



**UCC**

Coláiste na hOllscoile Corcaigh, Éire  
University College Cork, Ireland

**QUALITY PROMOTION  
COMMITTEE**

**ANNUAL REPORT**

**2011**

**March 2012**



## **QUALITY PROMOTION COMMITTEE**

### **MEMBERSHIP**

- Mr. Diarmuid Collins, Bursar
- Dr. Maeve Conrick, College of Arts, Celtic Studies & Social Sciences (to end Aug 2011)
- Mr. Ben Honan, President, Students' Union (2011/12)
- Professor Paul Giller, Registrar & Vice-President for Academic Affairs
- Mr Greg Higgins, Education Officer, Students' Union (2010/11)
- Cllr Tom Higgins, Governor
- Professor Ken Higgs, College of Science, Engineering & Food Science
- Professor Fan Hong, College of Arts, Celtic Studies & Social Sciences (from Sept 2011)
- Mr. Niall McAuliffe, Capital Projects Officer, Office of Buildings & Estates
- Ms Mary McNulty, Deputy Head, Careers Office (from Nov 2011)
- Dr. Anne Mills, Admissions Officer (to end Oct 2011)
- Mr. Paul Moriarty, Head, Student Counselling & Development Service
- Dr. Michael B. Murphy, President (*Chair*)
- Mr Keith O'Brien, President, Students' Union (2010/11)
- Mr. John O'Callaghan, Governor
- Ms. Caitriona O'Driscoll, Education Officer, Students' Union (2011/12)
- 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**

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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 2011 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 2010/11;
- progress made in quality improvement and enhancement of activities arising from the findings and recommendations from reviews conducted in 2009/10;
- 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 2009/10 the primary focus of the Quality Promotion Committee was the consideration of the final outcomes of the University-wide Research Quality Review conducted in Spring 2009 and of the appropriate actions to be taken as a consequence. During 2009/10 and 2010/11 a full schedule of internal quality reviews was planned and delivered. Section B contains details of the quality reviews conducted in 2010/11 and Section C contain details of the follow-up reviews and reports on implementation of actions arising from the quality reviews conducted in 2009/10. The QPC deemed satisfactory progress to have been made to date, with recommendations for additional actions in some instances.

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 2010/11**

A full schedule of quality reviews was completed in 2010/11. Details are provided in Section B of this report and all review reports have been published on the UCC web site, following approval by the QPC, according to the standard practice. Emphasis during the reviews focussed on the alignment of

activities of units (academic and administrative and support services) with the University's strategic objectives and goals as outlined in the University's Strategic Plan. Where relevant, all reviews included a follow-up review of the actions taken on the implementation of recommendations for improvement made in the relevant 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.

The University is scheduled for an external institutional review in 2012. Preparations of the Institutional Self-Assessment Report are on-going and reported on regularly to University Management Team, Academic Council and Governing Body.

### **Recommendations**

1. That the Governing Body approves this report and its publication on the University web site.
2. That the Governing Body approves the schedule of reviews planned for 2012/13 and the draft schedule for 2013/2014 (Appendix C).
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 A

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### 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.

These procedures are now well established in UCC, well publicised and well recognised both nationally and internationally as evidence of good practice in quality assurance in a modern 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 taking into account the environment and the resources available to the unit. In all cases the review teams considered the unit's activities from the perspective of the current political, economic, social, environmental and technological circumstances pertaining both to the unit and also the University. In most cases there were both excellent and very good features commented on by the reviewers, in addition to areas which could be improved.

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 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 2010/11**

The following departments/schools and units all completed, successfully, a quality review in 2010/11, following the guidelines approved by the University.

### **Academic Units**

Department of Computer Science  
Department of Food Business & Development  
Department of Physics  
School of Music  
School of Sociology & Philosophy  
Scoil Léinn na Gaeilge

### **Centres and Administrative/Support Units**

Buildings & Estates  
Ionad na Gaeilge Labhartha

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. The review also considered, where appropriate, the outcomes of the Research Quality Review, the Quality Improvement Plan developed as a result and the actions taken since then. 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 findings and conclusions are published on the University web site<sup>1</sup>.

## **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

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<sup>1</sup> [www.ucc.ie/quality](http://www.ucc.ie/quality)

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***

- 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***

- 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 developed a workload distribution model which it is anticipated will be rolled out across all academic units in UCC in Spring 2012. Following that exercise there will be a review of the Model and amendments if deemed appropriate by Academic Council.

- ***Schools***

Introduction of the school system is still underway in UCC and under development in some academic units, as can be seen in the detailed reports. Issues in some units include:

- 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. Efforts are ongoing and improvements have been made, but more work remains to be done.

- ***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. The Quality Promotion Unit of the University has acquired an 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. A pilot was conducted in the autumn of 2011 with full roll-out planned for Spring 2012.

- ***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.

- 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 desirable.

- 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.

- 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.

- Support for reinstatement of sabbatical leave – especially in humanities disciplines.

Sabbatical leave conditions were reviewed and revised procedures 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. The system appear to be working well and satisfactorily with issues concerning sabbatical leave being raised much less frequently in the quality reviews.

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

This has commenced for 2010/2011 and all units were requested to implement the system within one 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 and constraints, it will not always be possible to implement those recommendations requiring considerable resources or additional staffing. 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 reviews of academic, administrative and support services units conducted in the academic year 2009/10. 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.

### **Academic units**

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

### **Administrative/Support Services Units**

College of Medicine and Health  
Office of Corporate & Legal Affairs

### **Conclusion**

The Quality Promotion Committee acknowledges the very real efforts made by staff of all departments/schools 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 and its publication on the University web site.
2. That the Governing Body approves the schedule of reviews planned for 2012/13 and the draft schedule for 2013/2014 (Appendix C).
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 2010/11**

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### **Academic Units**

- Department of Computer Science
- Department of Food Business & Development
- Department of Physics
- Department of Music
- School of Sociology & Philosophy
- Scoil Léann na Gaeilge

### **Centres and Administrative Support Units**

- Ionad na Gaeilge Labhartha
- Office of Building & Estates



## DEPARTMENT OF COMPUTER SCIENCE

### PEER REVIEW GROUP

- Mr. Shemas Eivers, CEO, Client Solutions Ltd., Cork.
- Professor Peter Jeavons (*Chair*), Professor of Computer Science, Oxford University, U.K.
- Professor Gerard Lyons, Dean of Engineering & Informatics, NUI, Galway.
- Mr. Niall McAuliffe, Capitals Projects Officer, Buildings and Estates, University College Cork.
- Dr. Kieran Mulchrone, Head, School of Mathematical Sciences, University College Cork.

### SITE VISIT

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

- Professor James Bowen (Head) and staff of the department 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 department in the afternoon of the second day.

### Description

Head of Department: Professor James Bowen  
 No. of Staff: 27 Full time Academic Staff; 2 PT Academic Staff; 6 Technicians; 5 Administrators (2 half time)  
 Location of Department: Western Gateway Building

### Student Numbers

Computer Science	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Fulltime UG	220.50	213.25	210.25	270.25	276.08	301.50
Part-time UG	0.00	0.00	0.67	0.67	1.00	0.00
Distance UG	0.00	0.00	0.00	0.00	0.00	0.00
Visiting UG	4.96	8.58	9.67	7.92	11.92	11.13
Total UG excl. visiting	220.50	213.25	210.92	270.92	277.08	301.50
<b>Total UG</b>	<b>225.46</b>	<b>221.83</b>	<b>220.58</b>	<b>278.83</b>	<b>289.00</b>	<b>312.62</b>
Fulltime PG	79.83	106.17	104.83	151.42	156.42	170.42
Part-time PG	5.00	3.25	5.50	9.83	9.00	3.92
Distance PG	0.00	0.00	0.00	0.00	0.00	0.00
Visiting PG	0.00	0.00	0.00	0.00	0.00	0.00
Total PG excl. visiting	84.83	109.42	110.33	161.25	165.42	174.33
<b>Total PG</b>	<b>84.83</b>	<b>109.42</b>	<b>110.33</b>	<b>161.25</b>	<b>165.42</b>	<b>174.33</b>
PhD	38.00	46.50	48.75	51.00	52.00	51.75
Research Masters	4.50	9.00	8.17	9.75	6.75	1.58

Taught Masters	42.17	53.58	53.42	76.33	83.67	89.00
Postgraduate Diploma	0.00	0.00	0.00	0.67	0.50	0.00
Higher Diploma	0.17	0.33	0.00	23.50	22.50	32.00
<b>Total</b>	<b>84.83</b>	<b>109.42</b>	<b>110.33</b>	<b>161.25</b>	<b>165.42</b>	<b>174.33</b>

## **MISSION STATEMENT**

To provide high-quality undergraduate and postgraduate teaching in the foundations, technology and applications of computing; to extend the frontiers of knowledge in Computer Science, emphasizing the relationship between theory and practice; to apply our knowledge and expertise in contributing to the growth of a strong Irish industry.

## **GENERAL COMMENT ON QUALITY REVIEW**

### **Self-Assessment Report**

The PRG members carefully reviewed the Self-Assessment Report prepared by the Department before the site visit. This report contained much valuable information about the state of the Department and its recent history, but the PRG members were rather disappointed that the recommendations of the report were all directed to external bodies, rather than providing a strategic plan of action for the Department itself to follow. In addition, a poor initial impression was set for the review group by the negative viewpoints expressed in the Self-Assessment Report. These focussed excessively on historical conflict between different academic groups within the college. However the post-review view of the review group was (and remains) uniformly very positive, which is at odds with the initial impressions created by the Self-Assessment Report. Based on feedback received from a number of staff, it seems that the final version of the Self-Assessment Report was not issued to all staff prior to its final release as per UCC guidelines. The PTG is aware that illness may have been a mitigating factor at this time and recommends that every effort be made to comply in the future.

Overall the Self-Assessment Report was comprehensive, followed the guidelines recommended, was accurate and contained a very detailed set of information which proved useful during the review as a reference document. However, Appendix B (Staff Profiles, 260 Pages) and Appendix E (Research, 160 Pages) were excessively large for this type of report and consideration should be given to having simple summary pages available for printing with electronic access to further detail if required on the day. The feedback received from all parties during the individual or group sessions confirmed the information presented in the report, and many of the key items highlighted were reflected in views expressed during the site-visit by the PRG (e.g. Library, Opening Hours, Teaching Quality, etc).

### **SWOT Analysis**

The SWOT analysis conducted by the Department had identified a number of important issues, but the output of this exercise was rather disjointed and lacked any coherent conclusions or direction. The exercise would be much more useful if the output were synthesised into a coherent and organised report. Perhaps either the external facilitator or the ad-hoc Quality Review Committee should be tasked with producing such a report in the future.

### **Benchmarking**

The Head of Department and head of the ad-hoc Quality review committee collated comparison indicators and visited two similar departments: the School of Computer Science and Statistics at TCD and the School of Systems Engineering, University of Reading, UK. Unfortunately, the quantity and quality of the data obtained in this exercise was poor, leading to a fairly superficial level of comparison. However evidence was presented to indicate;

- a) The student:staff ratio at UCC of 14:1 is low compared to 17:1 in the benchmarked institutions.
- b) Research funding and output could not be accurately assessed but appeared to be of the same order.
- c) PhD numbers could be increased in UCC (based upon comparative data for one year only)

The Peer Review Group endorses the suggestion made in the SAR that the QPU be involved in arranging and negotiating data access for benchmarking in future to improve the reliability and depth of such exercises.

#### SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
<i>Department Recommendations</i>		
Develop a fully quantified strategic plan for achieving financial sustainability in a difficult climate by fully and creatively utilising all available assets.	Recommendation of PRG strongly endorsed. The QPC noted that the weighting of resource allocation is decided at national level at 1.3 for Computer Science students. The College SEFS has the authority to change this in its own resource allocation model if it wishes.	Department
Decide on an ambitious, but realistic, undergraduate recruitment target; design and pursue a sustained marketing strategy to achieve that target	Recommendation of PRG strongly endorsed. The QPC noted that entry requirements to programmes are determining by the matriculation requirements and not by the CAO points score.	Department
Develop a formal marketing strategy in conjunction with Industry and other educational institutions which highlights the merit of a career in Computer Science to prospective students, parents and other interested parties in order to improve the numbers and quality of applicants for places on the courses.	Recommendation of PRG strongly endorsed.	Department
Re-iterating the proposal contained in the 2003 review, we recommend that the proposed introduction of a 'greater variety of degree titles' should not proceed, but focus instead on building the quality and retention of students through the current Stream structure.	Recommendation of PRG endorsed. QPC noted and commended that the Department has already implemented this recommendation.	----

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
Set target numbers for a substantial increase in MSc and PhD students, as part of a balanced programme of growth in order to use resources more effectively, and leverage the research strengths of the Department.	Recommendation of PRG strongly endorsed.	Department
Develop the web-site as a key promotion tool for the Department both nationally and internationally, making better use of multi-media skills, showcasing student/staff achievement and involving alumni.	Recommendation of PRG strongly endorsed. The QPC noted the importance of an attractive and high quality web site especially for the Department of CS. The QPC recommended that the web site be updated as soon as possible using existing resources and talents.	Department
Review the strategy of recruiting Chinese undergraduates to see whether it is an appropriate part of the overall recruitment strategy for Computer Science in both academic and financial terms, given the substantial additional overheads borne by the Department.	Recommendation of PRG not endorsed. The QPC noted that the enrolment of Chinese students is accompanied by significant fee income which is helping to defray the expenses and costs of staff and materials. The QPC recommended that some operational monies should be assigned to academic units that accept overseas non-EU students onto their programmes to assist in the delivery of the education and learning supports required. The QPC also noted that the income from fees from such students has been used to offset the deficit of the Department of Computer Science.	Department Head College SEFS
Consider ways of more actively recruiting UK students given the cost increases proposed there.	Recommendation of PRG noted. The QPC recommended that the Department should participate, inter alia, in the recruitment strategy for overseas non-EU students.	Department Head College SEFS UCC Recruitment Committee
Address the current crisis in demonstrator funding by urgently seeking new sources of funding for this, and require all funded graduate students to contribute 6 hours per week of unpaid demonstrator time.	Recommendation of PRG endorsed.	Department Head College SEFS
Review the range of undergraduate course options with a view to reducing them substantially, whilst maintaining a broad and balanced undergraduate programme.	Recommendation of PRG endorsed.	Department

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
Ensure that student feedback is routinely collected on all modules (possibly using an online system), and systematically considered by the Programme Director or a Course Review Committee.	Recommendation of PRG strongly endorsed.	Department
Develop a more strategic approach to research, with the new Research Professor taking a leadership role in developing future research strategy across the Department.	Recommendation of PRG strongly endorsed.	Department
Consider whether greater collaboration between research groups, in some form of umbrella research institute, would help to achieve greater visibility and build the national and international profile of the Department.	Recommendation of PRG endorsed.	Department
Actively pursue the plans for encouraging wider staff involvement in research activity developed in the QIP, including carefully-designed and targeted internal Research Days.	Recommendation of PRG strongly endorsed.	Department
The College is currently developing a research output database application for collecting and presenting evidence of research output. This application may benefit from some department design input to ensure it is robust and fit for purpose. Processes and procedures should be developed to ensure that relevant data is consistently collated, reviewed and uploaded to this application so that external parties can fully appreciate the breadth and depth of research activity being performed within the Department.	QPC endorsed the recommendation that the Department should ensure that relevant data is consistently collated, reviewed and uploaded to this application so that external parties can fully appreciate the breadth and depth of research activity being performed within the Department.	Department
Ensure that the Computer Science library book collection is updated immediately to an acceptable standard for undergraduate and PhD level education, and routinely review book holdings annually so that adequacy is maintained (ensuring that students are consulted and involved in this process).	Recommendation of PRG endorsed. QPC noted the actions planned by Department and recommends immediate action.	Department
Consider a temporary ceding of statutory rights in order to explore the value of operating as a Statute L school and developing the role of Head of School.	Recommendation of PRG and departmental response noted.	-----

