive. The PRG was also impressed by the extent to which staff in the School are open to recommendations and suggestions on how best to consolidate the achievements and successes to-date and plan for the further development of the School over the next decade.

In summary, the Peer Review Group commends the School for its engagement with the process of self-assessment and for their focus on quality enhancement. The Group is firmly of the opinion that the School has strong programmes and considerable potential for further development of both teaching and research to the high levels to which the School aspires.

SWOT Analysis
The Peer Review Group reviewed the summary of the SWOT analysis conducted by the School in September 2009. From review of the material available to the Group and from its meetings with members of staff, the PRG broadly concur with the SWOT analysis.

In particular, the Peer Review Group concurs with the School's view of its strengths under the following headings: "strong work ethic and dedication of staff", "strong emphasis on student support", "approachable and engaging style" and "shared values between departments (within the school)". Under the heading of strengths, members of the Peer Review Group would also highlight the fact that staff in both Departments have academic skills and interests that are relevant to a number of other departments and courses across the University, of which greater advantage could be taken. The fact that the School is recruiting students with high levels of academic achievement, with leaving certificate points above the 95th centile nationally represents an additional important area of strength. With regard to weaknesses the Peer Review Group concurs with the concerns about "reduced promotional structure", which has important implications for staff retention, and with the perception of "Handholding students". With regard to threats, the fact that virtually all graduates of the School are dependent on a single public sector employer (HSE) might be added to the list. The current public sector financial environment represents a further threat to the School (as it does to the Irish third level sector generally) and thus the School and College of Medicine & Health will need to be vigilant and proactive in representing their needs in the short to medium term. Under the opportunities heading, the Peer Review Group highlighted the potential to explore and develop new areas of work for SLT and OT graduates in the public sector, the private sector and the increasingly important third sector (non-governmental organisations). It was also felt that the School is underplaying the potential opportunities for inter-professional education as well as multidisciplinary research (including clinical and health services research drawing on both quantitative and qualitative methods) that arise from its location in the Brookfield Health Science Complex in close proximity to the Schools of Nursing, Medicine, Dentistry and Pharmacy.

The Peer Review Group would encourage the School to use the SWOT as a living document - perhaps including it on agendas of some School staff meetings. In using the SWOT to guide strategic development the School might consider factors within their control (strengths & weakness) and those outside their control (opportunities & threats) that the School might seek to influence.

Benchmarking

The Peer Review Group commends the School on the benchmarking exercise with international centres of excellence as summarised in Appendix J of the Self-Assessment Report. In the view of the Group, the centres were well chosen and it is clear that the findings from this exercise have considerable potential to inform the School's research strategy, with particular reference to the importance of developing well defined "niche" research areas where the School can be nationally and internationally competitive.

The PRG was surprised that the School did not consider a further benchmarking exercise within Ireland, based on metrics from both the longer and more recently established academic units.

SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

Abbreviations

PRG: *Peer Review Group*	VP: *Vice-President*
QPC: *Quality Promotion Committee*	QIP: *Quality Improvement Plan*
PBL: *Problem-Based Learning*	SLT: *Speech & Language Therapy*
TBL: *Task- Based Learning*	OT: *Occupational Therapy*
HRB: *Health Research Board*	IASLT: *Irish Association for Speech and Language Therapy*
HSE: *Health Services Executive*	GS: *Graduate Studies*
CMH: *College of Medicine & Health*	

	PRG Finding/Recommendation	**QPC Comment/Recommendation**	**Action**
1.	The workloads of all staff within the school should be reviewed taking account of teaching, research, clinical and administrative commitments, in a transparent way.	Recommendation strongly endorsed. QPC noted that performance reviews are part of UCC policy as is transparent and equitable allocation of academic workloads.	Head of School
2.	Student contact hours and the volume of assessment of students should be reduced, particularly in relation to fostering independent student learning in a manner that is consistent with the PBL/TBL approach adopted.	Recommendation endorsed. QPC noted the obligation to adhere to guidelines and requirements of the relevant professional bodies and recommended that the School liaise, as appropriate, with the relevant professional bodies in implementation of curricular reform.	School

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
3.	The School ensures that the psychology requirements of the IASLT accreditation guidelines are fully met.	Recommendation endorsed. QPC noted the obligation to adhere to guidelines and requirements of the relevant professional bodies and recommended that the School liaise, as appropriate, with the relevant professional bodies in implementation of curricular reform.	School
4.	The concerns about clinical practice placement facilitation for Occupational Therapy students be addressed at College of Medicine & Health and University levels by way of negotiation with the Health Services Executive.	Recommendation endorsed. QPC welcomed action already taken and encouraged continuation of efforts to ensure concerns are addressed	School
5.	The School continues to provide PBL/TBL tutor training to ensure consistent delivery of the curriculum and support for students.	Recommendation endorsed.	School
6.	The School continues to monitor and benchmark the degree awards in relation to the proportion of students achieving first class honours.	Recommendation endorsed. Comment of School welcomed.	School
7..	The School should consider whether grading of clinical placements by clinicians should be on a pass/fail basis only.	Recommendation endorsed. Comment of School welcomed.	School
8.	Staff pursuing PhD programmes of study should be offered protected time and in addition, that particular support should be offered to staff who have recently completed their PhD Degree in order to facilitate publication from their research and further their research career development.	Recommendation endorsed. QPC welcomed the response of the School. QPC noted that the University strongly supports the implementation of peer mentoring systems for staff and supports all actions of the School in this regard.	School

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
9.	The School should consider the viability of the entire suite of postgraduate taught programmes currently on offer and should consider restructuring by availing of generic postgraduate modules offered within UCC and also collaboration with other Universities.	Recommendation endorsed. QPC noted the action already commenced by the School. QPC welcomed the intention to explore possibilities of collaborations with other Universities with respect to delivery of appropriate postgraduate programmes in the disciplines in an efficient and high quality manner, availing of expertise from outside as well as within UCC.	School
10.	The School should explore the business case for short continuing professional development courses, including advanced clinical skills.	Recommendation endorsed.	School
11.	That the School reduce the number of research strands and develop a more thematic approach to research, focused on a small number of well defined topics.	Recommendation endorsed. The QPC, noting the comment of the School, endorsed the recommendation as a strategy in continuing to develop the research agenda of the School.	School
12.	The School should take active steps to exploit the diversity and range of funding opportunities available for research support.	Recommendation strongly endorsed. QPC noted the need for all units to actively explore ways to increase funding available. QPC welcomed the activity of the members of the School in this regard.	School
13.	There should be deeper engagement by researchers in the School with the Office of the Vice-President for Research Policy and Support.	Recommendation endorsed. QPC welcomed the School response and commitment to doing all possible in this regard.	School
14.	The College of Medicine & Health should provide additional targeted support for early career researchers in the skill of grant application writing and in research grant management.	Recommendation endorsed.	School Head of CMH Dean of GS
15.	Staff should be encouraged to participate in scientific writing workshops such as those organised annually by the HRB.	Recommendation endorsed.	School

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
16.	The departments should focus on student services and the School should deal with programme planning and administration, and thereby reduce duplication of effort.	Recommendation endorsed. QPC welcomed the comment of the School in reation ot reduction of duplication of effort and the aim of increasing efficiencies without loss of quality.	School
17.	Workload and grading for the administrative staff should be looked at in the context of functioning of both Departments and School offices.	Recommendation endorsed. QPC welcomed proposed action.	School
18.	The concerns of the course team about audio-visual, IT and speech technology laboratory support should be resolved.	Recommendation endorsed. QPC welcomed proposed action.	School
19.	The PRG recommend that the staff of the School undergo a performance review.	Recommendation endorsed. QPC welcomed proposed action.	School

SCHOOL OF PHARMACY

PEER REVIEW GROUP
- Dr. Declan Farrell, Retired Pharmaceutical Executive.
- Professor Richard Greene, Head, Department of Anatomy, UCC.
- Professor Stephen Hudson, Professor of Pharmaceutical Care, University of Strathclyde, Scotland.
- Professor Claus-Michael Lehr, Head, Department of Biopharmaceutics & Pharmaceutical Technology, Saarland University, Germany.
- Dr. Jean van Sinderen-Law, Director of Development, Development & Alumni Office, UCC.

SITE VISIT

The site visit was conducted over 2.5 days from 13-15 October 2009 and included visits to school and library facilities in UCC and meetings with:

- Professor Anita Maguire (Head of School) and staff of the School as a group and individually

- Representatives of undergraduate and postgraduate students

- Representatives of employers, past graduates and other external stakeholders

- Professor Paul Giller, Registrar & Senior Vice-President Academic

- Professor M. Peter Kennedy, Vice-President for Research Policy & Support

- Professor Grace Neville, Vice-President for Teaching and Learning

- Professor Michael Berndt, Head, College of Medicine & Health

- Mr. Cormac McSweeney, Finance Office

An exit presentation of the principal findings of the Peer Review Group was made to staff of the school in the afternoon of the second day.