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
Ensure that all Research (including PhD supervision, income generation and publication), as well as Leadership & Management contributions, are recognised and valued (in addition to direct-contact Learning and Teaching activities) in the application of Workload Allocation models, so that staff are positively encouraged and rewarded for engaging in R&D and providing leadership.	Recommendation of PRG endorsed.  The QPC noted that the Academic Workload Allocation Model has been developed in UCC and has been sent to Colleges for consideration and implementation.	Department
Ensure that the implementation of more formal workload allocation practices does not undermine or discourage the considerable voluntary effort currently present in the Department. This is essential to the maintenance of the very positive culture in the Department and should not be diluted by over-zealous accounting.	Recommendation of PRG endorsed.	Department
Communicate with Staff on the issues raised in the section on Communications.	Recommendation of PRG endorsed.	Department
<b><i>University Recommendations</i></b>		
Ensure that the financial mechanisms in place reward success in areas that help the university. In particular, ensure that the Department can achieve some increase in its operating budget through its teaching recruitment and research activities, even if it remains in deficit overall.	Recommendation of PRG endorsed.	
Re-evaluate the RAM model parameters as outlined considering their effect on this Department and the wider College.	The QPC noted that a review of RAM is currently underway. It was noted that full fee paying students will facilitate departments and the University in trading their way out of financial deficits.	
Improve channels of communication between Computer Science and senior management by ensuring that the Head of College (or other senior managers) meet with Computer Science staff on a yearly or more frequent basis.	Recommendation of PRG strongly endorsed.	Department Head of College SEFS
Find ways to allow greater access to the buildings outside normal working hours.	Recommendation of PRG endorsed.	UMT



<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
In order to maintain and develop the core staff resource (academic and support) of the Department, the University needs to make available a reasonable annual budget for focused training & development in specific skill areas and academic leadership.	Recommendation of PRG noted and referred to the Department of HR	Acting Director of HR
Consider whether the production of the SWOT report should be the responsibility of either an external facilitator or the ad-hoc Quality Review Committee.	QPC noted that the conduct of the SWOT analysis of any unit is the responsibility of that unit and that QPU provides money to assist in provision of a suitable location and also an external facilitator if the unit wishes.	-----



## DEPARTMENT OF FOOD BUSINESS & DEVELOPMENT

### PEER REVIEW GROUP

- Professor Chris Curtin (*Chair*), School of Political Science & Sociology, NUI Galway
- Dr. Janet Haddock-Fraser, Kent Business School, University of Kent, U.K.
- Mr. Conor Healy, Cork Chamber of Commerce, Cork
- Professor Ken Higgs, Department of Geology, University College Cork
- Dr. Deirdre Madden (*Rapporteur*), Department of Law, University College Cork

### SITE VISIT

The site visit was conducted over 2.5 days from 8-10 November 2010 and included visits to departmental and library facilities in UCC and meetings with:

- Professor Michael Ward (Head) and staff of the department 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 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 Michael Ward  
 No. of Staff: 15.5 Academic Staff; 3.5 Admin Staff; 7 Contract Research Staff/PhD Fellows  
 Location of Department: O'Rahilly Building, UCC

### Student Numbers

Food Business & Development	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Fulltime UG	166.71	205.42	201.79	209.46	205.62	214.42
Part-time UG	0.92	0.00	0.92	0.08	1.42	0.08
Distance UG	52.58	48.50	34.00	17.83	19.58	16.83
Visiting UG	7.63	6.92	10.17	7.25	8.41	11.42
Total UG excl. visiting	220.21	253.92	236.71	227.37	226.62	231.33
<b>Total UG</b>	<b>227.83</b>	<b>260.83</b>	<b>246.88</b>	<b>234.62</b>	<b>235.03</b>	<b>242.75</b>
Fulltime PG	87.20	86.53	72.33	141.88	120.31	95.50
Part-time PG	4.00	8.67	8.25	22.25	22.58	18.75
Distance PG	33.42	8.67	35.67	14.00	41.42	22.83
Visiting PG	0.00	1.83	3.17	4.00	3.83	4.25
Total PG excl. visiting	91.20	97.03	83.75	168.13	146.72	118.50
<b>Total PG</b>	<b>91.20</b>	<b>98.87</b>	<b>86.92</b>	<b>172.13</b>	<b>150.56</b>	<b>122.75</b>
PhD	6.50	18.75	25.58	36.75	33.00	27.75
Research Masters	25.00	21.00	9.00	30.00	24.75	9.75

Taught Masters	77.12	53.12	63.00	74.55	96.35	68.50
Postgraduate Diploma	16.00	11.00	18.67	36.83	30.08	31.08
Higher Diploma	0.00	0.00	0.00	0.00	0.13	0.00
<b>Total</b>	<b>124.62</b>	<b>103.87</b>	<b>116.25</b>	<b>178.13</b>	<b>184.31</b>	<b>137.08</b>

## MISSION STATEMENT

The overall mission of the Department of Food Business and Development is *to promote, through its educational, research and outreach activities, the development and continuing effectiveness of Ireland's food businesses, the sustainability of rural and local development, the role of co-operatives and the sustainability of livelihoods in the developing world.*

Our mission is expressed in such a way as to emphasise the effective performance of complex tasks relating to the performance and sustainable development of the food industry, rural-based businesses, rural communities and an effective co-operative movement.

## AIMS AND OBJECTIVES

The overall goal as set out in the Department's strategic plan is to build on the growth and development within the Department over the last three decades and develop best in class teaching and research with the capacity to make significant contributions to enterprise and policy nationally and internationally.

The Department's objectives are outlined in our Strategy (presented in *appendix I*) and align with those in the University's development plan. Our overarching objectives are as follows:

1. To further develop our interdisciplinary linkages (in teaching and research) in the College of Business & Law and between the business and science disciplines through our linkages within SEFS.
2. To continue to develop a research-active academic community through support for thematic clusters, research grant applications, and continued investment in human capital through sabbatical leave and the development of courses in research methodologies for both staff and doctoral students.
3. To enhance the student experience by encouraging innovation in teaching, the expansion of flexible learning, the integration of practitioners into programmes and programme development, and the establishment of tutoring and mentoring support for all students.
4. To review, improve and develop existing and new communication channels for our research projects, publications and programme initiatives with key stakeholders including prospective undergraduate, postgraduate, and doctoral students, businesses, public and industry bodies and agencies, and the media.

## GENERAL COMMENT ON QUALITY REVIEW

### Self-Assessment Report (SAR)

The Peer Review Group would like to compliment the Department on the comprehensive data provided in the SAR and in the supplementary appendices. Additional information, when requested, was readily available and provided in a timely fashion. The Peer Review Group commends the Department on their energy, enthusiasm, engagement and commitment to the self-assessment process. The Peer Review Group was impressed by the willingness of the staff to engage in open, frank and constructive discussion.

The Department was favourably commented on by its students, in particular in relation to the approachability of the staff and their interest in the welfare of the students across all programmes offered. Senior management in the University recognised and acknowledged the innovative and enterprising approaches to teaching and to all academic activity by the department. The external stakeholders valued the contribution of the multidisciplinary activities to the wider society. This is clearly a department with a good track record, an excellent work ethic and with significant potential opportunities for greater impact and development nationally and internationally. These opportunities could potentially place the department in a more favourable position in an uncertain exchequer funding environment in the future.

At this point in time the Department faces challenges which are recognised and identified in the SAR and in the SWOT analysis.

### **Challenges**

The PRG formed the opinion that in order to develop and move forward strategically, the Department must recognise that their current situation, with regard to teaching commitments in particular, is unsustainable and that there is an urgent need to prioritise activities, in particular in regard to the teaching workloads being carried by the majority of academic staff. It is important to note that this was the first recommendation of the 2001-2 Peer Review Group Report. Some of the implications that follow from this excessive teaching workload include the inability to provide a high quality service to students in tandem to delivering a high quality research output.

The PRG noted that some of the challenges identified in this Report have already been clearly recognised in the Department's own SAR. The PRG commented on the need for a strategic approach to these challenges and to identify immediately the key projects to deliver on the strategic imperatives. A plan of action is required with specific objectives and this should be implemented as a matter of urgency. Success in meeting these objectives will require strong and decisive leadership supported by full engagement and cooperation of all staff of the department.

In particular, the Department needs to put in place a more streamlined management structure, a more focused teaching programme, more clearly defined research programmes/clusters and to develop improved relationships with external stakeholders. These recommendations are discussed further below.

### **SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT**

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
That there should be a streamlining of management structures, with a reduction of number of committees.	Endorsed	Department
A departmental management team should be established with a small number of academics and a representative of administrative support.	Strongly Endorsed	Department
That the Head of Department and senior staff should avail of all opportunities for in-house leadership/ management training and staff development offered by UCC.	Strongly endorsed	Staff of Department
That the Performance Management Review System in place in UCC be implemented within the Department.	Endorsed	Head of Department

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
The Senior Lectureship post recently filled following interview should be released and the appointment completed as a matter of urgency.	Noted	Head of College BL
A review of administrative arrangements within the Department should be undertaken with a view to enabling a more flexible assignment of tasks.	Strongly endorsed	Department
The budget allocated by the College of Business and Law for administrative support backfill arrangements should be availed of for special projects.	Referred for consideration to Head of College BL	Head College BL
A complete review of all teaching programmes (UG and PG) across the entire department is required as a matter of extreme urgency with a view to exploring synergies/consolidating offerings to become more efficient and reduce teaching loads.	Strongly endorsed	Department
A Director of learning should be appointed within the Department to ensure the implementation of these recommendations.	Endorsed	Department
Opportunities for more student centred learning should be explored.	Strongly endorsed	Department
The amount of contact and supervision at module level needs to be reviewed.	Endorsed.	Department
Postgraduate students should be employed for seminar and tutorial work to assist in alleviating teaching workloads and provide additional transferable skills to students.	Endorsed. QPC welcomed response of Department	Department
Ensure that students have appropriate prerequisites for modules undertaken in the programmes.	Endorsed	Department
Provide feedback on assessments in a timely and appropriate fashion	Strongly endorsed	Department
Institute a system of regular feedback and module assessment from students.	Strongly endorsed This refers to feedback from students on the quality of the T&L experience not to assessments submitted by students	Department
Focus on the skills set being acquired by students and the extent to which this fits the needs of future employers	Endorsed	Department

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
Provide training to students on writing skills, particularly in relation to reports.	Endorsed	Department
Provide a module on communication and problem solving.	Endorsed	Department
Provide appropriate career and postgraduate advice	Endorsed	Department
Placement procedures should be reviewed, in particular in relation to timetabling, guidelines for students and employers.	Endorsed	Department
A regular staff - postgraduate student seminar series should be established which would facilitate the development of a research culture and sharing of experiences amongst all staff and postgraduate students, especially research students.	Endorsed	Department
A system of research mentoring for early career staff should be put in place immediately. Time and thought needs to be given to how all staff can be supported to develop and enhance research capability and priority should be given to staff completing their doctorates.	Strongly endorsed  Add comment	Department
The Department should improve its research profile by increasing its research output in peer reviewed journals by approving the division of staff into clusters with a leader to assist and support development of research excellence in these clusters.	Endorsed  Response and action welcomed	Department
The external marketing of programmes offered by the Department needs to be improved.	Endorsed	Department
The Department should review the range of its programmes in line with external requirements and in response to market opportunities and to staff workload.	Strongly endorsed	Department
Both undergraduate and postgraduate programmes should be promoted in the context of demand for food graduates nationally & internationally.	Endorsed	Department
There is a need to leverage opportunities across the three areas covered by the department currently, especially in food sector with a particular focus on food business areas.	Strongly endorsed	Department

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
There is a need to engage with other leading universities around the world (in food and food development).	Strongly endorsed	Department
The Department is advised to renew and strengthen links with the College of SEFS, especially the food-related disciplines. The Group suggested regular meetings/away days with staff in food science as one means of achieving this objective. Further engagement with Teagasc should also be considered a priority.	Strongly endorsed	Department
An advisory board with external input should be established to assist in the development of strategy and curriculum, facilitating links with external agencies, employers and other stakeholders.	Endorsed	Department
External stakeholders should be invited to provide guest lectures, workshops etc.	Endorsed	Department



## DEPARTMENT OF PHYSICS

### PEER REVIEW GROUP

- Professor Nora O'Brien, School of Food & Nutritional Sciences, University College Cork
- Professor John Morrison (*Rapporteur*), Department of Computer Science, University College Cork
- Professor Gerard O'Sullivan (*Chair*), School of Physics, University College Dublin
- Dr. Graham Smith, School of Physics & Astronomy, University of St. Andrews, Scotland
- *Professor Luan Ahma (Observer), Vice-Rector, University of Pristina, Kosovo*

### SITE VISIT

The site visit was conducted over 2.5 days from 21-23 February 2011 and included visits to departmental and library facilities in UCC and meetings with:

- Professor John McInerney (Head) and staff of the department 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 Anita Maguire, Vice-President for Research & Innovation
- 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 department in the afternoon of the second day.

### Description

Head of Department: Professor John McInerney  
No. of Staff: 7 FT, 2 PT and 1 Temp Academics;  
Location of Department: Kane Building

### Student Numbers

Physics	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Fulltime UG	174.92	173.75	171.90	189.93	188.89	190.53
Part-time UG	0.17	0.00	0.25	0.50	0.26	0.34
Distance UG	0.00	0.00	0.00	0.00	0.00	0.00
Visiting UG	5.21	7.71	4.43	6.24	5.73	3.59
Total UG excl. visiting	175.08	173.75	172.15	190.43	189.14	190.87
<b>Total UG</b>	<b>180.29</b>	<b>181.46</b>	<b>176.58</b>	<b>196.66</b>	<b>194.88</b>	<b>194.46</b>
Fulltime PG	56.17	84.92	85.58	103.50	97.58	96.17
Part-time PG	0.00	1.50	5.25	3.00	6.75	6.00
Distance PG	0.00	0.00	0.00	0.00	0.00	0.00
Visiting PG	0.00	0.00	0.00	0.00	0.00	0.00
Total PG excl. visiting	56.17	86.42	90.83	106.50	104.33	102.17
<b>Total PG</b>	<b>56.17</b>	<b>86.42</b>	<b>90.83</b>	<b>106.50</b>	<b>104.33</b>	<b>102.17</b>
PhD	48.17	72.25	72.83	87.67	86.33	88.00

Research Masters	6.00	10.50	14.25	17.33	12.00	8.92
Taught Masters	2.00	3.67	3.75	1.50	6.00	5.25
<b>Total</b>	<b>56.17</b>	<b>86.42</b>	<b>90.83</b>	<b>106.50</b>	<b>104.33</b>	<b>102.17</b>

## **MISSION STATEMENT**

To generate, propagate and apply knowledge in Physics and in closely related areas of which Physics is a key component. This includes world class research, teaching, innovation, exploitation and public service.

## **AIMS AND OBJECTIVES**

Support excellent degree programmes in Physics and Astrophysics and joint degrees with Mathematics, Applied Mathematics, Statistics, Chemistry and other cognate disciplines.

Educate and train postgraduate students, especially doctoral students, to the highest standards in research, research management, teaching, communication and general professional competence.

Conduct research in astrophysics and cosmology, chemical and environmental physics, electronic structure and condensed matter theory, photonics and nonlinear optics, quantum optics, laser spectroscopy, plasma diagnostics, physics of biology and medicine. Communicate this research in peer-reviewed journals and conferences. Exploit this research where appropriate, including supporting industry and government in understanding and applying its results and outcomes.

## **GENERAL COMMENT ON QUALITY REVIEW**

### **Self-Assessment Report**

The Self-Assessment Report (SAR) covered all required assessment areas, and provided the PRG with a good overview and sense of a Department with a clear commitment to excellence in both teaching and research. It affirms the quality of the programmes and research within the Department. However, despite a major increase in research performance and an explosion in PhD numbers during the past decade, there was a widespread belief that the visibility and appreciation of the Department within UCC was significantly lower than it deserved. A number of recently retired staff had not been replaced and teaching and research supervision loads had reached saturation. The Department also felt that it had been unfairly judged in a recent university wide Research Quality Review exercise. Moreover it was apparent that the more progress was needed on implementation of the recommendations of the 2000/2001 quality review panel. In particular those recommendations, with regard to internal communications, establishment of a number of committees and a rotating headship have not been addressed in a meaningful way. The SAR concluded by identifying a number of items that needed to be addressed: resolution of the Departmental structure within the new College Structure, clarification of the Physics-Tyndall relationship, the urgent need for new staff appointments, provision of additional space and upgrading of existing teaching laboratories, introduction of annual reviews of postgraduate student performance and the need to ensure continuity and coherence in undergraduate programmes following from recent course reorganization.