Description

Head of School:	Professor Anita Maguire
No. of Staff:	12 full time academic staff; 1 part-time lecturers, 3 technical & support staff; 3 administrative staff;
Location of School:	Cavanagh Pharmacy Building
Degrees/Diplomas offered:	B.Pharm, MSc, PhD
No. of Students:	School has 180.93 Student FTEs: 108.12 UG and 72.81 PG FTEs distributed as follows:

Undergraduate Student FTEs

Full-time	Part-time	Visiting	Total U/G
107.73	0	.40	**108.12**

Postgraduate Student FTEs

Master Taught	Postgraduate Diploma	Certificate/ Occasional	PhD	Total P/G
31.52	1.42	1.25	38.63	**72.81**

MISSION STATEMENT

Our vision for the School of Pharmacy is
- A world class standard
- Recognised for excellence in teaching and research
- Produce graduates qualified to work in the pharmaceutical industry and as part of a healthcare team.

The current mission statement of the School was developed in 2004 and reflects our ambition to develop very high quality research and teaching programmes and to produce graduates with diverse career options. Over the coming year the School intends to revisit the mission statement and in particular the use of the phrase 'world class' especially in the context of the changed environment at university level. The University Mission Statement established in 2006 is "University College Cork is committed to fostering a community of scholarship that values independence of thought and critical enquiry, and enables students and staff to achieve their full potential. In an environment of excellence in teaching, learning and research, the university's central roles are to create, preserve, and communicate knowledge, and to enhance intellectual, cultural, social and economic life locally, nationally and internationally". Feedback from the staff questionnaires reflects the need to revise the mission statement over the coming months. This revision is timely in the context of the stage of development of the School which is now 6 years in existence and transitioning from start-up phase to a more mature School.

AIMS AND OBJECTIVES

Aims and Objectives of the School

Our overarching objective is to be seen as a leading centre for education and research across all elements of pharmacy and to actively engage in the development of the profession in Ireland.
Within this context the aims and objectives of the School are:
1. To deliver a high quality undergraduate programme in pharmacy compliant with the accreditation requirements of the PSI (see PSI accreditation criteria document Appendix D5) and EU guidelines and, in particular, preparing the graduates for diverse career paths in the healthcare and industrial sectors.
2. To develop a thriving postgraduate education and research programme ensuring that the discipline is undergoing constant development and leading to research informed teaching.
3. To interact with the relevant professional and governmental bodies, influence policy at a national and international level and respond to the developing needs of the profession.

4. To develop an active research portfolio in areas relevant to both professional and industrial requirements.
5. To cultivate and foster University led industrial collaborations, via delivery of distance learning MSc courses, research collaborations and contract research services.

For our students our aims and objectives are to:
1. To provide the students with a challenging undergraduate education, developing both their knowledge and skills across the diverse aspects of the curriculum.
2. To provide independent life-long learning skills to ensure they retain an up to date knowledge of the rapidly developing discipline.
3. To provide them with the fundamental understanding and knowledge of the subject to underpin a professional career or research in the area.
4. To provide the students with the research skills necessary to interpret data from a diverse range of sources.
5. To equip the students with a diverse set of skills that can support the varied career paths available to pharmacists working in community pharmacy, the clinical areas of pharmacy and the pharmaceutical industry.
6. To ensure the broader aspects of their development including communication, presentation and interpersonal skills are encompassed in the curriculum of the undergraduate programme.

Aims and Objectives for Staff

1. To provide an excellent working environment where each member of staff is enabled to develop their skills and achieve their maximum potential across the various roles. Thus for academic staff, development of their skills in teaching, research and administrative aspects of their work is a priority, whereas for support staff, ensuring there are opportunities to undertake innovative tasks and projects, in addition to ongoing support roles, for continuing personal development and job satisfaction.
2. A particular focus of the School is nurturing the ability to work in an interdisciplinary environment and thereby maximise opportunities for career development.
3. To ensure that all contributions to the School made by the staff are valued and recognised.

For society generally, Pharmacy is a key element of healthcare provision, but traditionally has not been fully integrated into the healthcare team. Over the next five years, it is clear that there will be significant development in this regard with fuller integration of pharmacists into healthcare teams, and indeed integration of the professional pre registration training into the undergraduate programme. The objective of the School is to ensure that pharmacy as a profession and, in particular, the pharmacy graduates, are well suited to meet these growing needs and as pharmacy develops in Ireland that this contributes to the improved standard of care for patients and the economics of health care provision. Engagement with the PSI, policy makers and government level in this key period of change is critical.

The establishment of the SOP was a major source of pride for the University and, indeed, the Cavanagh Pharmacy Building is widely recognised as a first rate infrastructure for research and education in the pharmaceutical sciences at international level.   The ambition of the School is to ensure that Pharmacy within UCC is highly regarded both within academic and professional circles across all elements of its activities including teaching, research and contributions to policy development and collaboration with key partners.

GENERAL COMMENT ON QUALITY REVIEW

The Peer Review Group was incredibly impressed by what they read and heard over the intensive two-and-half day review. The Group wishes to state that the achievement in establishing such a state of the art, well run School of Pharmacy in six years is enormous and truly compliments the team on their commitment and enthusiasm for the "project". The level of professionalism shown by all staff

and students was of the highest order. It was very clear to the Peer Review Group that the students were well taught and supported within the School and on leaving were valued by their employers. In all, the School has achieved in what it set out to do i.e., produce outstanding graduates well trained to adapt to a clinical or industrial setting. After a strong foundation phase, the School needs to extend its recognition internationally. This recognition relates to the development of its reputation in both teaching and research in both the clinical and industrial spheres of the pharmacy profession. University College Cork can take great pride in the School of Pharmacy and look forward to a very exciting next phase in its development.

Self-Assessment Report
While the whole document including the self-assessment report was detailed and clearly a lot of work had gone into its preparation by the team, it was unnecessarily long and difficult to navigate. Quantitative data was not easy to locate, particularly in relation to financial analysis and benchmarking. An organisational chart for the School of Pharmacy would have clarified the reporting relationships.

SWOT Analysis
The Peer Review Group was of the opinion that the SWOT analysis was not critically interpreted to serve the development of the strategy and therefore the process is incomplete and that it would be beneficial to revisit it.
The Peer Review Group perceived enormous opportunities and strengths which were not clearly differentiated in the documentation. As the School of Pharmacy revisits its mission statement and its strategy for the next five years, following this quality review, a more detailed analysis and interpretation of the data available is required particularly at this critical point.

Benchmarking
The chosen Schools were appropriate for the benchmarking exercise. The exercise was quite comprehensive but the Peer Review Group felt that more value from the exercise could have been obtained by better interpretation of the findings, for example through the comparison of quantitative data on teaching modes, scientific output and external party funding.

SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

Abbreviations

PRG: Peer Review Group   *VP: Vice-President*

QPC: Quality Promotion Committee   *QIP: Quality Improvement Plan*

HR: Human Resources   *PSI: Pharmaceutical Society of Ireland*

UMT: University Management Team

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
1.	Revise the mission statement to underline the dual mandate of producing graduates fit to enter health care teams and industry.	Recommendation of PRG strongly endorsed QPC noted and welcomed the action has already been taken to implement this recommendation	Head of School
2.	Revisit the SWOT analysis; clarify and prioritise its outcomes.	Recommendation of PRG endorsed	Head of School
3.	Highlight the special features of the School of Pharmacy that differentiate UCC from its competitors.	Recommendation of PRG strongly endorsed	Head of School Staff of school
4.	Revise the governance structure to explicitly recognize the four disciplines i) clinical pharmacy, ii) pharmaceutical chemistry, iii) pharmaceutics and iv) pharmacology.	Recommendation of PRG endorsed QPC welcomed response of School	Head of School
5.	Revision of the terms of reference and membership of the Executive Board with the objective of empowering its leadership function, while continuing to ensure that each of the four disciplines of the School should be represented on the newly formed Executive Board.	Recommendation of PRG endorsed Response of school welcomed	Head of School
6.	Consolidate the committee structures within the School which will enable the School to respond to internal and external opportunities and demands and facilitate better flow of information between staff.	Recommendation of PRG strongly endorsed	Head of School
7.	Appoint an advisory board representing the pharmacy profession.	Recommendation of PRG strongly endorsed	Head of School
8.	Ensure that all staff members provide information to the Research Office as sought by them to track publications, PhD students etc., otherwise the University master documents will not accurately reflect the extent of research performance in the School of Pharmacy.	Recommendation of PRG strongly endorsed	Head of School

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
9.	Ensure financial issues are transparent. The funding model for the School should be made available to staff. Sharing of information relating to the allocation of research overheads is recommended.	Recommendation of PRG endorsed. QPC welcomed the involvement of the College Financial Analyst and the efforts being made to develop an appropriate system	Head of School
10.	Encourage the School to build its international reputation in research and scholarship by taking into account such activities as the amount of time spent on supervising masters and PhD students as part of the distribution of workloads.	Recommendation of PRG strongly endorsed. QPC endorsed the importance of academic workload allocations and allocation models to include all activities, not just teaching	UMT
11.	Critically review the curriculum with the aim of increasing efficiencies and reducing volume without compromising quality. Consider more problem based learning or case based learning models as opposed to direct lecture style teaching. It is the Peer Review Group's perception that the volume and content of the syllabus may require adjustment. A review of teaching hours is recommended from a student perspective in each year of the course. Some comparison of data from the benchmarking schools may assist in this process.	Recommendation of PRG endorsed. The QPC emphasised that the School should engage with the PSI and other Pharmacy Schools to rationalise the workload of students	Head of School
12.	Develop an **external** relations strategy to include engagement with all stakeholder groups including the graduate network, and potential funders in the future. The benefits are many and include the provision of work placements for undergraduate and postgraduate students.	Recommendation of PRG strongly endorsed QPC noted and welcomed the response	Head of School
13.	Consider the potential for international student recruitment particularly in the context of playing to the School's strengths in clinical pharmacy and the industrially relevant facilities at the disposal of the School	Recommendation of PRG endorsed	Head of School

	PRG Finding/Recommendation	QPC Comment/Recommendation	Action
14.	Develop the current strong **internal** relations and explore the possibility of sharing clinical education facilities with other Schools in the College of Medicine and Health.	Recommendation of PRG endorsed	Head of School
15.	Exploit UCC's innovative teaching of clinical practice in the context of a future MPharm and devise a coherent Continuing Professional Development (CPD) strategy for Irish pharmacists.	Recommendation of PRG endorsed	Head of School

COLLEGE OF MEDICINE & HEALTH

PEER REVIEW GROUP
- Dr. Nicholas Busing, President & Chief Executive Officer, Association of Faculties of Medicine of Canada, Ottawa, Canada
- Dr. Maeve Conrick, Vice-Head of College of Arts, Celtic Studies & Social Sciences and Dean of Arts, UCC
- Mr. John Fitzgerald, Librarian, UCC.
- Professor Neva Haites, Head, College of Life Sciences & Medicine, University of Aberdeen, Scotland.
- Professor Cathal Kelly, Dean, Faculty of Medicine & Health Sciences, Royal College of Surgeons in Ireland.

SITE VISIT

The site visit was conducted over 2.5 days from 9-11 November 2009 and included visits to College facilities in UCC and meetings with:

- Professor Michael Berndt (Head of College) and staff of the College as a group and individually

- Representatives of undergraduate and postgraduate students

- Heads of Schools within the College of Medicine & Health

- Professor Paul Giller, Registrar & Senior Vice-President Academic

- Professor Peter Kennedy, Vice-President for Research Policy & Support

- Professor Grace Neville, Vice-President for Teaching and Learning

- Mr. Cormac McSweeney, Finance Office

An exit presentation of the principal findings of the Peer Review Group was made to staff of the college office in the afternoon of the second day.

Description

Head of College:	Professor Michael Berndt
No. of Staff:	7 full time staff; 2 part-time staff
Location of College:	Brookfield Health Sciences Complex

MISSION STATEMENT

In an environment of excellence in teaching, learning and research our central role is to create, preserve, and communicate knowledge and to enhance intellectual, cultural, social and economic life locally, regionally and globally in a manner that promotes collective endeavour, respects individual excellence and values wisdom.

AIMS AND OBJECTIVES

The advent of Colleges and the devolution of more responsibility to College level has led to the formation of a team based structure of people designated to manage and deliver these functions.

The central and pivotal role in this structure is the Head of College who is 'the executive officer and provides leadership in a collegial manner' (Statute L Chapter 2) and is the primary link to the University. The core duties of the Head of College are;

To promote good governance
To lead strategic development
To manage the College budget
To support the enhancement of teaching and research within and across Colleges
To promote the discharge of the Colleges social responsibilities
To represent the College both within the University and externally

The Head of College reports to the President and to the Registrar & Senior Vice President Academic. The current incumbent, Prof Michael Berndt, took up the post in May 2008 and has since built a management team at College level to assist the Head of College in delivering these duties.

This team organisation is simple and efficient in its design and was established as a means of ensuring that the College mission is undertaken in a structured streamlined fashion through its integration with the governance structure as previously highlighted.

GENERAL COMMENT ON QUALITY REVIEW

The Peer Review Group wishes to record its appreciation to all of the staff of the College of Medicine & Health for their full cooperation with the review. The high quality of the documentation was matched by the highly motivated, committed, and talented team which the Peer Review Group encountered. Particular thanks are due to Professor Michael Berndt, Head of College, for facilitating the Peer Review Group's wide-ranging explorations and whose strong and visionary leadership is clearly a key asset to the College and the University.

The staff of the Quality Promotion Unit ensured that the review ran smoothly and effectively. Particular thanks are due to Dr. Norma Ryan for her attentive care and constructive advice at all times. The Peer Review Group is very appreciative of the time afforded by the many senior UCC staff who met with the group. The Group is also very appreciative of the students who volunteered to meet with the group at such short notice.

This review was conducted of the College of Medicine & Health as an administrative unit as opposed to the larger eponymous academic entity comprising the five schools attached to the College and the related staff and student bodies. The external reviewers in particular would have appreciated being made aware at initial contact of the scope of the review as not extending to the wider entity.

Self-Assessment Report

- The SAR is generally a clear and well-presented assessment of the College.

- The SAR would have benefitted from inclusion of a prefatory description of the wider historical and organisational context for the College, its establishment and recent development.

- The absence of completed staff questionnaires (Appendix L) was noted. It was felt by the Peer Review Group that these could provide important information which would contribute greatly to the effectiveness of the review process. Staff were invited to complete this questionnaire on the final day of the review. Six returns were made and these were carefully considered by the Peer Review Group.

- The Review Group would have welcomed greater detail and specificity in the section entitled *Recommendations for Improvement* (p6). While it is acknowledged that the College is at an early stage in development, the depth of experience of the staff, allied to the information gathered in the benchmarking exercise, and the self assessment process itself, all provide a sound basis for more considered recommendations to be made to the Peer Review Group.

SWOT Analysis
- The SWOT is felt to be an excellent distillation of the key factors influencing the future development of the College.
- The areas were appropriately identified and found to be consistent with the findings of the Peer Review Group.
- The Peer Review Group noted the weaknesses identified and, where relevant, have made recommendations for improvement in the report.

Benchmarking
- While the selection of institutions for benchmarking was appropriate, the visits could have been more thorough if more time had been afforded to meet with the key personnel. Representatives on the Peer Review Group from both benchmarking institutions would welcome further opportunity for engagement.

Comment on the Appropriateness of the timing of the review

While undoubtedly a valuable exercise in assessing the success of the academic restructuring process, as far as the establishment of the College units is concerned, the review group feels that the University and the College would have benefitted more from a review conducted further into the development of the College when its structures, processes and plans would have been developed and tested to a greater degree.

SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

Abbreviations

PRG: Peer Review Group   *VP: Vice-President*

QPC: Quality Promotion Committee   *QIP: Quality Improvement Plan*

HR: Human Resources   *MH: Medicine and Health*

HEA: Higher Education Authority

	PRG Finding/Recommendation	QPC Comment/recommendation	Action
1.	**Governance**		
(a)	The division of responsibilities between the College and the schools needs to be kept under constant review to ensure that the College continues to provide the right level and type of support.	Recommendation of PRG endorsed	College MH

(b)	A risk management strategy for the College should be developed.	Recommendation of PRG endorsed	Head, College MH
(c)	A student-staff committee should be established in order to provide a forum to address issues which the students might wish to raise.	Recommendation of PRG endorsed. QPC emphasised the need to establish a formal staff/student liaison committee of the College	Head, College MH
(d)	The role of the Research Degrees Committee should be clarified.	Recommendation of PRG endorsed.	Head, College MH
2.	**Staff Development**		
(a)	It is recommended that a staff development strategy for staff at all levels be produced and implemented.	Recommendation of PRG endorsed.	Head, College MH
(b)	A leadership development programme should be developed, focussing on, for example, succession planning.	Recommendation of PRG endorsed.	Head, College MH
(c)	Serious consideration should be given to establishing the post of HR Partner as a full-time post.	Recommendation of PRG endorsed. QPC noted that should the College, following consideration of this recommendation, decide it should be implemented that it will be necessary to bring forward a proposal to UMT and that any appointment will have to be made in compliance with the Employment Framework agreed with the HEA.	UMT/Head of College MH
(d)	Consideration should be given to the development of a role of Business Development Officer to assist in the identification of business and income generation opportunities.	Recommendation of PRG endorsed. QPC asked that the College MH consider this recommendation and its merits as part of the QIP	Head, College MH
(e)	Consideration should be given to the development of detailed job descriptions and application of the PDRS	Recommendation of PRG strongly endorsed	Head, College MH
3.	**Infrastructure**		
(a)	A fully functioning HRIS is needed to support effective resource management.	Recommendation of PRG strongly endorsed	Director HR