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

Moreover, because of the pivotal role played by UCC Physics as a core discipline underpinning teaching across a range of degree programmes and research within Tyndall, the PRG is strongly of the view that the issues raised in the SAR need to be addressed urgently.

### **SWOT Analysis**

The PRG reviewed the SWOT analysis and accepts it as a fair and honest reflection of the Department during the period under review.

#### ***Strengths***

The PRG agrees that a major strength of the Department is the quality of its undergraduate and postgraduate students, the strong growth in postgraduate student numbers and its access to the world leading research facilities available at Tyndall. All staff are research active and have excellent publication and citation records as well as strong international links. The Department has traditionally benefited from good internal connection to the School of Mathematics which has resulted in their producing outstanding graduates over many years.

#### ***Weaknesses***

The weaknesses identified stem largely from the unresolved management issues, high workloads, lack of visibility within UCC, loss of skills through retirements, lack of funding for teaching laboratories and upgrading of laboratory space within the Kane building.

#### ***Opportunities***

The opportunities identified included further leveraging the connection to Tyndall, introduction of new undergraduate courses to increase undergraduate FTEs and the possibility of amalgamation into a larger structure provided by the reorganization of UCC Departments into a College Structure. The PRG were not convinced that the latter might be an optimum configuration for a core discipline such as Physics.

#### ***Threats***

Threats included loss of staff through retirement, an excessive bias towards Tyndall related activity, declining numbers of students with the requisite background in physics and mathematics and competition for postgraduate students posed by the Dublin Physics Graduate School.

### **Benchmarking**

The PRG considers that the benchmarking exercise was performed appropriately and fairly. The Departments selected, UCC Biochemistry, TCD Physics, University of St. Andrews and University of Surrey, were well chosen and appropriate. The PRG accepts the conclusions of the Department in relation to each topic considered.

### **SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT**

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
That resources for at least two lectureships should be made available as a matter of urgency.	QPC noted the response of the Department and that posts have been allocated to the Department and are in the process of being filled. The recommendations of the PRG did not make the point that the posts should be additional to the core complement but rather replacement posts for recent retirements	Head of College SEFS

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
That a long term recruitment and training strategy for technical support should be developed within a two year time frame.	Recommendation endorsed	Department
That an extra 500sqm is required for research laboratory space, offices for new staff and to house PhD students.	Recommendation Noted	Department Head of College SEFS
That a programme of gradual refurbishment of the Kane Building should be instituted as funding allows.	QPC noted that some refurbishment is underway and will continue to be supported as resources allow.	Department Head of College SEFS
That there should be a move to a Rotating Head of the Department in Physics, supported by a strong executive group. The PRG strongly recommends that this issue should be explored with the existing Head and senior officers of the University.	Recommendation endorsed.  The QPC noted that this recommendation was also made in the report of the reviewers who undertook the quality review of Physics in 2001. QPC welcomed the willingness expressed by the current incumbent to enter into discussions with university administration on how this might be proceeded with.	Head of Department  HR Business Partner College SEFS  Head of College SEFS
That the empowerment and proper functioning of a number of key, active committees is essential for the effective planning, organisation, management and oversight of core departmental activities, including, but not necessarily be limited to, Departmental Executive, Graduate Studies, Teaching and Learning, Research, Staff-Student Liaison.	Recommendation strongly endorsed.  The QPC noted that there is a certain conflict of evidence here and requested that the Head of Department provide evidence, eg. Minutes of meetings to show that the committees do exist, meet and conduct business as indicated in the response.	Head and Staff of Department
That the overall benefits of the proposed linkage with Mathematics to create a new Department be further examined by the Departmental executive.	Recommendation strongly endorsed.	Head and Staff of Department  Vice Head of College SEFS

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
<p>The establishment of both a staff-student liaison committee to offer an official forum to both hear and clearly respond to UG and PG student concerns, and a teaching and learning committee to organise all aspects of teaching. The PRG endorses the following suggestions made by students:</p> <ul style="list-style-type: none"> <li>a) Lecturers should have greater oversight over laboratory report marking to ensure consistency.</li> <li>b) The possibility of increased weighting for continuous assessment for non Physics degree students should be considered.</li> <li>c) the provision of fora for postgraduate interactions to strengthen awareness of research activities and provide a sense of community.</li> </ul>	<p>Recommendation strongly endorsed.</p> <p>QPC welcomed the commitment of the Department to implement the recommendations in 2011/12.</p>	<p>Department</p>
<p>That there should be formal tutor training for postgraduate students, stronger recognition of their effort, and more care should be taken that individual postgraduate students are not overloaded.</p>	<p>Recommendation strongly endorsed.</p> <p>QPC noted and welcomed commitment of Department to implementation of this recommendation. QPC also noted that Ionad Bairre (UCC's Teaching &amp; Learning Centre) also provides accredited courses in teaching for postgraduate students.</p>	<p>Department</p>
<p>That the University regulations on PhD interim review procedures for all PhDs should be consistently implemented for students based both in Physics and at the Tyndall Institute.</p>	<p>Recommendation strongly endorsed.</p> <p>The QPC suggested that perhaps Tyndall might become more closely involved in the procedures for all PhD students who are based in either the department of Physics or in Tyndall.</p>	<p>Department</p>
<p>That a research committee be established</p>	<p>Recommendation strongly endorsed.</p>	<p>Department</p>
<p>That a Performance Management Development System should be implemented in accordance with University policy.</p>	<p>Recommendation strongly endorsed.</p>	<p>Department</p>

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
That 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 to facilitate equitable distribution.	Recommendation strongly endorsed. QPC noted that the University Academic Workload Model is being rolled out in the autumn term. Whilst it is not a workload allocation model it will facilitate allocation of workload with a shared understanding of criteria.	Department
That initiatives are developed to improve the external visibility of the Department of Physics, primarily through the roles of the Executive Group and the Research committee.	Recommendation endorsed.	Department
The PRG recommends that Recommendations 1-6 and 8 of the previous Quality Review are further progressed and strengthened	See below following each recommendation	
That communications within the Department should be improved.	Recommendation strongly endorsed.	Department
That truly functioning Graduate Studies and Staff-Student Committees be established.	Recommendation strongly endorsed.	Department
That a representative departmental committee be established.	Recommendation strongly endorsed. QPC noted that there seems to be some confusion as to whether such a committee is in place and fully functioning or not. QPC advocated clarity and transparency with regard to all departmental committees and their remits.	Department
That a system for rotation of the Headship of the Department of Physics be put in place.	See response to recommendation 5 above.	
That annual staff reviews be carried out.	See response to recommendation 12 above.	
That there should be improvement in laboratory and building infrastructure.	See response to recommendation 5 above.	
That one of the vacant lectureships in the Department should be designated specifically for Astrophysics.	QPC noted that this recommendation has been implemented.	

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
Following from the recommendations of the previous quality review, address the evolution of the department structure and leadership in the context of the new schools structures within the College of SEFS. In particular, resolve the appropriate school structure in which the discipline of physics is best served within the College.	Recommendation endorsed. QPC noted the departmental response and the fact that this is a complex issue that requires careful consideration before resolution.	Head of College SEFS Department
Clarify the relationship between the Physics Department and the Tyndall National Institute, especially in relation to staff appointments and the roles of department and institute in regard to postgraduate student supervision	QPC noted the recommendation and endorsed it while also noting the response of the Department.	Department
Develop the engagement of Physics in other major research institutes within UCC.	Recommendation strongly endorsed.	
Replace recent retirements of staff to maintain strength in key physics research areas and support skills.	Recommendation noted. QPC noted that the Department has already been allocated 2 lectureships to be appointed in 2011/12.	Head of College SEFS
Make additional academic appointments to support the large growth of postgraduate physics student numbers seen over the past decade.	Recommendation noted.	Head of College SEFS
Allocate additional laboratory space to the department in support the appointment of new experimental physics academic staff.	Recommendation noted.	Head of College SEFS
Invest substantially in modernizing the equipment for the undergraduate laboratory programme.	Recommendation noted.	Head of College SEFS
Address the research overhead contribution to the Department from research grants based in the Tyndall Institute, for which the principal investigators are staff of Physics.	Recommendation referred to VP Research & Innovation  The QPC noted that the UMTO is considering a draft document on allocation and distribution of research overhead	VP Research & Innovation
Establish a uniform policy of annual review for all Physics PhD students.	Recommendation strongly endorsed.	Department

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
Coordinate the delivery of topics in the various modules for undergraduate Physics majors, to ensure better continuity and coverage in the overall programme.	Recommendation strongly endorsed.	Department



## DEPARTMENT OF MUSIC

### PEER REVIEW GROUP

- Ms. Mary McCarthy, National Sculpture Factory, Cork
- Mr. Brendan O’Sullivan, Director, Programme in Planning and Sustainable Development, University College Cork
- Dr. David Ryan, School of History, University College Cork
- Dr. Scott Wilson, Music Department, University of Birmingham, U.K.
- Dr. Helen Phelan, Irish World Academy of Music & Dance, University of Limerick

### SITE VISIT

The site visit was conducted over 2.5 days from 17-19 January 2011 and included visits to departmental and library facilities in UCC and meetings with:

- Mr. Mel Mercier (Head) and staff of the department 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 Anita Maguire, Vice-President for Research & Innovation
- Professor Grace Neville, Vice-President for Teaching and Learning
- Mr. Con O’Brien, Vice-President for Student Experience
- Professor Caroline Fennell, Head, College of Arts, Celtic Studies & 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 department in the afternoon of the second day.

### Description

Head of Department: Mr. Mel Mercier  
 No. of Staff: 13 Academic Staff; 1 Admin Staff; 1 Technical; 25 Hourly Paid Staff  
 Location of Department: Music Building, Sunday’s Well Road, Cork

### Student Numbers

Music	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Fulltime UG	149.00	134.75	134.67	145.08	153.50	140.92
Part-time UG	0.00	0.00	0.00	0.00	0.00	0.00
Distance UG	0.00	0.00	0.00	0.00	0.00	0.00
Visiting UG	32.58	31.63	32.83	33.42	33.63	33.75
Total UG excl. visiting	149.00	134.75	134.67	145.08	153.50	140.92
<b>Total UG</b>	<b>181.58</b>	<b>166.38</b>	<b>167.50</b>	<b>178.50</b>	<b>187.13</b>	<b>174.67</b>
Fulltime PG	26.67	27.33	41.92	47.00	36.33	42.50
Part-time PG	0.00	0.00	0.00	1.00	1.00	0.00
Distance PG	0.00	0.00	0.00	0.00	0.00	0.00
Visiting PG	0.00	0.00	0.00	0.00	0.00	0.00
Total PG excl. visiting	26.67	27.33	41.92	48.00	37.33	42.50
<b>Total PG</b>	<b>26.67</b>	<b>27.33</b>	<b>41.92</b>	<b>48.00</b>	<b>37.33</b>	<b>42.50</b>
PhD	5.50	11.25	13.33	15.00	13.50	15.67

Research Masters	3.50	2.83	1.50	0.00	0.00	0.00
Taught Masters	14.67	11.25	23.08	30.00	19.83	26.83
Higher Diploma	3.00	2.00	4.00	3.00	4.00	0.00
<b>Total</b>	<b>26.67</b>	<b>27.33</b>	<b>41.92</b>	<b>48.00</b>	<b>37.33</b>	<b>42.50</b>

## MISSION STATEMENT

‘the cultivation — through creativity in teaching, research, composition and performance — of a dynamic learning community dedicated to an interdisciplinary and cross-cultural understanding of music’

## AIMS AND OBJECTIVES

The Department of Music at UCC has two primary, overarching aims:

- (1) to be a model of excellence in teaching/learning, scholarship, performance and composition;
- (2) to live up to the commitment in our Mission Statement ‘*to the cultivation — through creativity in teaching, research, composition and performance — of a dynamic learning community dedicated to an interdisciplinary and cross-cultural understanding of music*’..

These primary aims are consonant. Both uphold the four principal dimensions of our engagement with music (teaching/learning, performance, composition and scholarship) in parity of esteem. And within both will be detected the hallmark of the Department: a view of music that embraces the subject in the widest possible sense, respecting all its manifestations.

To those primary aims may be added aims that are particular to the Department’s students and staff and the other constituencies it serves:

*For its students:* to provide a sound and stimulating learning environment that encourages exploration.

*For its staff:* to provide a working environment that is professional and friendly, and a research environment that is vibrant and supportive.

*For the university:* to provide an educational model of curricular diversity and innovation, contributing to intellectual leadership in the arts and humanities.

*For the discipline of music:* to develop and disseminate new ideas and practices in the study and realization of music.

*For society locally and at large:* to be a flagship for the understanding of music, culture and human creativity, and for positive integration at this time of changing demographics.

## GENERAL COMMENT ON QUALITY REVIEW

### Self-Assessment Report (SAR)

It is felt that, broadly speaking, the SAR was concise and clear; that its aims and objectives were articulated well; and that there was a thorough engagement with the spirit of the evaluation process. The key concerns in the SAR are seen as being generally resonant with those areas of concern identified by the Peer Review Group in its own findings.

The SAR brings forward the rich diversity of offerings and achievements of the Department with a rare integrity and intensity of purpose. It is felt that the report articulates a generosity of spirit, and a broad and inclusive approach to how a cutting-edge 21<sup>st</sup> century music school might be formulated.

However, the Peer Review Group is of the opinion that the report could have been much more strategic in its focus and that the overall mission and aims of the Department could have been articulated in such a way that they tie in more closely with those of the UCC Strategic Plan, the Strategic Plan of the College of Arts Celtic Studies and Social Sciences and, more crucially perhaps, with key aspects of National Strategic Cultural policy. This point is of particular significance for this Department because - in the opinion of the Peer Review Group – the performance and reputation of the Music Department are in unusually strong alignment with the core elements of these high-level decision-making instruments at University and National Level.

### SWOT Analysis

It is considered that the SWOT analysis also engaged positively with the spirit of the review process and that its findings are consistent with the observed issues and priorities of the stakeholders. In some respects, it is considered that the analysis does not play up some of strengths that the Department obviously possesses (for example, the vibrancy and strength of the student body as well as the cultural profile of staff and researchers). Also, one of the terms that seemed to come up regularly in the visit – both from external stakeholders and senior University management - is that the Department is somewhat of a ‘hidden gem’ within UCC. Hence the need, perhaps, to include a more strategic dimension to the SWOT analysis. A more focused and extensive development of the issues raised and substantive issues in the analysis of strengths, weaknesses, opportunities and threats is also warranted. It would also benefit from a clearer and more analytical presentation of the links between these four aspects of the SWOT.

### Benchmarking

In general terms it is considered that the reason for selecting the institutions chosen for comparison is not clear. On some levels indeed, they appear to be inappropriate comparators and it is noteworthy that none of them are institutions from the Republic of Ireland. The benchmarking element of the report also – as in the previous review process - limits itself to questions of resources. Whilst this may be understandable (and even helpful) in terms of pointing out deficiencies, the Peer Review Group considers this focus to be unfortunate because it does not draw out those relative successes that would show the UCC Music Department in a stronger light. Additionally, in presentation terms, if the three chosen institutions were compared directly under consistent and similar headings a much more incisive analysis would have been achieved. On the whole whilst there was a good comparison of resources, this was a missed opportunity to analyse, reflect on and draw out the differences between the Department and appropriate peer institutions.

### SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

PRG Recommendation	QPC Recommendation	Action
That those outstanding matters recommended in the previous quality review be addressed and brought to finality	Recommendation of PRG strongly endorsed.	Department
That the appointment of the Chair of Music be expedited.	Recommendation of PRG implemented. QPC noted that the University has approved the filling of the professorship in Music and that the recruitment process is underway.	----
That the Head of Discipline issue be resolved as a matter of urgency.		Head College of ACSSS

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
That an appropriate structure of senior staff be established within the Department of Music to support the Chair, Head of Discipline and other staff.	QPC referred recommendation of PRG to Head of College ACSSS for consideration and comment	Head College of ACSSS
That any vacancies at Senior Lecturer level at that might result from the appointment of the Chair and Head of Discipline ought to be filled at that level.	QPC referred recommendation of PRG to Head of College ACSSS for consideration and comment, noting the restrictions of the Employment control Framework operating in the public sector presently.	Head College of ACSSS
That the Department adopt a strategic approach to its engagement with the College and University at various levels.	Recommendation of PRG strongly endorsed.  Response of Department and the evidence of active engagement welcomed by QPC	Department
That the Department re-draft its mission statement and set of operating objectives so that that they are more closely aligned with the strategic plan of the College of Arts, Celtic Studies and Social Sciences, the Strategic Plan of the University and national cultural and arts policies	Recommendation of PRG strongly endorsed.  The QPC noted the regional context in which the Department is sited and commented on the need to recognise that there is another School of Music in Cork and that it is important to distinguish the two Schools in terms of mission and goals.	Department Head College of ACSSS
That, in re-drafting its mission statement and objectives, the Department focus on its 'Unique Selling Points', its brand values and a clear set of strategic priorities that have a regional, national and international horizon.	Recommendation of PRG strongly endorsed.	Department Head College of ACSSS
That all academic staff in the department individually and collectively take responsibility– at the highest level – for advocating for and articulating the abilities, capacity and potential of the Music Department among other departments, disciplines, schools colleges and other University entities	Recommendation of PRG strongly endorsed.	Department

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
<p>That the Vice Presidential Offices of Research and Innovation, of Teaching and Learning, and of the Student Experience, together with the Head of College, make a joint response to the recommendations set out in this review and bring forward proposals for addressing those issues that within their remit with a particular emphasis on recognising and enhancing the role of the Music Department in promoting the University both regionally and worldwide.</p>	<p>The QPC endorsed this recommendation and referred it to the Head of College ACSSS, noting that the role of the activities of the staff and students of the Department of Music is important in the defining of the brand that is UCC. Music is central to the vision of the 'Irish Identities' project.</p>	<p>Head, College of ACSSS VP External Relations</p>
<p>That a full-time Events Organizer / Communications officer be appointed to help plan, organise and facilitate the schools ambitious programme of events. Consideration could be given to making this appointment at a strategic level within the School of Music &amp; Theatre, or at College level, in conjunction with the priorities of the Head of College.</p>	<p>Referred to Head CACSSS QPC noted the financial restrictions and employment restrictions imposed on the University currently by government. QPC queried could this post be self-funding?</p>	<p>Head, College of ACSSS</p>
<p>That the revised mission statement and objectives (see recommendation 8 above) be communicated at all appropriate levels including promotional material, the departmental website, College website and UCC International Students Office.</p>	<p>Recommendation of PRG endorsed.</p>	<p>Department</p>
<p>That, in accordance with the governance issues mentioned above, the Department develops a more focused and strategic approach to advocacy within the University community and to influencing other schools, decision makers, disciplines and units both in terms of enhancing the departmental profile at the highest levels and in terms of a broad outreach for joint or interdisciplinary research, teaching and practice with peer units and individuals within UCC.</p>	<p>Recommendation of PRG endorsed. QPC welcomed the positive response of Department</p>	<p>Department</p>
<p>That the Head of School and key senior staff communicate more strategically and more regularly with decision makers at all levels of University structures and that staff participate where possible on all key working groups and assembly meetings at School, College and University level.</p>	<p>Recommendation of PRG endorsed. QPC welcomed the positive response and engagement of Department</p>	<p>Department</p>

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
That consideration be given to making staff meetings more efficient and businesslike, i.e. as a decision making forum rather than a debating / discussion forum and that substantive and detailed matters be dealt with at committee level.	Recommendation of PRG endorsed.	Department
That a Department wide system/process be established to analyse student feedback/reviews.	Recommendation of PRG endorsed. QPC noted that the University is about to pilot a new student module evaluation system and this should help the Department in its analysis.	Department
That the Department enhance its positive relationships with its alumni and other student and graduate networks.	Recommendation of PRG endorsed.	Department
That the Department adopts a Workload Allocation Model as soon as possible, as this would provide clarity in terms of workloads, enable reconsiderations of the balance and nature of staff activity, and help facilitate discussions and negotiations with the University and College. This model should include research and should precisely account for administration.	Recommendation of PRG endorsed. UCC has developed an Academic Workload Allocation Model for implementation in the academic year 2011/12.	Department
That the College and University prioritise additional senior appointments within Music, beyond the Chair of Music and Head of Discipline. It is the understanding of the Peer Review Group that strategic appointments can be made even within the current restrictions imposed by Government, and it is recommended that this be considered as an urgency requirement in order to secure the longer term viability of the Department of Music	QPC noted that a Professorship in Music has been advertised and is in the process of recruitment.  Other matters relating to appointments have been referred for the attention of the Head of College ACSSS in the first instance. The Department is encouraged to engage proactively with the Head of College ACSSS on these matters.	Department  Head CACSSS
That the Department reconsiders the number of joint honours combinations being offered at undergraduate level with a mind to solving the issues of timetabling and transit between the building and the main campus.	Recommendation of PRG endorsed.  The QPC noted that a 2 years notice period of significant changes to the programme offerings is required to be given to potential students.	Department
That the Department reconsiders its mission in terms of research strengths and develops programme-wide learning outcomes, with a mind to student exit trajectories and employability.	Recommendation of PRG strongly endorsed.	Department

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
That a rebalancing of student numbers in favour of postgraduates is achieved.	Recommendation of PRG endorsed. QPC noted that this action is very much in line with the University's strategic goals.	Department
<p>That the Department continue its process of recasting the curriculum and give strong consideration to reducing the number of programmes and modules with the following points in mind:</p> <ul style="list-style-type: none"> <li>a. Making gains in workloads, efficiencies, and maximising departmental FTE income;</li> <li>b. Improving the consistency of quality for graduates and improving their employability;</li> <li>c. Creating greater depth through the creation of a stronger core curriculum. This might take the form of multiple cores perhaps centred around research strengths / clusters in the areas of Media Theory, Ethnography, Cultural Theory, Performance and Composition.</li> </ul>	Recommendation of PRG endorsed.	Department
That the Department establishes clear, prioritised research clusters - such as those noted in the SAR (media theory, ethnography, cultural theory, performance and composition) – and that these be articulated in the reconfigured mission statement and teaching and learning objectives recommended above.	Recommendation of PRG endorsed.	Department
That the Department continues its engagement with the University in what has been a positive initial discussion about how its research activities, and specifically practice-based research activities, should be evaluated for purposes of research assessment and promotion.	Recommendation of PRG endorsed. QPC noted that the metrics used by UCC for evaluation of research in UCC do recognise practice-based activities and scholarly activities	Department
That the Department continues to support faculty in reaching their full research potential through the inclusion of research in a transparent and equitable workload allocation model and the development of support mechanisms for faculty interested in exploring practice-based research as a medium of publication.	Recommendation of PRG endorsed.	Department

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
That the Head of College and VP for Research & Innovation initiate a dialogue with the Discipline towards the establishment of clearer principles for assessing the entire spectrum of research in music	Recommendation of PRG endorsed. QPC noted that the metrics used by UCC for evaluation of research in UCC do recognise practice-based activities and scholarly activities	Department Head CACSSS VPRI
That the Department explore the potential for increased numbers of postgraduate students	Recommendation of PRG endorsed.	Department
That the College of Arts, Celtic Studies and Social Sciences re-establishes its fund for postgraduate scholarships (as discussed with the Head of College) as a matter of urgency and explores means of supporting academic staff in attending research conferences and related events.	Recommendation referred to CACSSS	Head CACSSS
That the Department initiates discussion with the Head of College and the Vice President for Research & Innovation towards the articulation of a research initiative exploring the cultural and economic impact of the arts in Ireland. This should be explored with reference to the cultural events coordinated by the Department for the public at the university, city, national and international level.	Recommendation of PRG endorsed.	Department VPRI Head CACSSS
That the Department prioritises objectives in line with its budgetary capacity.	Recommendation of PRG strongly endorsed.	Department
That the discipline-specific requirements be embedded in budget lines (including special building requirements, equipment, facilities etc.)	Recommendation referred to Head CACSSS	Head CACSSS
That the Department explores options to accrue the full benefits of the FTE weighting for the purpose of income generation.	Recommendation of PRG endorsed.	Department
That the Department identifies and examines priorities for the development of initiatives to raise non-exchequer funding streams for the ongoing development of the Department.	Recommendation of PRG endorsed.	Department
That the Audits of Health and Safety, Disability/Access and Security be carried out and that the Head of School, Head of College and Head of Buildings and Estates agree a costed and phased implementation of the remedial works required.	Recommendation of PRG endorsed. QPC noted that the department of Music has submitted its H&S report and included a plan to address issues	Head of School Head of CACSSS Director B&E



<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
That a budget line be established by the College to meet the discipline-specific building requirements in the Music Building (including sound-proofing, temperature and humidity control in specified rooms etc).	Recommendation referred to Head CACSSS as decisions on budgets in schools/departments are devolved to the relevant Head of College	Head of CACSSS
That a schedule of general repairs and maintenance to be prioritised, agreed, budgeted for and carried out.	Recommendation of PRG endorsed.	Department Head of CACSSS
That issues to do with access to and from the Music building (including links to the main University campus) be resolved and prioritised within the University's strategic plan.	Recommendation referred to Head of CACSSS to address	Head of CACSSS
That full Wireless internet access be made available throughout the entire building as an immediate priority.	Recommendation implemented QPC commended the prompt action on this recommendation.	-----
That the deficiencies in computer laboratories need to be addressed.	Recommendation of PRG endorsed.	Department Head of CACSSS
That Discipline-specific equipment needs be assessed and prioritised (e.g. Music Technology software / hardware, Instrument acquisition / maintenance / tuning, PA systems etc.).	This recommendation was referred to the Head of CACSSS to be included in considerations of budget allocations. The QPC also recommended that the Department and College should have due regard to the opportunities available to the discipline for attracting external funds which could be used for this purpose.	Department Head of CACSSS
That the café / social area be improved, given the remote location and the lack of local facilities.	Recommendation of PRG endorsed. QPC noted that additional funds will be required to improve the facilities	Department Head of CACSSS
That a more coherent and consistent approach to issuing front-loaded course outlines, early feedback, availability of materials, and evaluation needs to be implemented.	Recommendation of PRG strongly endorsed.	Department



## SCHOOL OF SOCIOLOGY & PHILOSOPHY

### PEER REVIEW GROUP

- Professor Maeve Cooke (Chair), School of Philosophy, University College Dublin
- Professor Robert Devoy, School of Geography & Archaeology, University College Cork
- Professor Stephen Mennell, School of Sociology, University College Dublin
- Professor Véronique Munoz-Dardé, Department of Philosophy, University College London, U.K.
- Dr. Jenny Owen, Director of Learning & Teaching, University of Sheffield, U.K.
- Dr. Seamus O'Reilly, Department of Food Business & Development, University College Cork

### SITE VISIT

The site visit was conducted over 2.5 days from 14-16 February 2011 and included visits to school and library facilities in UCC and meetings with:

- Professor Graham Parkes (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 Anita Maguire, Vice-President for Research & Innovation
- Professor Grace Neville, Vice-President for Teaching and Learning
- Mr. Con O'Brien, Vice-President for Student Experience
- Professor Caroline Fennell, Head, College of Arts, Celtic Studies & 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 Department: Professor Graham Parkes  
 No. of Staff: Sociology: 13 Academics; 3 Admin Staff;  
 Philosophy: 8 Academic; 1 Admin  
 Location of School: Sociology: Safari, Donovan's Rd;  
 Philosophy 2, 3, 4 Elderwood

### Student Numbers

Sociology	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Fulltime UG	291.48	290.17	261.44	256.39	238.68	251.54
Part-time UG	3.42	1.92	1.42	0.50	1.67	0.50
Distance UG	0.00	0.00	0.00	0.00	0.00	0.00
Visiting UG	8.92	11.92	10.88	8.04	11.38	13.21
Total UG excl. visiting	294.90	292.08	262.86	256.89	240.35	252.04
<b>Total UG</b>	<b>303.82</b>	<b>304.00</b>	<b>273.74</b>	<b>264.93</b>	<b>251.72</b>	<b>265.25</b>
Fulltime PG	37.98	54.15	62.78	72.25	79.59	80.58
Part-time PG	7.50	2.25	1.50	1.58	3.31	2.33
Distance PG	0.00	0.00	0.00	0.00	0.00	0.00
Visiting PG	0.00	0.00	0.00	0.00	0.00	0.00
Total PG excl. visiting	45.48	56.40	64.28	73.83	82.90	82.92
<b>Total PG</b>	<b>45.48</b>	<b>56.40</b>	<b>64.28</b>	<b>73.83</b>	<b>82.90</b>	<b>82.92</b>

PhD	0.00	0.75	8.25	17.00	22.08	24.38
Research Masters	0.00	1.50	0.00	0.00	0.00	1.50
Taught Masters	11.69	15.42	21.69	20.56	15.13	16.68
Postgraduate Diploma	0.00	0.00	0.00	0.00	1.33	5.50
Higher Diploma	0.00	0.00	1.00	2.50	6.70	1.97
<b>Total</b>	<b>11.69</b>	<b>17.67</b>	<b>30.94</b>	<b>40.06</b>	<b>45.25</b>	<b>50.02</b>

<b>Philosophy</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>
Fulltime UG	167.87	153.33	160.72	178.08	192.39	198.67
Part-time UG	0.17	0.83	0.83	0.25	0.58	0.75
Distance UG	0.00	0.00	0.00	0.00	0.00	0.00
Visiting UG	17.17	16.33	16.17	17.44	16.22	17.17
Total UG excl. visiting	168.04	154.17	161.56	178.33	192.98	199.42
<b>Total UG</b>	<b>185.20</b>	<b>170.50</b>	<b>177.72</b>	<b>195.78</b>	<b>209.20</b>	<b>216.59</b>
Fulltime PG	11.69	16.75	30.94	39.56	43.67	44.02
Part-time PG	0.00	0.92	0.00	0.50	1.58	6.00
Distance PG	0.00	0.00	0.00	0.00	0.00	0.00
Visiting PG	0.00	0.00	0.00	0.00	0.00	0.00
Total PG excl. visiting	11.69	17.67	30.94	40.06	45.25	50.02
<b>Total PG</b>	<b>11.69</b>	<b>17.67</b>	<b>30.94</b>	<b>40.06</b>	<b>45.25</b>	<b>50.02</b>
PhD	0.00	0.75	8.25	17.00	22.08	24.38
Research Masters	0.00	1.50	0.00	0.00	0.00	1.50
Taught Masters	11.69	15.42	21.69	20.56	15.13	16.68
Postgraduate Diploma	0.00	0.00	0.00	0.00	1.33	5.50
Higher Diploma	0.00	0.00	1.00	2.50	6.70	1.97
<b>Total</b>	<b>11.69</b>	<b>17.67</b>	<b>30.94</b>	<b>40.06</b>	<b>45.25</b>	<b>50.02</b>

## SCHOOL AIMS AND OBJECTIVES

The School of Sociology and Philosophy at UCC came together in September 2009 and is now in its second year of operation. It takes a while for staff from different disciplines to get used to working together, but last year saw the establishment of some fertile common ground. Since both disciplines in the School have traditionally operated 'in the red' financially, and have been under pressure to get into the black, our first priority last year was to develop a new joint postgraduate programme in philosophy and sociology designed to attract non-EU students, and thereby to generate income. Given the current financial situation in the University (and the country as a whole), this activity took precedence over the formulation of a Strategic Plan for the School. However, the first part of this self-assessment report can be regarded as a draft for such a plan, to be developed after the valuable input we anticipate from this Quality Review has been received and assimilated.

### Discipline of Philosophy

#### MISSION STATEMENT

We offer degree programmes at both undergraduate and postgraduate levels that are scholarly, historically and empirically informed, and rigorous. We are committed to exposing our students to the most important philosophical ideas, thinkers and frameworks – ancient and modern, western and eastern – in order to enable them to deal with contemporary problems in a globalized context. In a friendly and supportive environment, students learn to master complex material and apply it to

concrete problems, to develop cogent and clear arguments and present them in professional contexts. We offer research-led teaching, which means that students work with staff who are research-active and at the forefront of their fields.

Philosophy at UCC has particular strengths in Comparative and East-Asian Philosophy, as well as in Political Philosophy. Its greatest strength, however, is its commitment to pluralism, which combines these fields with research and teaching in Aesthetics, European Philosophy, Analytic Philosophy of Mind and Science, Analytic Metaphysics and Action Theory, as well as Moral Philosophy, Social Theory and Applied Ethics. Our intellectual community here is unique in its ability to encourage productive dialogue among such different fields.

The commitment to pluralism is coupled with an equally strong commitment to interdisciplinarity. Staff are actively involved in collaborations with colleagues in the School of Sociology and Philosophy. Among the most visible results of that work are the joint annual summer school and the joint postgraduate programmes in Philosophy and Sociology. Philosophy is also one of the three constitutive disciplines of the Politics programme at UCC. In cooperation with other disciplines across the college, we also host an interdisciplinary postgraduate programme in Comparative Aesthetics and the Arts. Our staff also contribute to programmes in Asian Studies, Film Studies, Women Studies, and History and Philosophy of Science.

The pluralist approach, together with our many inter-institutional and interdisciplinary connections, is strengthened by the international profile of both staff and students. The research and learning community in Philosophy at UCC brings together people from diverse backgrounds and at different stages of their careers for critical debate, mutual support and congenial engagement in the practice of philosophy.

#### **AIMS AND OBJECTIVES**

Our goals coincide with the goals identified in the UCC's current strategic plan. Our key strategic goals are to:

- Enhance teaching and learning and the overall student experience
- Enhance and increase innovative research output of the highest quality
- Strengthen external engagement and the contribution to society
- Strengthen and diversify the resource base
- Improve the staff experience

#### **Discipline of Sociology**

##### **MISSION STATEMENT**

Our department aspires to be the best sociology department in Ireland, North and South and to achieve a European and world reputation in our key fields of social theory, development and identity. We will continue to make a substantial contribution to the advancement of Sociology in Ireland.

##### **AIMS AND OBJECTIVES**

To achieve these objectives we aim to provide excellent undergraduate and postgraduate teaching programmes, and to lead the field in research. Presently there is no doubt that we meet these objectives. As a department we continuously consider the question of how to maintain and enhance the quality of our programmes. In one important respect we are at a structural (geographical) disadvantage: as a department committed to excellence, in a non-metropolitan setting we compete all

the time with institutions which, because of their location in the capital can take for granted an international profile. This can be a problem for our postgraduate programme in attracting international postgraduate students who not surprisingly are attracted to the capital city. We have responded to this in two ways: (a) by establishing a publications profile in the international scholarly press we hope to attract discerning international applicants. (b) We have devoted considerable efforts to promoting our department internationally. We are the only sociology department in Ireland to have our programme included in the American Sociological Association Guide to Postgraduate Programmes, which is published annually and is the market leader publication in this field, and we were amongst the first departments in the Faculty of Arts at UCC (and indeed in the NUI) to have a fully developed web-site on the internet, including full details of our programme and application on-line.

## GENERAL COMMENT ON QUALITY REVIEW

### Self-Assessment Report

Given the recent establishment of the School, the PRG recognises that much of the activity since the previous quality reviews took place at a Department/Discipline level. Thus the two separate volumes of the Self-Assessment Report (SAR) were useful. The PRG found the initial overarching School section of volume 1 valuable. Furthermore, the analysis and reflection evident here provided a good starting point for consideration of the overall School strategy. It is recommended that the School begin work on a strategy at School level. The SWOT analysis that had been prepared identified the various internal and external factors that will inform the strategy. The PRG considers the units used for benchmarking to be appropriate and that both disciplines are outward looking and have strong and increasing engagement with international counterparts. The PRG notes that the Sociology SAR included feedback from postgraduate research students, but not from taught postgraduate and undergraduate students. Therefore it is recommended that the discipline carry out a full survey of both these groups of students, and arrange for appropriate staff meetings to discuss the findings. The PRG recognises though that there has been a tradition of regular student feedback in this discipline.

Notwithstanding various pressures around the time of this review the PRG found the staff in the School committed to their work and participative during the site visit. In addition, senior University officers who met the PRG were well informed as to School activities and also provided context and information useful for the review.

## SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

PRG Recommendation	QPC Recommendation	Action
That senior staff in the School provide academic leadership at School and Discipline levels, to ensure academic space, recognition and encouragement both for research within the separate disciplines and for interdisciplinary research;	Strongly endorsed.	School and Heads of Discipline / Professors
That support be provided at College and University levels for preparation of research grant applications and their implementation. In particular, there is a need for increased access to experts who can advise on National and EU funding programmes, such as Marie Curie, EU FP and other international funding;	Recommendation endorsed  However the QPC understands that such support already exists to a certain level but perhaps it can be enhanced	College ACSSS

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
That support be provided at College level for internationally distinctive areas to which the School is strategically committed, for example East Asian/comparative philosophy;	Noted Referred to Head of CACSSS for consideration and action	Head of CACSSS
That scholarly achievement is affirmed by School, College and University as appropriate. In the absence of normal promotion rounds in the current extraordinary economic conditions, other forms of practical support should be provided. These could include periods of funded research leave, provision of travel funds, formally-agreed protection of quality time for research, and prizes for exceptional achievements. In addition, mentoring and the sharing of experiences should be encouraged	Strongly endorsed	School College ACSSS
That the School continue to work in collaboration with the existing College and University support structures for marketing PhD and other programmes (for example, summer schools) internationally, and to review the effectiveness of recent and current collaborations in this area.	Strongly endorsed	School
That the School interacts at College level to discuss resource allocation, particularly with regard to PhD scholarships and other funding for PhD programmes that would support initiatives taken at School level.	Strongly endorsed	Head College ACSSS Graduate School ACSSS
That the School interacts at College and University levels with regard to the universal application of EU fee to all non-EU PhD students in the context of scarce resources and ability of prospective students to pay in certain markets	QPC noted that all PhD students pay the EU fee. QPC referred the issue for consideration in the first instance to the Head of Graduate Studies Office	Head of Graduate Studies Office
That the School seeks support from the University for the promotion of the PhD programmes.	Endorsed	College ACSSS
That the School reviews tutorial provision across all undergraduate years in both disciplines, with a view to ensuring appropriate training of tutors and integration of postgraduate students into structured tutoring arrangements.	Strongly endorsed. Response of School was welcomed	School

PRG Recommendation	QPC Recommendation	Action
That the School ensures in Sociology that there is a return to collecting, analysing and discussing regular student feedback and evaluations, in accordance with university policy, particularly in light of the lack of feedback from Sociology students in the SAR.	Strongly endorsed QPC noted the lack of student evaluations in the SAR and requests immediate action be taken to remedy this	School Department of Sociology
That the School implements an agreed policy on 'turnaround time' of coursework marks and feedback.	Strongly endorsed.	School
That the School carries out a realistic assessment of resources required for distance and flexible learning, including the need to work with colleagues at College level.	Strongly endorsed. QPC noted that implementation of distance and e-learning programmes is much more difficult, costly and time consuming than is generally recognised and that the School must acquire the necessary expertise to implement such programmes in a realistic way.	School VP Teaching & Learning
That the School develops and implements a transparent workload allocation framework in the context of the evolving University-wide approach.	Strongly endorsed. QPC noted that the University is engaged in drafting an academic workload framework for use across the University. It is anticipated that the framework will be considered at the May AC mtg. the School should await the outcome of that discussion prior to implementing its own system	Academic Council School
That the School continues to discuss and develop a strategy for succession planning, with a view to putting forward a case for the replacement of key posts as a matter of urgency. This should include an assessment of the range of essential modules expected in Sociology programmes, a review of elective modules and the exploration of joint modules across the two disciplines.	Strongly endorsed.	School
That the issue of the appointment of Heads of Disciplines (that is, in both Sociology and Philosophy) be resolved by the University/College as a matter of <i>utmost urgency</i> , and it is essential that the appointment of Heads be made in future under due process. The current situation of Acting Heads, in the absence of clear process, is highly unsatisfactory.	Strongly endorsed	Head of CACSSS



<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
<p>That the leadership and statutory function of the Head of School should be used to facilitate and help resolve current difficulties experienced in the management of Sociology – for example in necessary decision-making, and in the running of regular staff business meetings and examination boards. In addition, allowing a greater role for School structures could help to build upon the innovations already begun in the School, particularly in the areas of joint policy development. For example, when circumstances permit, integrated School committees for Learning and Teaching and for Research could provide an effective forum for decision-making.</p>	<p>Strongly endorsed. Recommend immediate action on implementation</p>	<p>Head of School</p>
<p>That, bearing in mind that when other universities have undertaken the process of reorganisation of many Departments into a smaller number of Schools this has been associated with opportunities for some individual members of staff to transfer (by mutual agreement) from one department or discipline into another where they feel intellectually more at home, the School (Sociology and Philosophy) should explore opportunities for inter-School transfers and/or the exchange of staff, as appropriate to the subject field; these could be temporary or permanent.</p>	<p>Endorsed With recognition that any moves/transfers of staff must be undertaken in compliance with University statutes and policies.</p>	
<p>That the School contacts UCC Computer Services to investigate and resolve the problems about their access to I.T. services from Askive Villa raised by postgraduate students.</p>	<p>Endorsed Response of School noted</p>	<p>Head of School</p>
<p>That the overdue refurbishment of postgraduate facilities be brought to the attention of the Building and Estates Office immediately.</p>	<p>Noted. QPC noted the action of the School and endorsed active engagement with Office of Buildings &amp; Estates. The QPC also noted the existence of facilities for postgraduate students provided centrally.</p>	<p>Head of School</p>



## SCOIL LÉANN NA GAEILGE

### PEER REVIEW GROUP

- Professor Kathy Hall, Department of Education, University College Cork
- Dr. Carmel Halton, Department of Applied Social Studies, University College Cork
- Professor Micheál Mac Craith, Scoil na Gaeilge, NUI, Galway
- Maedhbh Ní an Airchinnigh, Scoil na Gaeilge, NUI, Galway
- Professor Tomás Ó Cathasaigh (*Chair*), Professor of Irish Studies, Harvard University, U.S.A.
- Dr. Pádraig Ó Héalaí, Scoil na Gaeilge, Emeritus, NUI, Galway

### SITE VISIT

The site visit was conducted over 2.5 days from 28 February – 2 March 2011 and included visits to school and library facilities in UCC and meetings with:

- Professor Maire Herbert (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 Anita Maguire, Vice-President for Research & Innovation
- Professor Grace Neville, Vice-President for Teaching and Learning
- Mr. Con O’Brien, Vice-President for Student Experience
- Professor Caroline Fennell, Head, College of Arts, Celtic Studies & Social 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 Department: Professor Maire Herbert  
 No. of Staff: Dept of Modern Irish: 8 Academic Staff & 1 Admin staff  
 Early & Medieval: 3 Academic Staff  
 Folklore: 4 Academic Staff  
 Location of Department: Early & Medieval & Modern Irish: O’Rahilly Building  
 Folklore: 5 Elderwood

### Student Numbers

Bealoideas	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Fulltime UG	20.42	17.08	19.67	25.08	22.58	19.17
Part-time UG	0.25	0.00	0.00	0.00	0.25	0.00
Distance UG	0.00	0.00	0.00	0.00	0.00	0.00
Visiting UG	20.75	19.75	22.17	19.50	26.75	26.88
Total UG excl. visiting	20.67	17.08	19.67	25.08	22.83	19.17
<b>Total UG</b>	<b>41.42</b>	<b>36.83</b>	<b>41.83</b>	<b>44.58</b>	<b>49.58</b>	<b>46.04</b>
Fulltime PG	4.06	9.54	10.53	7.50	4.79	7.54
Part-time PG	0.00	0.00	0.00	0.00	0.75	2.08
Distance PG	0.00	0.00	0.00	0.00	0.00	0.00
Visiting PG	0.00	0.00	0.00	0.00	0.00	0.00

Total PG excl. visiting	4.06	9.54	10.53	7.50	5.54	9.63
<b>Total PG</b>	<b>4.06</b>	<b>9.54</b>	<b>10.53</b>	<b>7.50</b>	<b>5.54</b>	<b>9.63</b>
PhD	2.00	5.25	6.00	6.00	3.75	5.25
Research Masters	0.50	1.50	1.50	1.50	1.50	3.50
Taught Masters	1.56	2.79	3.03	0.00	0.29	0.29
<b>Total</b>	<b>4.06</b>	<b>9.54</b>	<b>10.53</b>	<b>7.50</b>	<b>5.54</b>	<b>9.63</b>

<b>Early &amp; Medieval Irish</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>
Fulltime UG	65.17	73.50	84.00	69.50	62.67	57.08
Part-time UG	4.83	4.42	0.33	0.25	0.17	0.08
Distance UG	0.00	0.00	0.00	0.00	0.00	0.00
Visiting UG	30.00	32.50	25.29	23.96	15.88	21.38
Total UG excl. visiting	70.00	77.92	84.33	69.75	62.83	57.17
<b>Total UG</b>	<b>100.00</b>	<b>110.42</b>	<b>109.63</b>	<b>93.71</b>	<b>78.71</b>	<b>78.54</b>
Fulltime PG	6.50	8.17	13.08	14.04	13.42	15.17
Part-time PG	0.00	0.00	0.00	0.00	0.67	0.67
Distance PG	0.00	0.00	0.00	0.00	0.00	0.00
Visiting PG	0.00	0.00	0.00	0.00	0.00	0.00
Total PG excl. visiting	6.50	8.17	13.08	14.04	14.08	15.83
<b>Total PG</b>	<b>6.50</b>	<b>8.17</b>	<b>13.08</b>	<b>14.04</b>	<b>14.08</b>	<b>15.83</b>
PhD	2.50	5.17	7.08	10.92	9.58	11.67
Research Masters	4.00	3.00	3.00	0.63	0.00	0.00
Taught Masters	0.00	0.00	3.00	1.50	3.50	2.17
Higher Diploma	0.00	0.00	0.00	1.00	1.00	2.00
<b>Total</b>	<b>6.50</b>	<b>8.17</b>	<b>13.08</b>	<b>14.04</b>	<b>14.08</b>	<b>15.83</b>

<b>Modern Irish</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>	<b>2010/11</b>	<b>2011/12</b>
Fulltime UG	147.33	154.50	153.92	190.33	200.08	171.08
Part-time UG	5.50	5.83	3.17	2.50	8.83	6.42
Distance UG	0.00	0.00	0.00	0.00	0.00	0.00
Visiting UG	20.83	21.67	36.50	40.33	29.42	21.25
Total UG excl. visiting	152.83	160.33	157.08	192.83	208.92	177.50
<b>Total UG</b>	<b>173.67</b>	<b>182.00</b>	<b>193.58</b>	<b>233.17</b>	<b>238.33</b>	<b>198.75</b>
Fulltime PG	11.50	27.75	28.92	31.75	32.25	23.83
Part-time PG	2.00	2.75	3.00	5.00	1.50	4.00
Distance PG	0.00	0.00	0.00	0.00	0.00	0.00
Visiting PG	0.00	0.00	0.00	0.00	0.00	0.00
Total PG excl. visiting	13.50	30.50	31.92	36.75	33.75	27.83
<b>Total PG</b>	<b>13.50</b>	<b>30.50</b>	<b>31.92</b>	<b>36.75</b>	<b>33.75</b>	<b>27.83</b>
PhD	6.00	6.00	12.17	15.75	11.25	11.83
Research Masters	6.00	9.00	4.42	3.00	0.00	1.50
Taught Masters	1.50	15.50	15.33	18.00	22.50	14.50
<b>Total</b>	<b>13.50</b>	<b>30.50</b>	<b>31.92</b>	<b>36.75</b>	<b>33.75</b>	<b>27.83</b>

## GENERAL COMMENT ON QUALITY REVIEW

### Self-Assessment Report (SAR)

The members of the PRG received a document comprising of one page on the School itself and three different SARs from the three different departments within the School.