(b)	An effective MIS is needed. The College should actively participate in the Data Warehouse Project to ensure that the management information it needs will be delivered through this project.	Recommendation of PRG strongly endorsed	Head, College MH
(c)	Space and technical expertise should be shared to a greater degree among the Schools. For example, the dedicated IT and Audio Visual support to the School of Nursing & Midwifery could be made available on a limited basis to the other smaller Schools.	Recommendation of PRG strongly endorsed QPC noted that all resources should be shared in so far as is possible, especially in the current financial climate	Head, College MH
4.	**School of Graduate Studies** Consideration should be given to the Schools contributing staff time to support the work of the School of Graduate Studies.	Recommendation of PRG strongly endorsed	Head, College MH
5.	**Communication and Branding**		
(a)	The Peer Review Group noted the importance of ensuring distinct identities for the School of Medicine and the College of Medicine & Health. Consideration should be given to reviewing the title for the College (e.g. College of Health Sciences).	QPC noted recommendation of the PRG and referred it to the College MH for consideration	Head and College MH
(b)	Details of staff profiles and roles should be provided on the College website.	Recommendation of PRG strongly endorsed	Head, College MH
(c)	Signage should be updated to reflect the current College structures.	Recommendation of PRG strongly endorsed	Head, College MH
6.	**Measurement and Evaluation** The College should put in place a plan to regularly measure its performance. (Examples would be entry qualifications; number of students on programmes; international students; research funding; publication impact factors; programme delivery; peer review grant income; cross-programme research activities, quality of teaching, etc.)	Recommendation of PRG strongly endorsed	Head, College MH

OFFICE OF CORPORATE & LEGAL AFFAIRS

PEER REVIEW GROUP
- Ms. Karen Goffin, Secretary of the Council and Head of the Central Secretariat, University of Kent, UK.
- Professor Kenneth Higgs, Department of Geology, UCC.
- Mr. Mark Humphriss, University Secretary, University of Bath, UK.
- Mr. Seamus McEvoy, Head, Careers Service, UCC.

SITE VISIT

The site visit was conducted over 2.5 days from 5-7 October 2009 and included visits to office facilities in UCC and meetings with:

- Mr. Michael Farrell (Corporate Secretary) and staff of the Unit as a group and individually

- Representatives of UCC staff

- Chair of Governing Body, Chairs of Governing Body committees & Governing Body members

- Professor Paul Giller, Registrar & Senior Vice-President Academic

- Professor Peter Kennedy, Vice-President for Research Policy & Support

- Dr. Michael Murphy, President

- Mr. Cormac McSweeney, Finance Office

An exit presentation of the principal findings of the Peer Review Group was made to staff of the unit in the afternoon of the second day.

Description

Head of Unit: Mr. Michael Farrell
No. of Staff: 10 staff
Location of Unit: East Wing, Main Quadrangle

MISSION STATEMENT

Our mission is to provide advice, support and service to the University Governing Body, the President, Senior Management and the University Community with professionalism and integrity on legal issues, governance and secretarial matters, compliance, risk management and insurance.

Vision

- An effective contribution being made by the Office to the University's Mission and Strategic Plan;
- An efficient and effective Governing Body and Governing Body Committees;
- Clear and robust systems of governance in the University;
- Reduced levels of legal action and fair and effective systems of internal dispute resolution;
- Greater internal expertise on legal matters and alternative dispute resolution;
- More effective compliance with legislation and reduced impact on staff ;
- Risk Management embedded across the University;
- Coherence between the University's Strategy, Risk Management and Internal Controls;

- An effective, efficient and pleasant Office which provides a challenging and supportive place to work.

AIMS AND OBJECTIVES

Governance & Secretarial	Legal Affairs	Compliance	Risk /Insurance	Cross Function
To ensure best-practice governance across the University and provide high-quality Secretarial support to Governing Body and GB Committees	Provide accurate, independent legal advice and reduce the exposure of the University to legal action and external dispute resolution	Ensure compliance with existing and emerging areas of legislation thereby reducing risk and enhancing the University's reputation	Establish and embed risk management at all levels of the Institution and continue to provide high quality advice and support on insurance issues	Ensure that the structure and functioning of the Office is fit for purpose in support of the implementation of the Strategic Plan for the OCLA and the University's Strategic Plan

The aims of the OCLA were determined as part of the Strategic Planning process for the Office. The objectives are set out in greater detail [see appendices] and are in line with the strategic priorities of the University.

The aims of the Office are fully in line with the OCLA's Mission and are geared to improving the quality of service provided by the OCLA across all areas of functioning.

The OCLA has developed a Strategic Plan and an Operational Plan. The Operational Plan will be reviewed at the end of 2009 for progress on all areas and revised accordingly.

GENERAL COMMENT ON QUALITY REVIEW

Self-Assessment Report

- The Peer Review Group was very impressed with the content, detail and accuracy of material contained in the Self-Assessment Report. The information provided was well organised and presented and greatly facilitated understanding of the structure and operation of the OCLA.

- The Group found OCLA's Report to be generally comprehensive in terms of the breadth and depth of its activities and noted that its preparation had involved all OCLA staff. It felt, however, that outline job descriptions of OCLA staff would have been useful as part of the appendices.

- The Group noted that the staff questionnaire included some comments concerning staff morale but since these were not reflected in staff or other interviews this Report focuses on other operational issues.

- The Peer Review Group felt that recommendations contained in the Self-Assessment Report were, in general, considered and realistic. Each recommendation was individually considered by the Peer Review Group and, where appropriate, its conclusions are reflected in the findings and recommendations presented below. Matters which are not included, such as minor operational issues, were felt by the Peer Review Group to be outside its remit and to be

appropriate for OCLA to address. The Peer Review Group noted some repetition of recommendations.

SWOT Analysis

The Peer Review Group felt that OCLA had made good use of the SWOT process to prepare its Self-Assessment Report. It was clear that significant thought had gone into the SWOT process and that a careful and detailed analysis of the outcomes had, in turn, informed the Self-Assessment Report. The Peer Review Group felt that the SWOT process had been undertaken seriously and it was pleased to note that it had involved all members of OCLA staff.

Benchmarking

The Peer Review Group felt that it was clear from the details and outcomes of the benchmarking process that OCLA staff had learned significantly from it. It was noted that as many staff as possible had participated in the visits and the work involved and the exercise had been very beneficial to OCLA preparation for the quality improvement process and in shaping OCLA's overall views on its operation and outputs. The Peer Review Group noted OCLA's view that it was under-resourced compared with the UK equivalent functions used for benchmarking.

SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

Abbreviations

PRG: *Peer Review Group*   VP: *Vice-President*

QPC: *Quality Promotion Committee*   QIP: *Quality Improvement Plan*

OCLA: *Office of Corporate & Legal Affairs*

	PRG Finding/Recommendation	QPC Recommendation	Action
	GENERAL		
1.	The process of clarifying roles and responsibilities within the OCLA should be continued and completed as soon as possible. This should include clarifying deputising responsibilities for the Corporate Secretary. Reporting lines should remain under review.	QPC endorsed recommendation.	OCLA
2.	In the interests of staff development and the provision of cover, back-up for each role where this does not currently exist should be considered.	QPC endorsed recommendation.	OCLA
3.	A handbook should be developed to provide OCLA staff with information on standard operating procedure, in particular with the information needed to fill in where necessary for another staff member.	QPC endorsed recommendation.	OCLA

	PRG Finding/Recommendation	QPC Recommendation	Action
4.	Information on the Office non-pay budget should be available for the monthly OLCA staff meeting.	QPC endorsed recommendation.	OCLA
5.	Opportunities should be taken to raise awareness of the services provided by OCLA (such as insurance and legal advice) and the general profile of the Office.	QPC endorsed recommendation. QPC also re—iterated the need for more permanent solutions to the awareness raising of all staff and stakeholders re the services provided, including an updated website with regular monitoring to ensure currency of information.	OCLA
6.	OCLA website links should be completed as soon as possible and consideration be given to the designation of a member of staff as webmaster with overall responsibility for OCLA's website.	QPC endorsed recommendation.	OCLA
	GOVERNANCE AND GOVERNING BODY		
7.	OCLA should have an advisory role to colleges and schools on governance matters to help ensure consistent governance across the university.	QPC endorsed recommendation.	OCLA
8.	Draft agendas for meetings of the Governing Body should be set by the Chairman and the Secretary, in consultation with the President, one month before the Governing Body meeting.	QPC endorsed recommendation.	OCLA
9.	The deadline for submission of papers for Governing Body meetings to OCLA should be two weeks before the meeting to allow adequate time for circulation and consideration by Governors.	QPC endorsed recommendation. The QPC also noted that the dates of meetings of GB should be set with recognition of the overall University schedule of meetings, including Academic Council	OCLA
10.	A secure website for Governing Body papers should be established.	QPC endorsed recommendation. QPC noted action already planned by OCLA.	OCLA