#### *Early and Medieval Irish*

The SAR was illuminating and thorough. All members of PRG could understand clearly its purposes and functions. It was well organized and focused.

#### *Modern Irish*

The SAR would have benefited from some development. Specifically the Report would have been enhanced had the module descriptions been included.

#### *Béaloideas*

The SAR was altogether satisfactory, offering a clear and comprehensive account of provision and activities within the Department.

### SWOT Analysis

The substantive SWOT analysis was carried out as three independent units rather than as a School, reflecting the current allegiances and identities around Disciplines/Departments. When the Departments begin to see themselves as a School the PRG believes a single SWOT analysis might help to identify a School community and membership. The PRG believes there is the potential to develop the disciplines under the umbrella of the School and evolve a School identity without compromising understandable disciplinary identities and practices.

### Benchmarking

There was no evidence presented to the Review Group of visitation to similar programmes in other institutions. However, in the individual Departments' SARs reference was made to the challenges which benchmarking presented to them in terms of locating comparable departments or schools. The absence of a thorough benchmarking exercise meant that it was difficult to cross compare and consider the school in its wider context. The PRG understood from the QPU that monies were available to the Departments as part of the Peer Review process to undertake this exercise but the departments/school did not avail themselves of this facility. The PRG regretted that this exercise was not completed in line with the guidelines provided by the Quality Promotion Committee. In the interests of the future development of the School, the PRG recommends that such an exercise be carried out.

## SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

PRG Recommendation	QPC Recommendation	Action
A wider range of assessment modes be introduced so students can demonstrate their knowledge and skills in a variety of formats and that undergraduates have the opportunity to have some summative assessment assignments pre-Christmas thus having a better balance between end-of-year exam and continuous assessment.	Recommendation Endorsed	All staff of school

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
A better balance be sought between contemporary and classical literature through the three years of the undergraduate course in modern Irish.	Recommendation Endorsed	School / Department of Modern Irish
That colleagues consider the common co-ordinated language syllabus that is being drawn up and implemented by An Mheitheal um theagasg na Gaeilge ar on 3ú leibhéal, with a view to adapting it to their needs.	Recommendation Endorsed	School
That greater opportunities be sought to enhance students' communicative competence in Irish.	Recommendation Endorsed	School
The cooperation that already exists among the three units that make up the School be extended to explore different School models that may suit their purposes and ways of working. It is important that the Heads of Discipline and the Head of School liaise with University authorities in evolving the kind of School structure that will enhance course provision and research and scholarly activity.	Recommendation Endorsed	Head of School/ Heads of Departments
Thought be given by the University authorities and the Head of School to succession planning. The two existing chairs ought to be protected and a Chair be appointed in Béaloideas.	Recommendation Endorsed	Head of College ACSSS Head of School
Heads of Disciplines be appointed without delay.	Recommendation Endorsed	Heads of Department to be appointed under new rules. Head of School/ Head of College
A broad definition of research be adopted so that the scholarship of the different disciplines and ways of researching is given due recognition and respect. Research through the medium of Irish also needs to have parity of esteem with research in English.	Recommendation Endorsed	Head of School
The highly regarded journal, Béascna: Iris Bhéaloideas agus Eitneolaíochta COC / UCC Journal of Folklore and Ethnology be made available online.	Recommendation Endorsed	Head of School
The support that has been made available to Departments via the JYA should be continued and increased.	Recommendation Endorsed	Head of College
The location of Béaloideas be urgently addressed.	Recommendation Endorsed	Head of College

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
The central departmental office for Béaloideas be located on the ground floor to ensure visibility and to address security concerns.	Recommendation Endorsed	Head of College
Accommodation for Béaloideas and the postgraduate room in Nua-Gaeilge/Modern Irish be given urgent attention on grounds of health and safety.	Recommendation Endorsed	Head of College
More meaningful and efficient communication systems be evolved between the School and the University.	Recommendation Endorsed	Head of School
The upgrading of websites and the introduction of a School website be implemented as a priority.	Recommendation Endorsed	Head of School





## IONAD NA GAEILGE LABHARTHA

### PEER REVIEW GROUP

- Dr. Diarmait Mac Giolla Chríost, School of Welsh, Cardiff University, Wales
- Professor Des MacHale, School of Mathematical Sciences, University College Cork
- Professor Liam MacMathúna (*Chair*), School of Irish, Celtic Studies, Irish Folklore & Linguistics, University College Dublin
- Dr. Rónán Ó Dubhghaill (*Rapporteur*), Director of Planning & Institutional Research, University College Cork
- Mr Pádraig Ó hAoláin, Údaras na Gaeilge (retired), Galway

### SITE VISIT

The site visit was conducted over 2.5 days from 21-23 March 2011 and included visits to facilities in UCC and meetings with:

- Mr. Pól Ruiséal (Head) and staff of the unit as a group and individually
- Representatives of UCC staff and students
- Representatives of employers, past graduates and other external stakeholders
- Professor Paul Giller, Registrar & Senior Vice-President Academic
- Mr. Donnchadh Ó hAodha, Cathaoirleach, Bord na Gaeilge
- Professor Grace Neville, Vice-President for Teaching and Learning
- Mr. Con O'Brien, Vice-President for the Student Experience
- 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. Pól Ruiséal  
No. of Staff: 11 staff members  
Location of Unit: O'Rahilly Building

### CUSPÓIRÍ

- *an Ghaeilge a chur chun cinn go cruthaitheach in COC agus in Éirinn faoi réir ag airteagal 8 de Bhunreacht na hÉireann (1937), ag Acht na nOllscol (1997), ag Acht na dTeangacha (2003) agus ag Comhaontú Bhéal Feirste (1998)*
- *cláir teanga sa Ghaeilge labhartha agus fheidhmeach a thairiscint ag an uile leibhéal líofachta san ollscoil agus ag na leibhéil chuí sa Ghaeltacht i gcomhthéacs institiúid na hollscolaíochta Gaeilge*
- *cur ar chumas daoine bheith páirteach i dtimpeallacht thacúil, dhátheangach a bhfuil scéimeanna agus gréasáin Ghaeilge agus gníomhaíochtaí cultúrtha mar chuid lárnach di*
- *a chinntiú go dtagann na seirbhísí teanga uile faoi anáil taighde agus na gcleachtas is fearr i réimse leathan an tsealbhaithé teanga.*

## AIMS AND OBJECTIVES

- to promote Irish creatively in UCC and in Ireland in accordance with article 8, The Irish Constitution (1937), provisions of the Universities Act (1997), the Official Languages Act (2003), The Belfast Agreement (1998).
- to offer spoken and applied Irish language programmes to learners at all fluency levels in UCC and at appropriate levels in An Ghaeltacht in the context of the ‘institiúid na hollscolaíochta’ project.
- to enable active participation in a supportive bilingual environment which includes Irish language networks, schemes and cultural activities as key components.
- to ensure that all services be informed by authoritative research and guided by good practice in the broad process of language acquisition and learning.

## ANAILÍS INA IOMLÁINE

### An Féin-Mheasúnú agus an Anailís SWOT

*Bhí an Tuairisc Fhéinmheasúnaithe agus an Anailís SWOT mion agus cuimsitheach den chuid is mó. Chomhlánaigh an Plean Straitéiseach a cuireadh ar fáil le linn na cuairte iad. Bhraith an PGA go raibh an Anailís SWOT an-úsáideach. Dheimhnigh an PGA a chuid torthaí le linn an Athbhreithnithe Cáilíochta agus d’aontaigh an PGA leis na láidreachtaí, laigí, deiseanna agus dúshlán lárnacha a d’aithin an IGL.*

### Tagairmharcáil

*Aithnímid ó na céimeanna tosaigh tagairmharcála go mbeadh sé tairbheach don Ionad teagmháil a dhéanamh le haonad idirnáisiúnta inchomparáide.*

### The Self-Assessment Report and SWOT Analysis

The Self Assessment Report and SWOT Analysis were detailed and quite comprehensive. The Strategic Plan provided during the visit complemented them. The PRG felt that the SWOT analysis was very useful. The PRG confirmed its findings during the Quality Review and the PRG agreed with the strengths, weaknesses, opportunities and key challenges identified by IGL.

### Benchmarking

The PRG recognises from the initial stages of benchmarking that it would be beneficial for the Ionad to contact comparable international centres.

## SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

PRG Recommendation	QPC Recommendation	Action
The need for an Advisory/Strategic Group of 6/7 members is recognised. This group would be responsible for the strategic development of the Ionad. A senior officer of the University should chair this Advisory Group and its members should include people from inside and outside the University. The Advisory Group would operate on a pilot basis until the next review. The first task is to renew the strategic plan.	Recommendation of PRG endorsed. QPC noted the IGL recommendation that this recommendation be discussed by Bord na Gaeilge but recognised it is an issue for the Ionad	IGL

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
That the Director is a member of Bord na Gaeilge and that another member of IGL acts as secretary of Bord na Gaeilge. It is recommended that the Senior Officer of the Office of Corporate and Legal Affairs or his/her representative, have membership on Bord na Gaeilge because of the duties of that office arising from the Official Languages Act.	Recommendation of PRG endorsed. The QPC endorsed this recommendation subject to its implementation being within the legal framework under which the Bord and University operates.	IGL Bord na Gaeilge
Staff recognise the need to implement the Official Languages Act and that the scheme is being operated in UCC. It is also recognised that it is a sensitive issue as far as some positions are concerned and that discretion is required in the manner in which people are advised to comply with it. It is preferable that this direction comes from UCC's Office of Corporate and Legal Affairs.	QPC noted that is the current situation and that direction does come from the OCLA.	OCLA
The PRG recognises the current importance of Dún Chíomháin. It is recommended that the discussion between NUIG and UCC is reinforced to promote partnership with regard to advancing Irish university education in the Dingle area.	Recommendation of PRG endorsed.	IGL
There is a growing need for translation and there is a need to keep it under review as it grows. The importance of translation is increasing in the context of the language scheme and management should ensure that appropriate resources are available.	Recommendation of PRG endorsed. QPC noted that support is currently given by the University for the translation services and that due cognisance should be given for this in the fees charged.	IGL
The importance of teaching courses was recognised. They should be developed, progressing from basic courses to applied courses and should be tailored to the needs of staff <i>e.g.</i> library staff, reception staff.	Recommendation of PRG endorsed. QPC recognised the excellence of the tailoring of courses provided by IGL.	IGL
That the team would agree to allocate more formal responsibilities and take responsibility for overseeing specific areas daily to ensure effective continuity of service.	Recommendation of PRG endorsed. The response of IGL welcomed	IGL

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
<p>That the scholarship scheme is developed as an added incentive for the promotion of Irish. Currently there is a fee of €5,500 and the granting of a €500 scholarship at year end. It is recommended that</p> <ul style="list-style-type: none"> <li>• the scholarships are raised to €1,000, with the fee reduced by €500 at the beginning</li> <li>• that the scholarship be paid in two instalments, and</li> <li>• that all students are required to organise events to earn credits.</li> </ul> <p>The PRG proposes that the number of scholarships is increased to enable 40 students to be accommodated in a house.</p>	<p>Recommendation of PRG endorsed.</p> <p>The QPC noted that implementation of this recommendation is within the existing resources of IGL and would not require additional resources to be provided from the University</p>	IGL
<p>That some assistance is provided to An Chuallacht to support grammatical accuracy in their publications; to nominate a member of IGL staff annually as a general point contact person to provide assistance to students.</p>	<p>Recommendation of PRG was noted.</p>	----
<p>That the opening hours for an Seomra Caidrimh are extended and that another Seomra Caidrimh is made available for students.</p>	<p>Recommendation of PRG endorsed.</p> <p>QPC noted that this recommendation should be implemented from within the existing resources of IGL.</p>	IGL
<p>That any new space being made available is located near the Ionad to maintain the physical presence of the unit.</p>	<p>Recommendation of PRG endorsed.</p> <p>QPC noted that additional space has been made available to IGL</p>	Space Committee
<p>That IGL put together a 5 year strategic financial plan.</p>	<p>Recommendation of PRG strongly endorsed.</p>	IGL
<p>That there is a need for a more formal communications system. It is recommended that regular meetings, are held for all staff (including Dún Chíomháin), at least four times per year.</p>	<p>Recommendation of PRG endorsed.</p>	IGL
<p>Every opportunity for publicity should be used <i>e.g.</i> UCC News.</p>	<p>Recommendation of PRG endorsed.</p>	IGL
<p>That benchmarking includes comparison with an appropriate international group <i>e.g.</i> in Wales.</p>	<p>Recommendation of PRG endorsed.</p>	IGL
<p>In preparation for this process, IGL should engage with their counterparts throughout the island of Ireland.</p>	<p>Recommendation of PRG endorsed.</p>	IGL

## OFFICE OF BUILDINGS & ESTATES

### PEER REVIEW GROUP

- Mr. Angus Currie (*Chair*), Director, Buildings & Estates, University of Edinburgh
- Mr. Paul Mangan, Director of Buildings Office, Trinity College Dublin
- Mr. John O’Callaghan, Member of Governing Body, University College Cork
- Mr. Éamonn Sweeney (*Rapporteur*), Advisor to the President, University College Cork

### SITE VISIT

The site visit was conducted over 2.5 days from 4-6 April 2011 and included visits to facilities in UCC and meetings with:

- Mr. Mark Poland (Head) and staff of the unit as a group and individually
- Representatives of UCC students & staff
- Representatives of external stakeholders
- Mr. Michael Farrell, Corporate Secretary
- Professor Anita Maguire, Vice-President for Research & Innovation
- Professor Grace Neville, Vice-President for Teaching and Learning
- Mr. Con O’Brien, Vice-President for Student Experience
- Heads of Colleges
- 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.

### MISSION STATEMENT

*“To provide an integrated and efficient range of facilities services\* which enhance the estate and support the University’s objectives”*

\*services include security services, cleaning, postal services, room bookings, building and landscape maintenance, environmental management (commuter planning, energy, waste management etc) capital development, property/space management & heritage services

### AIMS AND OBJECTIVES

The aims and objectives of the Office are

- Security & Services: Provide a safe secure environment to students and staff and the wider public and to ensure the smooth operation of all university events and activities
- Cleaning: To provide an efficient and effective cleaning service in line with best practice.
- Postal Services: To ensure all internal and external post is handled and delivered in a safe, confidential and timely manner.
- Room Bookings: To work with academic units to establish an efficient timetable that utilises our facilities in a sustainable way. Once the internal needs are satisfied to maximise the use of our space from external bookings where possible.

- **Building & Landscape Management:** To proactively manage and maintain our portfolio of buildings, infrastructure and grounds in a safe and fit for purpose basis. To take particular care of our protected structures and to seek funding to address our backlog maintenance deficit.
- **Environmental Management:** To operate our services in a sustainable basis and to promote energy efficiency, waste reduction etc. To achieve independent certification (eg Campus Green Flag) of our sustainable practices. To establish and develop our commuter plan which promotes, sustainable travel while improving access to the campus. To minimise our use of utilities (gas, electricity, heat, water) and to promote sustainable practices throughout the University.
- **Capital Development:** To meet the University's space needs in a creative and innovative way through our ongoing capital development programme.
- **Property/Space Management:** To ensure that our property portfolio meets the University's need in a cost effective manner. To manage our overall space to ensure space is well utilised and fit for purpose.
- **Heritage Services:** To care for, exhibit and promote UCC's collections, thus contributing to the University's ability to educate, innovate and communicate.
- **Minor Works:** To manage a cost effective and efficient minor works programme in line with University needs and funding availability.

## **GENERAL COMMENT ON QUALITY REVIEW**

### **Self-Assessment Report**

The PRG considered the SAR to be a comprehensive, well prepared, well-structured and objective document. The appropriate supporting appendices gave a comprehensive overview of the Office. The PRG generally agreed with and accepted that the analysis and the majority of recommendations contained in the report were appropriate and timely.