	PRG Finding/Recommendation	QPC Recommendation	Action
11.	Consideration should be given to the Corporate Secretary attending UMT(O) meetings in the interests of good governance.	QPC noted this recommendation and decided to forward it to UMTO for consideration and response. The QPC agreed with the response of the OCLA.	UMTO
12.	Consideration should be given to the OCLA providing the secretariat for the Audit Committee.	The QPC noted this recommendation. The QPC agreed to send the PRG finding and recommendation plus the OCLA response to the Chair of the Audit Committee, Mr. Humphrey Murphy, for consideration.	Audit Committee
	STAFF		
13.	Existing individual staff six-monthly reviews with the Corporate Secretary should continue and include career development issues.	QPC endorsed recommendation.	OCLA
14.	To enhance efficiency, consideration should be given to allocating adjacent offices to the Corporate Secretary and his PA and to other OCLA staff.	QPC endorsed recommendation.	OCLA
15.	With appropriate management support and recognising budget constraints, staff should be encouraged to take personal responsibility for identifying appropriate training and developmental opportunities.	QPC endorsed recommendation.	OCLA
	LEGAL AFFAIRS		
16.	The post of Solicitor should become a permanent core-funded post at the earliest opportunity.	QPC noted this recommendation. Consideration of this recommendation is for the UMTO. The present employment restrictions imposed by Government preclude permanent appointments.	--------------
17.	Consideration should be given to the recruitment of an additional lawyer to provide advice to the University on employment law and more generally. This post should be funded from the legal services budget, the largest portion of which is spent on employment law.	QPC considered this recommendation and endorsed any circumstances by which best value for money can be achieved. Evidence and analysis required before any approval could be given for such a post.	

		PRG Finding/Recommendation	QPC Recommendation	Action
18.		The position in relation to the storage of all formal agreements should be clarified and communicated as appropriate.	QPC strongly endorsed recommendation. QOPC noted that there is a need for physical storage of all formal agreements. Action is needed immediately on this recommendation.	OCLA
19.		Staff should be informed that all non-standard/bespoke research contracts and other agreements to be signed on behalf of the University should, as a matter of good risk management, be checked by the Office of Corporate and Legal Affairs before signing.	QPC endorsed recommendation.	OCLA
		COMPLIANCE		
20.		Briefing on Data Protection, Freedom of Information and Copyright legislation should be provided periodically to all UCC staff.	QPC endorsed recommendation. QPC also suggested that reminders could be sent to staff via the email system of information available on the OCLA web site in relation to these and other topics.	OCLA
21.		Data Protection policies and procedures should be developed for UCC.	QPC endorsed recommendation. QPC noted that UCC already has such policies in place and recommended that the existing policies be reviewed and updated as necessary.	OCLA
22.		Existing FoI procedures should be examined to find ways of improving efficiency / response times	QPC endorsed recommendation.	OCLA
		RISK MANAGEMENT		
23.		The process of 'embedding' risk management in UCC should be further enhanced by the inclusion of regular monitoring and business continuity planning.	QPC endorsed recommendation.	OCLA

	PRG Finding/Recommendation	QPC Recommendation	Action
24.	A risk analysis should be included as part of every proposal to the University Management Team [Strategy or Operations], Finance Committee and the Governing body, with the assistance where required of the Risk Management Officer.	QPC endorsed recommendation. Implementation of this recommendation is a part of the 'embedding' of the risk management in UCC.	OCLA
	ARCHIVES / RECORDS MANAGEMENT		
25.	Reference to Archives and Records Management should be added to OCLA's mission and vision (and similarly Risk Management and Health & Safety when appropriate). The availability of the University's database of archive materials and records management policies should be included on OCLA's website and opportunities should be taken to communicate these to the University.	QPC endorsed recommendation.	OCLA

SECTION C: FOLLOW UP REPORTS ON QUALITY REVIEWS 2008/09

Academic Units

- Department of Government

DEPARTMENT OF GOVERNMENT

Peer Review Group

- Professor John Benyon, Institute of Lifelong Learning, University of Leicester, UK.
- Professor David Denver, Department of Politics & International Relations, University of Lancaster, UK.
- Professor Yvonne Galligan, Director Centre for Advancement of Women in Politics, Queen's University Belfast, UK.
- Dr. Pat Finnegan, Business Information Systems, UCC.

SITE VISIT

The site visit was conducted over 2.5 days from 28-30 October 2008 and included visits to departmental and library facilities in UCC and meetings with:

- Dr Seamus O'Tuama (acting for Professor Neil Collins, Head of Department) and staff of Department as a group and individually

- Professor Neil Collins, Head of Department (via conference call)

- Representatives of undergraduate and postgraduate students

- Representatives of employers, past graduates and other external stakeholders

- Professor Paul Giller, Registrar & Senior Vice-President Academic

- Professor M. Peter Kennedy, Vice-President for Research Policy & Support

- Professor Irene Lynch-Fannon, Head, College of Business & Law

- Mr. Cormac McSweeney, Finance Office

An exit presentation of the principal findings of the Peer Review Group was made to staff of the department in the afternoon of the second day.

Description

Head of Department:	Professor Neil Collins
No. of Staff:	13 full time academic staff; 2 part time College Lecturers, 3 Administrative staff
Location of Department:	O'Rahilly Building
Degrees/Diplomas offered:	BSc, BComm, BComm (international), BA Politics, MBA, MBS, MComm, MSc & PhD
No. of Students (2008/09):	Department has 308.68 Student FTEs: 246.51 UG and 62.17 PG
FTEs distributed as follows:	

Undergraduate Student FTEs

Years 1-4	Visiting	Total U/G
220.39	25.96	**246.51**

Postgraduate Student FTEs

Master Taught	Master Research	PhD	Total P/G
33.58	7.67	20.41	**62.08**

Aims and Objectives

Short-term and long-term goals

Short - term goals: Achieving a core, permanent and recognised status in the University is the primary short-term goal of the Department as it seeks full funding for its core operations. Additionally, the Department has these additional short term goals: (a) improving relationships with other university departments and gaining recognition of the goals and objectives of the Department; (b) maintaining student base; (c) grant-writing and other forms of revenue raising; (d) facilitating internal and external dialogue through improved communications including an updated Department web page; and (e) securing adequate space and equipment to support staff.

Long-term goals: (a) to continue to build on the Department's international reputation and become recognised as a leader in providing curriculum and research that integrates a traditional politics and government curriculum with innovations suited for a new age of global, multi-level governance; (b) to maintain a high level of financial viability; (c) to be on a par in terms of resources and staff with other political science departments in Ireland; (d) to increase the Department's capacity to offer consultancies and conduct groundbreaking research; (e) to build a sustained record of outstanding service to the University, the discipline, and to society generally; and (f) to maintain high standards of quality and integrity.

General Comment on Quality Review

The last peer review of the Department (March 2004) reported as follows:

"It is of some concern… to find that the Department's members identify issues of recognition, status and standing within UCC as a major problem. This…relates to the professional self-image and confidence of the members of staff, and to their perception of the reaction of key sectors of the University to the Department and its activities".

With regret, we must report that these comments apply a fortiori to the situation in 2008. Despite this the Peer Review Group is highly impressed by the overall quality of the Departmental staff and of the work that they do – in teaching, in research and publication, and in the local community, region and further.

Self-Evaluation Report

The self-evaluation report (SER) was a self-critical and reasonably reflective report, and the Department provided a comprehensive set of accessible documentation. Nevertheless, the Peer Review Group formed the view that there was an element of repetition in the report, and that it failed to highlight all the significant issues that became evident during the site visit – particularly in the areas of research leadership and governance.

The Peer Review Group believes that the mission statement provided in the SER deserved more consideration by staff prior to finalising the report. In addition, Peer Review Group would have liked to have seen more consideration of (i) the improvement of research administration in the Department and (ii) overseas placement opportunities, which is clearly a significant strength of the Department.

Benchmarking Exercise
The Department compared themselves to the Department of Politics at the University of Exeter. The Peer Review Group did not find the benchmarking statement particularly useful to the review exercise, and believes that choosing one of the many UK politics Departments with approximately twelve staff would have been more appropriate given the staffing profile of the Department of Government.

SWOT Analysis
The SER provided a very detailed list of strengths, weakness, opportunities and threats. However, there was relatively little analysis of these items.
The Peer Review Group believes that greater refinement of the SWOT analysis would have provided a more insightful picture of how the Department views itself and the issues that it faces. Based on the SER and the site visit, the Peer Review Group see the key strengths, weaknesses, opportunities and threats as outlined in the following paragraphs.

Strengths
The most significant strength of the Department is its strong and committed academic staff. This is reflected in various ways, such as the Department's ability to attract PhD students and the very positive postgraduate research culture evident in the Department. It is also evident in the excellent staff/student relationships (characterised by an 'open-door' policy) and the quality of the programmes offered. The Department provides a very thorough grounding in the study of politics, combined with a number of attractive options. The Department has an attractive work-placement programme as part of the BSc (Government), especially overseas, and has maintained a significant contribution to the local community (e.g. public engagement with local government, work with prisoners, and activities with recent immigrants). In addition, there is a growing research output amongst academic staff as well as an impressive level of engagement with professional organisations.

Weaknesses
Research is not always given sufficient priority in internal arrangements and structures in the Department, and there appears to be a need for more proactive research leadership. Consequently, academic staff members (particularly early-career staff) have not been sufficiently purposeful in 'guarding time' for such work and this is in some ways reflected in research funding acquisition and research output, although we note that the Department has been successful in raising research grants in the past. There is some evidence of a need for improved communication within the Department to reflect its increased size and workloads.

Opportunities
The Department could develop external partnerships (working with colleagues in UCC and elsewhere) to enhance research and funding competencies as part of a staff development initiative. There are also opportunities to rationalise undergraduate offerings while expanding postgraduate, JYA, and continued professional development (CPD) programmes.

Threats
The most significant threat is the continuation of the existing disputes regarding the Politics discipline in UCC which is the cause of some incredulity elsewhere. In addition, the falling level of the CAO entry points for the BSc (Government) is a matter for concern, as is the uncertainty created by restructuring, financial cutbacks, and the lack of space for postgraduate students.

Teaching and Learning
The programmes offered by the Department of Government are of at least a comparable standard to other Politics programmes in the UK and elsewhere, and in line with what would be expected from a reputable Politics Department. There are many innovative aspects to the programmes – for example, the placement opportunities in the BSc (Government) and the work with immigrant groups at Masters level. In addition, the Peer Review Group commends the variety of the programmes that are offered.

Research and Scholarly Activity
Staff members in the Department have publications in various reputable journals such as Contemporary Politics, Comparative European Politics, Representation, Journal of European Policy, Politics, Parliamentary Affairs, Irish Political Studies, and Regional and Federal Studies. Staff members have also had books published by leading publishers (e.g. Gill & Macmillan, Palgrave Macmillan, Routledge, Longmans, Sage, Yale University Press, and Manchester University Press).
Staff members are also active contributors to leading international conferences including those of the Political Studies Association of the UK (PSA), European Consortium for Political Research (ECPR), American Political Science Association (APSA), Elections, Public Opinion and Parties Specialist group (EPOP), and the Political Studies Association of Ireland (PSAI). The level of this activity is highly commendable and compares very favourably with the best Departments elsewhere.

Specific Recommendations for Improvement

Abbreviations

PRG: Peer Review Group   *VP: Vice-President*
QPC: Quality Promotion Committee

                              QIP: Quality Improvement Plan

HR: Human Resources   *CBL: College of Business and Law*

PRG Finding/Recommendation	QPC Comment/Recommendation	Follow-up September 2010
Recommendations to the University		
Resolve the identity of the Department, particularly in relation to research and teaching in the Discipline of Politics

We believe that the Department of Government has the potential to become one of the leading Departments of Politics in Ireland, with a strong international reputation. The University might seek to make the most of the political scientists that it employs by establishing a School of Politics and inviting Politics academics outside the | Recommendation strongly endorsed.

The QPC concurred with the need to establish structures to respond quickly to external demands in the areas of politics and political sciences. The Committee agreed that it is imperative that the internal difficulties causing blocks to developments in these areas be resolved and that progress be made rapidly in formation of a School of Politics, incorporating academics from a number of disciplines. The Committee noted that there is | Government is now the anchor department for the BA Politics and it is also home to the BSc Government. Both programmes continue to advance and develop, offering alternative ways of studying political science. The Department is keen to see the development of a School of Politics, which will provide a long-term home for the BA Politics.

The core issue is the status of political science at UCC.

UCC is now the only University in Ireland that does not recognise Politics as an area of general interest. |

PRG Finding/Recommendation	QPC Comment/Recommendation	Follow-up September 2010
Department to join.	now a precedent for such a cross-College School and requested that the matter be resolved in good time to allow students wishing to enter UCC in 2010/11 be informed of all options in these areas available to them.	
Consider re-branding both the Department of Government and the BSc (Government) with a view to reflecting more accurately their relevance within the discipline of Politics to external stakeholders (including potential students) and amongst the wider University community	QPC recognised the need to resolve these issues but were of the opinion that action on this should be deferred until the implementation of recommendation 1 is resolved. Actions appropriate to deliver on this recommendation should be considered subsequent to the resolution of the formation of a School of Politics.	See comment under previous recommendation above.
Resolve the structural position of the Department within the College of Business and Law. In particular, it is recommended that the Department should seek to enhance co-operative relationships with other Departments in the College in relation to programmatic and research collaboration. If a Business School were to emerge from ongoing restructuring, it is recommended that the Department of Government should <u>not</u> be incorporated into such a School. It is believed that such form of restructuring would hinder the development of the Politics discipline in UCC.	QPC noted that this recommendation is linked closely to recommendation 1 and that in the resolution of the means to implement recommendation 1this recommendation also be considered.	See comment under previous recommendation above.
That the College of Business and Law should make a strategic investment in new senior staff (Senior lecturer/Professor) in the Department with a view to (i) leveraging the expertise of the	Recommendation strongly endorsed. QPC would anticipate that discussions and decisions on this issue would be expected to follow on from the	The academic profile of the department indicates the need for further professorial/senior lecturer appointments. The current government-imposed Employment Control Framework on both promotion and

PRG Finding/Recommendation	QPC Comment/Recommendation	Follow-up September 2010
Department to enhance the competitive positioning of the College, (ii) improving research mentoring for early-career staff, and (iii) reducing the leadership burden on the existing senior staff	development of the School of Politics referred to above. QPC noted the response of the Department which was considered to be unsatisfactory. QPC would anticipate submission of a plan setting out specific developments prioritised and costed.	appointments constrains any action. The Department has given consideration to appointments and promotions and a position in comparative politics is preferred should /when it become possible to make an appointment. The Department has discussed and considered possibilities for introduction of a mentoring approach, and plan to implement such an approach in 2010/11.
Increase the administrative support available to the Department by i. securing the tenure of the temporary executive assistant, ii. provide training for administrative staff, and iii. putting in place a process for securing the services of a full-time Departmental Manager	Recommendation noted QPC would anticipate that discussions and decisions on this issue would be expected to follow on from the development of the School of Politics referred to above. QPC noted the response of the Department which was considered to be unsatisfactory. QPC would anticipate submission of a plan setting out specific developments prioritised and costed.	(i) Progress has been made in enhancing the tenure of the Executive Assistant. (ii) Administrative staff have taken up training opportunities and further courses are being encouraged. (iii) The appointment of a Departmental Manager is tied up with the development of a school of politics. (iv) A placement officer was appointed, on a 3 days per week contract for 12 months, from Dec 2009.
Ring-fence some of the income from Continued Professional Development (CPD) programmes and programmes such as the JYA Certificate in Irish Politics Today, for staff development and support	Recommendation strongly endorsed. QPC noted the analysis of the PRG that there is a huge potential in this area for income generation and delivery on needs of public.	The financial incentive structure is inhibiting developments in the area. A new Masters programme was launched in 2010 and this is designed to generate income. The acquisition of IMI is viewed positively. It was noted that income from CPD programmes is ring-fenced from 2010/11 onwards, as is income from JYA programmes. New ideas are being developed around possibilities such a developing a summer school and courses in diplomacy. The Department availed of the strategic development fund in 2009/10 but there are serious budget concerns for 2010/11.

PRG Finding/Recommendation	QPC Comment/Recommendation	Follow-up September 2010
Recommendations to the Department		
Reduce the unnecessary non-academic administrative burden on college lecturers, particularly in relation to finance and placements	Recommendation endorsed. QPC noted the comment of the department with respect to the EA and commented that in the current economic climate this issue should be resolved within current resources.	The Department has a placement officer in post. The attempts to reduce the administrative burden on staff are ongoing.
Regularly review the number of modules taught	Recommendation strongly endorsed QPC recommended that curriculum be regularly reviewed with a view to maximising use of available resources and a focus on delivery of CDP with resources freed up by this means, in addition to increasing the research activity of staff	The number of modules has been rationalised and co-teaching arrangements have been implemented. Maternity leave in 2010/11 required further rationalisation.
Devise and implement a strategy for staff development, particularly in relation to research and publications	Recommendation strongly endorsed. QPC noted the response of the department and commented that it would have expected a research committee to be in place prior to the quality review and that meetings would occur more frequently than once per term. Implementation of the PMDS in place in UCC would also assist staff development in all areas	Following a strategic review of research, the following clusters were formed. These are: Comparative and International politics; Irish politics; and Public management, Governance and Democracy. External expertise was sought on developing a mentoring programme from the University of Bristol. Professor Sarah Childs visited the Department, meeting with staff and is involved in the ongoing development of the peer-mentoring scheme. The staff development fund provided resources for attendance at summer schools, conference attendance and research related activities. The implementation of the Departmental research strategy and the enhancement of Departmental research output and profile are constrained by: (i)