Without exception, all of the representatives from the wider University community that the PRG met acknowledged the commitment and contribution of the Buildings and Estates Office staff to the work of the University, frequently working under considerable pressure and resource constraint to deliver essential services and quality developments.

### **SWOT Analysis**

It was the view of the PRG that the SWOT analysis was balanced, realistic and candid. The tiered approach to the development of the SWOT analysis by each of the units within the Office of Buildings and Estates was commended as was the high level of engagement of all staff in the preparation for the review and the actual review process.

The SWOT analysis involved all staff of Office of Buildings and Estates and each unit within Office of Buildings and Estates were very serious in their approach to the process of undertaking the analysis. The culmination of this was in the combined analysis carried out by the senior managers from the Office of Buildings and Estates. The PRG was pleased that all sections of the Office of Buildings and Estates contributed in a very meaningful manner to the preparation of the SWOT.

The PRG was cognisant of the issues identified in the SWOT analysis and noted that these are reflected in the recommendations proposed in the SAR.

## Benchmarking

The PRG was of the view that the work on benchmarking and analysis was comprehensive, succinct, professionally presented and gave a good overview of the estate, finance and resources. The PRG noted the engagement with Estate Management Statistics service and the work carried out by the independent advisor. The PRG noted that the benchmarking exercise related to the period 2007/2008 and was of the view that given the dramatic change to the financial environment in the intervening period that it would have been beneficial to update elements of the benchmarking exercise. In addition, the PRG recommended that the benchmarking exercise could have benefited from benchmarking against peer review amongst Irish institutions, especially between comparable buildings types given the extensive building programme in recent years, although it noted that such data is not readily available.

## SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
That the Office of Buildings and Estates prioritise all recommendations and convert into a three year Quality Improvement plan	Recommendation endorsed.	B&E
That a review of the IP telephony infrastructure be carried out with a view to identifying a potential cost-saving replacement to the existing telephony infrastructure at UCC.	Recommendation endorsed. Details of timeline for review to be included in QIP	B&E
That the Estate, Environment and Heritage Advisory Committee consider the IT support required to enhance heritage activities at UCC.	Recommendation endorsed.	B&E
That room rates and the policy regarding charges, particularly with regards to alumni events, be reviewed to ensure maximum utilisation of the resource.	Recommendation endorsed.	B&E
That a project to review off-site storage facilities and opportunities for cooperation and development of shared services storage facilities be undertaken incorporating estates, IT, Library, individual academic depts. and possible external partners.	Recommendation endorsed. QPC recommended that B&E lead on the discussions and convene the relevant group.	B&E
That, in the event of change to the situation pertaining to the storage facilities at Pouladuff, the need to make provision for long-term storage of archival materials is actively considered.	Recommendation endorsed.	B&E
That the long term viability of open access PC labs be reviewed with a view to the potential development of increased and more flexible spaces for postgraduates.	Recommendation endorsed.	B&E

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
That the Office of Buildings and Estates management team explore the potential for greater alignment of small works and capital development works teams as the balance of the development programme changes in coming years	Recommendation endorsed.	B&E
That the Office of Buildings and Estates implement a policy for charging and full cost recovery from UCC wholly owned companies for project development and management.	Recommendation endorsed.	B&E
That income generating activities be formally identified across the range of services provided by the Office of Buildings and Estates and a corporate policy is agreed on recovering costs from academic and service units where enhanced service levels are agreed.	Recommendation endorsed.	B&E
That the Office of Buildings and Estates initiate a formal mechanism through which UMTO/S be informed reliably of plans in relation to estate planning and staffing issues within the Office of Buildings and Estates	Recommendation endorsed.	B&E
That closer formal links be developed with the Procurement Office across the full range of B&E purchasing, including Green procurement and liaison with the NPS (national procurement service).	Recommendation endorsed.	B&E
That the Office of Buildings and Estates should consider options for increasing opening hours based on identifying a suitable funding model supported by corporate policy.	Recommendation endorsed.	B&E
That the Space Subcommittee should be encouraged to identify additional accommodation for graduate students at UCC.	Recommendation endorsed.	B&E
That the Office of Buildings and Estates in conjunction with the Computer Centre review the IT infrastructure requirements into the future.	Recommendation endorsed.	B&E
Recommend putting in place a forum for overview of an integrated IT and physical estate infrastructure strategy.	Recommendation endorsed.	B&E



<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Action</b>
That the Office of Buildings and Estates establish formal mechanisms for project prioritisation and integration and transparency of decision making.	Recommendation endorsed.	B&E
Having regard to the current economic conditions affecting the financial viability of contractors, that the Office of Buildings and Estates address carefully financial criteria and costing prior to shortlisting and appointment of contractors	Recommendation endorsed.	B&E
That the Office of Buildings and Estates conclude work with Cork City Council on the updated development plan and thereafter establish a forum with CCC and other external stakeholders on impact of works on local and regional areas.	Recommendation endorsed.	B&E
That the Office of Buildings and Estates work with internal and external stakeholders to maximise the potential tourism opportunities offered by the university campus.	Recommendation endorsed.	B&E



## **Section C: Follow up Reports on Quality Reviews 2009/10**

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### **Academic Units**

- Department of Chemistry
- School of Clinical Therapies
- School of English
- School of History
- School of Pharmacy

### **Centres and Administrative Support Units**

- College of Medicine & Health
- Office of 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 1<sup>st</sup> and 2<sup>nd</sup> 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  
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	<b>319.65</b>

### Postgraduate Student FTEs

Masters Taught	Masters Research	Postgraduate Diploma	PhD	<b>Total P/G</b>
29.17	9.00	5.58	143.63	<b>187.37</b>

## **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 pharmaceutical 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

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report January 2012</b>
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.	Not implemented.  This recommendation can only be fully implemented with a statute change or with the unanimous agreement of all professorial staff.  The majority of the Full Professors (A) wish to retain their contractual, legal rights to work within a system in which the Headship is rotated amongst them.  There is some indication that the Governing Body committee considering the Role of the Professor might have some influence in this area. A document has been produced by this committee but has yet to be considered by Academic Council.

<p>ii) A transparent method should be found to assign departmental duties, taking into account teaching, the extent of individual research activity and administration</p>	<p>Recommendation strongly endorsed.</p> <p>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.</p> <p>QPC welcomed the Departments plans to take action.</p> <p>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.</p>	<p>Implemented and ongoing.</p> <p>The Department confirmed that it is committed to implementing the University Workload Distribution Model.</p> <p>The Department has a new academic workload allocation document which staff members have the opportunity to view and comment upon at departmental meetings.</p> <p>The Department is concerned with the equalisation of overall workloads (as stated in finding/recommendation 10 below). Hence a transparent system will be devised toward this end. (Particularly with regard to accounting for teaching duties, research activities and administrative burden.)</p> <p>The Department is concerned with the teaching and administrative load of staff which is exacerbated by the non-replacement of recent retirements.</p>
<p>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.</p>	<p>Recommendation endorsed.</p> <p>QPC welcomed positive response and commitment of the Department to improve Postgraduate training.</p> <p>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</p>	<p>Implemented and ongoing</p> <p>The Department carefully monitors postgraduate students. The level of monitoring is thorough but there are still those who do not complete on time (within 4 years).</p> <p>A Research and Postgraduate Committee operated over the period of review and ran an assessment scheme for postgraduates with some considerable success. From 2010, the Department’s Research &amp; Graduate Studies Committee (RGSC) has devised an annual, multifaceted assessment programme for each postgraduate student so that issues, which may lead to a (full-time) PhD completion time greater than 4 years, can be identified and addressed by the supervisor, RGSC and Head of Department.</p> <p>Project supervisors are encouraged to publish the resultant work in peer-reviewed journals in a timely manner.</p>



<p>iv) Make every effort to maximise the research income obtained by the Department.</p>	<p>Recommendation strongly endorsed.</p>	<p>Implemented and ongoing</p> <p>This recommendation is a prime objective for the Department. There is also a departmental drive to encourage staff to diversify funding.</p> <p>Research income reached an all time high for the Department in the review period. Maintaining this level of success remains a critical objective for the department. The Department was judged as grade 5 in the UCC RQR for grant income generation; the highest in their panel.</p> <p>The Department is maintaining its level of income despite the downturn in the economy. (2009/10: €4,338,428.00; 2010/11: €2,543,059.00)</p> <p>The Department has attracted SFI, US and EU funding and a spin-out company generating some revenue for the College.</p>
<p>v) That the Department should build on the recent beneficial interactions with companies, including the Pfizer Pharmaceutical Corporation, Intel and Glantreo.</p>	<p>Recommendation strongly endorsed.</p> <p>QPC welcomed response of Department.</p>	<p>Implemented.</p> <p>This long-standing aspect of the Department's activities (in research, teaching and training) will remain a high priority.</p> <p>The Department has extended links to companies such as Millipore, DePuy, Intel, Waters and received a significant number of co-funded awards with these major international companies.</p>
<p>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</p>	<p>Recommendation endorsed.</p> <p>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.</p>	<p>Ongoing</p> <p>Selected facilities and floors in the Kane Building were significantly enhanced and upgraded recently. The first year laboratories in the Science Building will be refurbished this year.</p> <p>The Department has appointed Professor J. Glennon to chair the Safety Advisory Committee. A senior laboratory staff member has been appointed with responsibility for monitoring safety in each of the laboratories. Risk assessments and annual reports have been compiled.</p> <p>The Department has welcomed investment made to date but areas of the building are still not at the highest standards and the Office of Buildings &amp; Estates is aware of the situation and is working with the Department to make improvements.</p>

<p>vii) The Department should improve its general housekeeping in the laboratories from the safety point of view.</p>	<p>Recommendation strongly endorsed.</p> <p>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.</p>	<p>Implemented</p> <p>The Department has in place, for the last two years, a Safety Advisory Committee, that ensures the completion of Safety Annual reports, risk assessments and actively responds to the College Safety Officer. The work of this committee has been praised by University authorities.</p>
<p>viii) To ensure its future development, the Department must allow a more flexible use of space to accommodate existing and developing research needs.</p>	<p>Recommendation strongly endorsed.</p> <p>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.</p>	<p>Implemented.</p> <p>The Department has always managed space at a departmental level, previously through a space committee, and agreed at departmental committee level. This is now re-structured and more transparent</p> <p>The RFES-funded refurbishment of the 4th and 3rd floors of the Kane building was predicated on the fact that the new laboratories would be non-sectional in nature.</p> <p>All laboratories on the 3rd and 4th floor are for common use and are not individually assigned. The majority of the labs on the 1st floor are the same.</p>
<p>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.</p>	<p>Recommendation strongly endorsed.</p> <p>QPC noted that the reviewers were of the opinion that not enough is being done in the Dept to support implementation of this recommendation.</p>	<p>Implemented</p> <p>The Department encourages staff to attend training and development programmes and a training log is kept. As part of the mentoring system courses were recommended to staff.</p> <p>The College is also encouraging training initiatives by helping technicians to develop their profiles.</p>

<p>The Department of Chemistry move to School status as soon as possible.</p>	<p>Recommendation strongly endorsed</p> <p>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.</p>	<p>Not fully implemented.</p> <p>The Department is in favour of a school structure and largely operates such a structure, but the issue of the selection of the headship has stalled any further progression.</p> <p>The Department of Chemistry currently operates with a “school-like” structure. It is governed by a Head of Department alongside the Departmental Committee (with representatives from all staff, postgraduates, postdoctoral associates and undergraduates); both are advised by an Executive (comprising the Professors and Chairs of the Research and Teaching Committees, who are non-Professorial). A Vice-Head has recently been appointed. The Department’s sub-committees meet regularly and report to both the Head and Departmental Committee. Recent changes enhance this structure and include a new External Advisory Board to which the Head of Department reports activities. All structures are in place and documented.</p> <p>The Department’s fundamental tenet on restructuring is that it should strengthen the discipline of Chemistry and of Science in SEFS, and create a better scenario for growth, good governance and quality output.</p>
<p>The Professor of Organic Chemistry is appointed as soon as possible.</p>	<p>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.</p>	<p>Not implemented.</p> <p>The staffing plan was agreed by the College Management Team and only one vacancy was approved for filling. The Department is awaiting filling of this and other strategically important teaching and technical positions.</p>
<p>Consideration is given to the filling of a lectureship in Energy Chemistry and appointment of experimental officers, as soon as resources permit.</p>	<p>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.</p>	<p>Implemented, appointee selected.</p> <p>The Department is concerned that the recent large number of retirements has jeopardised its teaching and research programmes as no full-time replacements have been made over the last three years. A strategic plan to include Chemistry lectureships and others Teaching Fellows and Experimental Officers has been submitted to SEFS, however it has not been put into operation. It is hoped that positive consideration of the current staffing position will be given to the Department as the head count loss over the last year (13.5%) is much greater than the SEFS average.</p>

<p>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.</p>	<p>Recommendation strongly endorsed.</p> <p>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.</p> <p>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.</p>	<p>Implemented.</p> <p>Members of academic staff do meet at cross-cutting sub-committees and Departmental Committee. Advice is given and participation in the decision-making process occurs at these events.</p> <p>All staff are involved through the current committee structure (Research &amp; Graduate Studies, Executive Advisory Team, Teaching &amp; Examining Committee, Safety Advisory Committee, TASK Committee).</p> <p>The Department is very careful to ensure that chairs and membership of committees are rotated to ensure that younger members of staff are included. The Department will strive to improve its communications strategies over the coming year. Initially it intends to improve line-management structures. A modern line-management structure will therefore be devised through Heads of Sections who will hold monthly meetings with their assigned personnel. Opinions will be gathered at these occasions for further action/discussion by/with the Executive Advisory Team (which consists of a mixture of Professorial and non-Professorial staff) or the Departmental Committee Meeting or the Head of Department.</p> <p>The Head of Department will carry on the newly initiated, annual private meetings with all members of academic staff and group meetings with both Technical and Administrative staff grades.</p> <p>Finally bi-monthly “Blue Skies” informal meetings will be held at which academic staff can discuss further internal linkages in research and teaching. The aim would be to provide a semi-social forum to promote ideas that do not otherwise appear from conventional mechanisms.</p> <p>HOD has met with all staff individually and this will be maintained. A new University mentoring process and establishment conditions have been introduced and will be maintained within the department</p>
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<p>The Kane building be completely renovated.</p>	<p>QPC endorsed this recommendation.</p>	<p>Ongoing</p> <p>Selected facilities and floors in the Kane Building were significantly enhanced and upgraded recently. There are plans in place for further renovation and to upgrade the front of the Kane Building. It was noted by the Head of College that this is high on the project priority list for the University.</p>
<p>A mentoring scheme for early career academic staff be established.</p>	<p>Recommendation strongly recommended</p> <p>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.</p>	<p>Implemented</p> <p>A mentoring scheme is now in place. All members of staff now have a mentor, including the Head of Department. It is considered best practice to have a mentor for all staff members and not just early career staff.</p>
<p>The most effective lecturers should present first and second year courses.</p>	<p>Recommendation endorsed.</p> <p>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.</p> <p>QPC looks forward to hearing of the evaluation and outcomes of the strategy with respect to the use of e-learning packages.</p>	<p>Implemented</p> <p>The Department ensures that lecturers with excellent communication skills present 1st and 2nd year courses. All 1st year classes are e-supported. All lectures are posted on Blackboard. The website has been upgraded. The Department provides online assessments.</p>