PRG Finding/Recommendation	QPC Comment/Recommendation	Follow-up September 2010
		funding; (ii) university sabbatical policy; and (iii) heavy teaching commitments.
Formalise the process of visiting positions to ensure that students are exposed to disciplinary experts in leading Politics Departments internationally	Recommendation strongly endorsed. QPC found the response of the Department to be wholly inadequate and insufficient. QPC advise the Head of department to consult with heads of other departments who have implemented this approach successfully to improvement of the quality of the student experience.	The Departmental policy exists which balances workloads on an annual basis, allowing one member of academic staff to apply for sabbatical leave. However, maternity leave and other leaves of absence, which are not covered, severely constrain the operation of this policy. Furthermore, the Department avails of every opportunity to host visiting staff. It has a resource strategy to support this but this has been eroded significantly in the past two years. The Department has had 2 Fulbright scholars in the last 5 years among others.
Liaise more closely with ISS 21 in relation to the expertise available on writing research grants in the social sciences.	Recommendation to support and enhance research grant writing skills strongly endorsed. QPC recommended that a more vigorous approach to implementation be taken than that indicated in the departmental response.	Staff members are directly involved in several applications through the vehicle of ISS 21 including a recent FP7 proposal as well as being a core department in the taught ISS21 PhD programme GREP.
Secure a more effective strategy for sabbatical leave that will ensure that all staff (but particularly early career staff) can i. develop funding linkages with politics researchers and networks abroad and ii. increase the level of research collaborations	Recommendation strongly endorsed. QPC did not consider the response of the department to be a serious response and is concerned at the lack of leadership exhibited by the response. It was not clear if the recommendation was accepted or not by the department and what the implementation date for action would be. QPC expect that this information will be provided in the quality improvement plan to be prepared and sent to the QPC.	(i)The Department has a successful sabbatical leave policy and each year a staff member is available to apply for sabbatical leave. This is organised on a three-year rotational basis and will be tailored to fit in with the new CB+L procedures. (ii) Several funding applications have been made and collaborations are currently active with Princeton, Strathclyde and Melbourne among others.

PRG Finding/Recommendation	QPC Comment/Recommendation	Follow-up September 2010
Formalise the position in relation to promoting awareness of the BSc Government degree in secondary schools (*see PRGR for details)*	Recommendation endorsed	A Facebook site has been added Essay competition has been instituted. The Department publishes a fortnightly newsletter. Close contact is kept with the Alumni. These activities are constantly reviewed but constrained by resource considerations. There is a need to re-title BSC government to BSc Political Science and the Head of CB&L agreed to discuss any issues about this proposed change with the new Head of CACSSS.
Continue growth at postgraduate level. Increase the amount of structured education on the PhD programme in line with UCC guidelines for 30-90 credits to be taken as part of the programme. In particular, we recommend additional modules on both qualitative and quantitative research methods in political science. Such modules could be offered in conjunction with other Departments in Business and Law and/or Social Science. We also recommend that a Masters opt-out be offered for students who complete 60 credits but do not submit a doctoral thesis. Such credits may include taught modules and/or a dissertation (e.g. M. Res model).	Recommendation strongly endorsed QPC noted that formation of the School of Politics will greatly facilitate delivery of this recommendation with closer links established to other areas of interest within UCC. The issue of a Masters opt-out should be explored. QPC noted that resources follow students and expressed grave concern at the recommendation to halt intake of postgraduate students until more resources are obtained.	A Director of Doctoral Studies has been appointed, staff/student research meetings regularly held and annual reviews put in place, all in line with UCC guidelines. The Department anticipates at least 3 doctoral candidates will graduate in the coming months. Greater resource clarification has been achieved. Recruitment to the programme was temporarily suspended and has now re-opened. A restructuring of the PhD programme is under discussion. The discussions include discussion of the Department's core PhD programme in Government, the PhD in Politics (Arts) and the GREP (ISS21) and how these might be integrated more carefully. A masters opt-out will be considered as part of these discussions.
Pursue the Space sub-committee to secure long-term dedicated space for PhD students and staff	Recommendation endorsed QPC noted the importance of supporting graduate students and the quality of their experience, and also that	The PhD space issue has been resolved. However, staff space constraints are an ongoing issue and the Department is seeking an extra office for term 2 to facilitate

PRG Finding/Recommendation	QPC Comment/Recommendation	Follow-up September 2010
	additional space will be made available in the next few months which the department, if interested and able to demonstrate sufficient need for, could apply for via the Head of CBL to the Space Committee. QPC also noted that the postgraduate dedicated spaces in the Boole Library are available and in the interim could be used by students.	accommodation of staff.
Generate additional income by offering more Continued Professional Development (CPD) and programmes such as the JYA Certificate in Irish Politics Today	Recommendation strongly endorsed.	See comment under earlier recommendation.

APPENDIX A: QUALITY PROMOTION COMMITTEE – TERMS OF REFERENCE

QUALITY PROMOTION COMMITTEE

TERMS OF REFERENCE

Reports to: Governing Body and University Management Team

Aim: To assist in the provision of outstanding education in undergraduate and professional and graduate areas by fostering the improvement of quality in education and all related services provided by the university.

Responsibilities

The Quality Promotion Committee is responsible to the Governing Body for the overseeing of all matters, which have an impact on maintaining, and where possible, improving and enhancing the quality of the student experience in UCC. It aims to ensure that there are appropriate procedures in place for the assurance of quality within the University and for the promotion of quality improvement in both teaching and non-teaching areas.

- Promote collective responsibility for quality improvement and assurance throughout the University.
- Recommend to Governing Body/Academic Council policy in relation to
  - Quality assurance
  - Educational development in relation to teaching, learning and assessment
  - The quality of the students' learning experience
- Promote innovation and development, which will enhance the quality of the student experience, in both teaching and non-teaching areas.
- Oversee University procedures for the identification and dissemination of good practice.
- Keep under review policy and procedures for ensuring the integrity of various forms of academic association with external organisations including the franchise of University programmes and the recognition, accreditation or validation of programmes offered by other organisations.
- Promote and encourage equal opportunities practice to enhance the quality of the student experience.
- Keep under review the requirements of national agencies, which have a remit for quality in education such as the HEA and ensure that University policy and procedures are consistent with national guidelines where appropriate.

OPERATION PROCEDURES

In order to fulfill these responsibilities the Committee will:

1. Approve all significant developments in policies and practices relevant to quality improvement in all aspects of the University, including the design, development and review of guidelines and procedures for QI/QA.
2. Approve the schedule for departmental/unit QI/QA reviews.
3. Approval of the composition of the Peer Review Group.
4. Receive and consider reports and minutes from Faculty management committees (or equivalent) regarding work in relation to:
    *   academic standards
    *   quality assurance
    *   quality improvement
5. Receive and consider reports of review panels concerning academic programmes, departments, administration units and central services, and, as appropriate, make recommendations to the Governing Body and the President for future action.
6. Ensure that there are effective procedures in place for involving students, staff, employers and representatives of the local community in quality assurance and improvement processes.
7. Provide appropriate guidance on matters concerning the maintenance and enhancement of quality for programme teams and central services.
8. Keep under review and recommend to Governing Body the information which should be maintained on taught programmes including: the content of definitive programme documents; documentation requirements for programme approval and review; and the issues which should be addressed in external examiners report.
9. Keep under review and recommend to Governing Body the range of statistical information and indicators, which should inform the quality assurance processes for academic programmes and central services.
10. Keep under review quality standards for central services.
11. Liaise with other bodies in the University as appropriate.
12. Reports to UMT.
13. Report annually to the Governing Body.

CONSTITUTION

Ex Officio:
*   President (Chair)
*   Registrar & Vice-President for Academic Affairs
*   Bursar
*   Director of Quality Promotion (Secretary)
*   President of Students' Union
*   Education Officer of Students' Union

Nominated Members:

- 4 Academics, with experience of participation in quality review and knowledge of quality systems – one from each College
- 3 Administrative & Support Services representatives with experience of participation in quality review and knowledge of quality systems from administration and services
- 2 external members of Governing Body

Term of Office

The term of office for the current committee is five years and mirrors the lifetime of the Governing Body

Casual Vacancies

The Governing Body has delegated authority to the Committee to fill any casual vacancies that arise during the lifetime of the Committee.

LIST OF INTERNATIONAL PROJECTS

1. **ERASMUS Life Long Learning Programme**

   Title of Project: QACEP – Development of a framework for Quality Assurance of Continuing Education Programmes

   Funding Body: European Commission

   List of Partners:
   - School of Science and Technology, Lifelong Learning Institute, Aalto University, Dipoli, Italy;
   - Alma Mater Studiorum - University of Bologna, Italy;
   - Coimbra Group, Brussels, Belgium;
   - Consorzio Interuniversitario AlmaLaurea; Bologna, Italy;
   - Fundació Privada Institut de Formació Continua de la UB, Barcelona, Spain;
   - Katholieke Universiteit Leuven, Belgium;
   - Institute for Lifelong Learning of the University of Barcelona, Spain;
   - University College Cork, Ireland;
   - University of Warsaw, Poland;
   - Teknillinen Korkeakoulu (TKK – KIPOLI), Finland.

2. **TEMPUS IV Programme**

   Title of Project: CUBRIK - Strengthening Quality Assurance System within Western Balkans HEIs in Support of National and Regional Planning

   Funding Body: European Commission

   List of Partners:
   - University of Alicante, Spain
   - University College Cork, Ireland;
   - Erashushogeschool, Brussels, Belgium;
   - University of Banja Luka, Bosnia & Herzogovina;
   - University of Mostar, Bosnia & Herzogovina;
   - University of Tuzla, Bosnia & Herzogovina;
   - University of Zenica, Bosnia & Herzogovina;
   - University of Kliment Ohridski, Macedonia;
   - State University of Tetova, Macedonia;
   - University of Kragujevac, Serbia;
   - University of Novi Sad, Serbia;
   - University of Niš, Serbia.

3. **TEMPUS IV Programme**

Title of Project: QA@PHEP: Developing Quality Assurance at the Private Higher Education Providers in Kosova

Funding Body: European Commission

List of Partners:
- University of Salzburg, Austria
- University College Cork, Ireland;
- Politehnica University of Bucharest, Hungary;
- Kosovo Accreditation Agency, Kosova
- Ministry of Education, Science and Technology, Kosova;
- AAB-Riinvest College, Kosova;
- Biznesi Institute, Kosova;
- Dardania College, Kosova;
- EVOLCIONI – Professional High School, Kosova;
- FAMA College, Kosova;
- ILIRIA College, Kosova;
- Pjeter Budi Institute, Kosova;
- TEMPULLI Professional High School, Kosova;
- UBT College, Kosova;
- UNIVERSUM Institute, Kosova.

4. **TEMPUS IV Programme**

Title of Project: QA@UP: Quality Assurance at University of Prishtina – 'Fostering and Developing the Quality Culture at the University of Prishtina'

Funding Body: European Commission

List of Partners:
- MEST (Ministry of Education, Science and Technology), Kosova;
- University of Prishtina, Kosova;
- University College Cork (UCC), Ireland;
- University of Salzburg (US), Austria;
- University of Wuppertal (UW), Germany;
- WUS-Austria, Austria.

5. **TEMPUS IV Programme**

Title of Project: SHEQA: Strategic Management of Higher Education Institutions Based on Integrated Quality Assurance System

Funding Body: European Commission

List of Partners:
- Katholieke Hogeschool Sint-Leuven, Belgium;
- Ministry of Education and Science, Republic of Serbia;

- Ministry of Education, Science, Culture and Sport of ZEDO Canton;
- Ministry of Education and Science of Canton Sarajevo, Bosnia & Herzogovina;
- University of Zenica, Bosnia & Herzogovina;
- University of Mostar, Bosnia & Herzogovina;
- University of Sarajevo, Bosnia & Herzogovina;
- University of Bihać, Bosnia & Herzogovina;
- Ministry of Education, Science, Culture and Sport of WH Canton, Bosnia & Herzogovina;
- University of Tuzla, Bosnia & Herzogovina;
- Agency for Development of Higher Education and QA;
- University Džemal Bijedić, Bosnia & Herzogovina;
- University of East Sarajevo, Bosnia & Herzogovina;
- University of Girona, Spain;
- University College Cork, Ireland;
- WUS-Austria, Austria.
- University of Maribor, Slovenia.

6. **International Agreement**

In 2010 an international agreement was signed between University of Vilnius, Lithuania, and University College Cork approving cooperation between the two universities in the area of quality assurance on an ongoing basis.

7. **International Project**

QPU hosted visit of team from University of Riga, Latvia, who wished to study QA in UCC as a model for the University of Riga. The project was funded by the University of Riga

8. **International Seminars**

The Director of the Quality Promotion Unit, Dr. Norma Ryan, participated in a number of international workshops and conferences aimed at sharing experiences and developing expertise on the Bologna Process and the role of Quality Assurance/Quality Improvement in higher education institutions.

QUALITY REVIEW SCHEDULE 2010-2015

All Degrees and Diplomas and Certificates offered by a Department/School are included in the review of an academic department

<u>*Note*</u>*: the QPC approved the extension of the second review cycle from that originally approved to allow for the research quality review to be conducted in 2008/09*

QUALITY REVIEWS 2007/08

Chaplaincy

Department of Classics

Department of Economics

Department of German

Drama & Theatre Studies Programmes

Student Health Department

University Dental School & Hospital

QUALITY REVIEWS 2008/09

Department of Government

Research Quality Review – 15 Panels covering all academic departments and research institutes in UCC

QUALITY REVIEWS 2009/10

College of Medicine & Health

Department of Chemistry

Department of Food & Nutritional Sciences

Office of Corporate and Legal Affairs

School of Clinical Therapies

- Occupational Therapy
- Speech & Hearing Sciences

School of English

School of History

- History
- History of Art

School of Pharmacy

QUALITY REVIEWS 2010/11

College of Arts, Celtic Studies & Social Sciences

Department of Computer Science

Department of Food Business & Development

Department of Physics

Ionad na Gaeilge Labhartha

Office of Buildings & Estates

School of Music

School of Sociology & Philosophy

- Philosophy
- Sociology

Scoil Léann na Gaeilge

- Early & Medieval Irish
- Folklore & Ethnology
- Modern Irish

QUALITY REVIEWS 2011/12

Centre for Architectural Education

College of Science, Food Science & Engineering

Department of Accounting, Finance & Information Systems

Department of Human Resources

Department of Law

Department of Management & Marketing

Information Services

- Library
- Computer Centre
- Audio Visual Services
- Support for e-learning

Office of VP Research Policy & Support

- Research Office
- Technology Transfer Office

Office of VP Teaching & Learning

- Centre for Adult Continuing Education
- Ionad Bairre

School of Biological, Earth and Environmental Sciences

- Geology
- Zoology, Ecology & Plant Science

School of Mathematical Sciences

- Applied Mathematics
- Mathematics
- Statistics
- Statistical Consultancy Unit

QUALITY REVIEWS 2012/13

College of Business & Law

- Faculty of Commerce
- Faculty of Law

Finance Office

Registrar's Office

- Academic Programmes & Regulations
- Academic Secretariat
- Admissions
- Graduate Studies
- International Education
- Student Records & Examinations
- Systems Administration
- Language Centre

School of Applied Psychology

School of Applied Social Studies

School of Education

- Education
- Sports Studies

School of Engineering

- Civil & Environmental Engineering
- Electrical & Electronic Engineering
- Microelectronic Engineering
- Process & Chemical Engineering

School of Languages, Literatures & Cultures

- French
- German
- Hispanic Studies
- Italian

School of Nursing & Midwifery

VP Student Experience

Including the following Student Support Services

- Access
    - o Disability Support
    - o Mature Students
    - o UCC Plus
- Accommodation & Student Activities
- Careers
- Chaplaincy
- Counselling & Development
- Student Health Department
- Physical Education & Sport
- Student Centre
- Student Union
- Student Clubs and Societies

Institutional Review – review visit will take place in Nov 2012

- To be determined by IUQB, and will be a review of the QA procedures of the University and the effectiveness of the quality assurance measures, along with a consideration of compliance with the ESG (European Standards and Guidelines for Quality Assurance in Higher Education). The review will incorporate a review of the Quality Promotion Unit. Detailed guidelines have been determined by IUQB.

QUALITY REVIEWS 2013/14

College of Medicine & Health

School of Asian Studies

- Chinese
- Korean

School of Geography & Archaeology: The Human Environment

School of Life Sciences

- Anatomy
- Biochemistry
- Microbiology
- Pharmacology
- Physiology

School of Medicine

- All clinical disciplines

Study of Religions

Interdisciplinary Programmes in Arts to be assigned to a review year

Programme	Participating Disciplines
Applied Linguistics	English, French, German, Modern Irish
BComm Degrees	
BSc Degree (Environmental Sciences & Environmental Studies)	
Contemporary Chinese Culture & Business	Chinese, Economics, Food Business & Development, Government, Law, Management & Marketing
Drama & Theatre Studies *(completed 07/08)*	Education, English, French, German Italian, Music, Hispanic Studies
Early Childhood Studies	Applied Psychology, Applied Social Studies, Education, Paediatrics
Film Studies	Computer Science, English, French, German, Hispanic Studies, Italian, Music, Philosophy, Sociology
Language & Cultural Studies	All Disciplines in the College
MA Contemporary Migration & Diaspora Studies	Applied Psychology, Applied Social Studies, Geography, Law, Sociology
MPlan and Sustainable Development	Applied Social Studies, Geography, Sociology
Politics	Government, History, Philosophy
Women's Studies	Applied Social Studies, Folklore & Ethnology, French, Hispanic Studies, History, Irish/Gaeilge, Italian, Law, Philosophy, Sociology