<p>Module and course evaluations be implemented immediately to address the issue of the lack of student feedback on performance throughout the year.</p>	<p>Recommendation strongly endorsed.</p> <p>QPC noted that the reviewers were not convinced that this is currently happening every year, as required under the University policy.</p> <p>QPC noted the planned action and welcomed it.</p>	<p>Implemented and ongoing</p> <p>Module evaluations are routinely carried out for the majority of modules. The students also provide feedback during monthly staff-student committee meetings.</p> <p>In light of the PRG comments, this recommendation has been taken in hand by the Department's Executive Advisory Team to ensure that all data is collected and collated going forward.</p>
<p>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.</p>	<p>Recommendation strongly endorsed.</p> <p>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.</p>	<p>Implemented and ongoing.</p> <p>The Department has a new workload distribution document which staff members have the opportunity to view and comment upon at departmental meetings.</p> <p>Relative weightings have not been included in this document as they can be difficult to rationalise.</p>
<p>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.</p>	<p>Recommendation supported.</p> <p>The new procedures in UCC allow for a lighter teaching load to be assigned to new appointees and especially for early career staff.</p>	<p>Ongoing</p> <p>The Department is proactive in this regard and tries to ensure that this recommendation is implemented whenever possible. Due to staff shortages individual teaching loads have increased despite changes in course structure.</p> <p>The Department has a small number of academic staff and are currently stretched to the limit (staff have to teach more FTEs than any other SEFS unit). As such it is difficult for the department to comply with this recommendation. The Department will however aim for such reductions, where possible, in future in light of overall workloads.</p>

<p>Newly appointed, early career permanent staff must receive adequate resources to establish a research laboratory.</p>	<p>Recommendation noted.</p> <p>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.</p>	<p>Not implemented</p> <p>The College has supported some researchers in this respect but the Department does not have the resources to support this recommendation.</p> <p>When/if more financial devolution is given to the Department (as a newly-formed School), it will be in a position to devise mechanisms to allow this type of allocation to occur. Currently the vast majority of resource allocation remains in the hands of the Head of College and the Department has virtually no leeway to allocate any money for the research purposes suggested without curtailing its core teaching activities.</p> <p>The Department will actively pursue start-up funds for newly appointed staff PIs from SEFS, the rest of UCC and industry.</p>
<p>The Teaching &amp; Learning sub-committee must issue guidelines with regards to teaching materials submitted to Blackboard.</p>	<p>Recommendation strongly endorsed.</p> <p>QPC welcomed the commitment to action by the Department</p>	<p>Implemented.</p> <p>There is a staff member responsible for Blackboard interactions.</p>
<p>The Department should designate a staff member to liaise with the VP for Student Experience.</p>	<p>Recommendation endorsed.</p> <p>QPC noted that action has already taken place on this.</p>	<p>Implemented.</p>





## 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  
 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	<b>Total U/G</b>
83.28	0	<b>83.28</b>

#### Undergraduate Student FTEs

##### Speech & Hearing Sciences

Full-time	Visiting	<b>Total U/G</b>
88.64	.17	<b>88.81</b>

### Postgraduate Student FTEs

#### Occupational Science/Therapy

Master Taught	Master Research	Practioner Doctorate	PhD	Total P/G
.75	.75	2.00	3.75	<b>7.25</b>

### Postgraduate Student FTEs

#### Speech & Hearing Sciences

Master Taught	Master Research	PhD	Total P/G
7.00	0	1.50	<b>8.50</b>

### 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 95<sup>th</sup> 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

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report December 2011</b>
<p>The workloads of all staff within the school should be reviewed taking account of teaching, research, clinical and administrative commitments, in a transparent way.</p>	<p>Recommendation strongly endorsed.</p> <p>QPC noted that performance reviews are part of UCC policy as is transparent and equitable allocation of academic workloads.</p>	<p>Ongoing</p> <p>Some adjustments have been made but further work on this issue will await the arrival of the new Professor of Occupational Science and Occupational Therapy. The School noted that there have been significant difficulties experienced during the past year, including staffing shortages. It is hoped that these will be resolved shortly.</p>
<p>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.</p>	<p>Recommendation endorsed.</p> <p>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.</p>	<p>Ongoing</p> <p>Some adjustments have been made but further work on this issue will await the arrival of the new Head of OSOT.</p>
<p>The School ensures that the psychology requirements of the IASLT accreditation guidelines are fully met.</p>	<p>Recommendation endorsed.</p> <p>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.</p>	<p>Implemented</p> <p>Changes have been made to the 2012 BSc Speech and Language Therapy modules in order to align with the requirements of the IASLT accreditation guidelines.</p>

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report December 2011</b>
<p>The concerns about clinical practice placement facilitation for Occupational Therapy students be addressed at College of Medicine &amp; Health and University levels by way of negotiation with the Health Services Executive.</p>	<p>Recommendation endorsed. QPC welcomed action already taken and encouraged continuation of efforts to ensure concerns are addressed</p>	<p>Ongoing</p> <p>Progress has already been made here, with an initial meeting taking place in 2010 between senior staff at UCC and the HSE to agree a solution to this long standing problem. The outcome of these discussions was an agreement to fund 1.0wte Practice Tutor position from HSE funds to be based in UCC.</p> <p>The College of MH is also making progress with reinstating a College level HSE liaison committee which would also provide a forum to address such issues.</p>
<p>The School continues to provide PBL/TBL tutor training to ensure consistent delivery of the curriculum and support for students.</p>	<p>Recommendation endorsed.</p>	<p>Implemented</p>
<p>The School continues to monitor and benchmark the degree awards in relation to the proportion of students achieving first class honours.</p>	<p>Recommendation endorsed. Comment of School welcomed.</p>	<p>Implemented</p>
<p>The School should consider whether grading of clinical placements by clinicians should be on a pass/fail basis only.</p>	<p>Recommendation endorsed. Comment of School welcomed.</p>	<p>Implemented</p> <p>A pass/fail system was put in place for 2<sup>nd</sup> year speech and language therapy students. Dept of OSOT to continue discussions on this matter.</p>
<p>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.</p>	<p>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.</p>	<p>Ongoing</p> <p>The School is in complete agreement with this recommendation; however, the full implementation of this recommendation has been impeded during 2011 due to the current staffing shortages in Dept OSOT.</p>

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report December 2011</b>
<p>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.</p>	<p>Recommendation endorsed.</p> <p>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.</p>	<p>Implemented</p> <p>The new MSc in Audiology started in 2011 has proved very popular and the only course of its kind in Ireland.</p> <p>The School will review its MSc programmes in 2012.</p>
<p>The School should explore the business case for short continuing professional development courses, including advanced clinical skills.</p>	<p>Recommendation endorsed.</p>	<p>Implemented</p> <p>The School has put in place national Audiology workshops, workshops with Fulbright scholar and practice education skills workshops. They are also delivering Practice-Based Research CPD workshops nationally , funded by the Irish OT Association CPD programme</p>
<p>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.</p>	<p>Recommendation endorsed.</p> <p>The QPC, noting the comment of the School, endorsed the recommendation as a strategy in continuing to develop the research agenda of the School.</p>	<p>Ongoing.</p> <p>As the School is small with a diverse range of research interests it has proved difficult to find common themes but the issue is under active consideration within the School. The School is in the process of developing research seminars and the output of research publications has increased.</p> <p>In addition, the College of MH has provided financial support to assist the School in developing its research work. Also, the possibility of hosting a research workshop off site and with external input is available to the School and is funded by the College.</p>
<p>The School should take active steps to exploit the diversity and range of funding opportunities available for research support.</p>	<p>Recommendation strongly endorsed.</p> <p>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.</p>	<p>Ongoing</p> <p>The School has encouraged the implementation of this recommendation and external grant applications have been submitted.</p>

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report December 2011</b>
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.	Implemented. The School engages regularly with the Office of the VP for Research and finds the office helpful in this regard.
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.	Ongoing. Some work on this recommendation has been completed at local level.
Staff should be encouraged to participate in scientific writing workshops such as those organised annually by the HRB.	Recommendation endorsed.	Ongoing Staff are supported and encouraged to attend workshops as appropriate.
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 relation to reduction of duplication of effort and the aim of increasing efficiencies without loss of quality.	Implemented
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.	Ongoing All administrative staff complete regular performance reviews.
The concerns of the course team about audio-visual, IT and speech technology laboratory support should be resolved.	Recommendation endorsed. QPC welcomed proposed action.	Ongoing The College of MH expects an amelioration of this situation once a number of Schools within the College move into the Western Gateway Building. The physical size of the College will be such that a solution to the computing needs of the entire College will be urgently required. The College is committed to resolving this issue for the School of Clinical Therapies.

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report December 2011</b>
The PRG recommend that the staff of the School undergo a performance review.	Recommendation endorsed. QPC welcomed proposed action.	Implemented All staff undergo performance reviews.



## 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 departmental and library facilities in UCC and meetings with:

- Professor James Knowles (Head) and staff of the department 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

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.

It should be noted that the Peer Review Group regretted the non-appearance of 1<sup>st</sup> and 2<sup>nd</sup> 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 Department:	Professor James Knowles
No. of Staff:	19 full time academic staff; 3 part-time assistant lecturers, 3 administrative staff
Location of Department:	O'Rahilly Building
No. of Students:	Department has 653.94 Student FTEs: 484.53 UG and 169.41 PG FTEs distributed as follows:

### Undergraduate Student FTEs

Full-time	Part-time	Visiting	<b>Total U/G</b>
422.94	.33.0	61.25	<b>484.53</b>

### Postgraduate Student FTEs

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

### 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

PRG Recommendation	QPC Recommendation	Follow-up Report January 2012
<b>Governance/Administration</b>		
<p>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.</p>	<p>Recommendation strongly endorsed.</p> <p>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.</p>	<p>Ongoing</p> <p>A School Working Group is in the process of drafting a Strategic Plan. It is expected to be ready in draft form by the end of February 2012. It is awaiting finalisation until the appointee to the Chair of English, currently being recruited, is appointed and can input into the Plan. The finalised Plan will also include input from the College ACSSS Strategic Plan and the new UCC Plan for 2013 - 2018.</p>
<p>The School collectively develops and agrees appropriate and transparent management structures to implement its strategic vision and plan.</p>	<p>Recommendation strongly endorsed.</p> <p>QPC noted the urgency and importance given to this agenda by the reviewers and recommends immediate action</p>	<p>Implemented</p> <p>The School has developed and agreed both transparent and reformed management structures, and clear administrative procedures in relation to its teaching and research mission. These are operating smoothly and successfully, and they will form a basis for the realisation of the Strategic Plan.</p>
<p>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.</p>	<p>Recommendation strongly endorsed.</p> <p>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</p>	<p>Implemented</p> <p>Since April 2011 the Acting Head of School and School members have worked together successfully to achieve an atmosphere of harmony and productive cooperation.</p>
<p>The School develops clear administrative procedures to implement its teaching and research mission.</p>	<p>Recommendation strongly endorsed.</p> <p>The QPC noted that this is essential to ensure that maximum benefit is derived from the resources available to the School.</p>	<p>Implemented</p> <p>See recommendation 2.</p>

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report January 2012</b>
The School develops financial management systems to ensure effective use of its resources in the future	Recommendation strongly endorsed.	Implemented  The School has put in place a Finance and Part-Time-Teaching Budget committee for this purpose and this is proceeding effectively, reporting to the School as a whole.
<b>Staffing</b>		
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.	Partially implemented  This Chair is in the process of being filled. The appointment will be recommended on the 27 <sup>th</sup> of January. There was a very strong field of both internal and external candidates as a result of an energetic international search.
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.	Ongoing  This has been discussed in the School since early September. The School has taken into account the College of ACSSS initiatives in this regard and is currently discussing how it might best react to them. The discussions to date have been both productive and strategic.
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	Implemented.  See response to recommendation on staffing requirements above.
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.	Ongoing  The University has yet to establish criteria for promotion to the senior academic grades. It is anticipated that consideration of this issue will take place in the academic year 2012/13.

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report January 2012</b>
<p>The School and College develop clear structures for support for early career academic staff, as well as a mentoring system for more senior appointments</p>	<p>Recommendation strongly endorsed.</p> <p>QPC noted that this is an essential staff development tool.</p>	<p>Ongoing</p> <p>The School does have an informal mentoring scheme with good collegial relationships in place, and is currently considering introduction of a formal mentoring scheme.</p> <p>A small-grants system to foster School research (staff and postgraduate) has already been instituted and working since June 2011.</p> <p>The College has a support scheme for staff networking opportunities - sabbatical, research support, grant matching funding for some grants.</p>
<p>The School develops a model of workload allocation to ensure fair and transparent distribution of work and responsibilities across all staff.</p>	<p>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.</p> <p>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.</p>	<p>Ongoing</p> <p>The Acting Head worked with the School Administrator from April to July 2011 to prepare an audit of existing workloads in the School. However, the implementation of this has been halted in view of the University's new workload model which is being rolled out on a pilot basis. The School will work with the university model for accounting of academic workload and will revise its allocation systems accordingly.</p>
<p><b>Environment</b></p>		

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report January 2012</b>
<p>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.</p>	<p>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.</p>	<p>Ongoing During September 2011 the School conducted a review of existing space and IT provisions. This is in light of the rapidly increasing numbers of PhD students and researchers for which existing provision remains inadequate. The School has reformed the usage of the postgraduate room and worked actively with the College regarding the accommodation in Sheridan Court. There is now a more formal and transparent system for the occupation of desk space. The School is proud of the work done to date but space remains a significant issue. The effecting of significant improvements in this respect lies with CACSSS and the University.  The Head of College expressed hope that more space will become available in Sheridan Court when the Confucius Institute moves out but pointed out that the College as a whole has only 59% of its current space needs.</p>
<p>Dedicated equipment funding be restored to allow the School to update its IT facilities</p>	<p>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.</p>	<p>Ongoing Improvements have now been effected in these respects, using funds earmarked within the School's budget allocation. However, the School may not be in a financial position to ensure that this continues in the long-term and there is also no line in the budget for equipment.  The Head of College expressed concern that there is no dedicated IT support in the College.</p>
<p><b>Teaching and Learning</b></p>		
<p>The School develops a clear vision of its teaching needs in keeping with its strategic plan.</p>	<p>Recommendation strongly endorsed.</p>	<p>Ongoing This will be considered as part of the Strategic Plan. The School has a Teaching Officer for the last 4/5 years and at least four of their staff have undertaken the Teaching and Learning courses in UCC.</p>



<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report January 2012</b>
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 1 <sup>st</sup> 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.	Not implemented.  The Head of College confirmed that the College is continuing to try to improve in this regard and is attempting to address the issues of transition on an on-going basis.
<b>Research</b>		
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	Ongoing  The School already has (current and past) research cluster projects and endorses the aim of further developments in this area. School members have, in recent months, become actively involved in larger CACSSS projects. The School continues to maintain its commitment to individual research and publication of an international standard.
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.	Implemented.  There is a handbook which is revised annually.
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.	Implemented.  The School now has an effective and smooth-running system in place to manage applications for sabbatical leave. The School believes that it is important to manage this process collectively and transparently.
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.	Ongoing.  The Acting Head of School has devised and implemented a scheme for this; a small-grants system to foster School research (staff and postgraduate) has already been instituted and working since June 2011.

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report January 2012</b>
The School gives consideration to linkages with Cork University Press as part of its research publication strategy.	Recommendation noted	Implemented Linkages are in place and many staff members are on the board. At least five School members have served, or currently serve, as Editorial Committee members at CUP, and these and others are regularly recruited as anonymous readers for manuscripts.
<b>External Relations</b>		
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	Not implemented The School is aware that this is outstanding and is working to rectify the situation as soon as possible.
The School considers appointing a web officer to ensure maintenance of the web site	Recommendation endorsed.	Not implemented The School is in discussion with a staff member in this regard.
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.	Not implemented The School is working towards the implementation of this recommendation and expects to have a policy for October 2012.
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	Ongoing An External Relations Committee has been set up but no specific proposals have come from it yet. A number of individuals in the School are regular media performers. The School is working on how to expand within available resources.

## 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 departmental 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 Department:	'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
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	<b>513.85</b>

### Undergraduate Student FTEs

#### History of Art

Full-time	Part-time	Visiting	Total U/G
49.50	.67	7.79	<b>57.96</b>

### Postgraduate Student FTEs

#### School of History

Master Taught	Master Research	Higher Diploma	PhD	Total P/G
75.32	9	7.61	62.88	<b>154.81</b>

### Postgraduate Student FTEs

#### History of Art

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

## 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 a world-class university that links the region to the globe - 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 abroad, 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

PRG Recommendation	QPC Recommendation	Follow-up Report January 2012
<b>History</b>		
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.	The School is working on preparation of its research strategy, which is presently in draft format. The strategy will cover the next 5 years. However before finalisation the School is awaiting the proposals of the AC Research Committee for the next RQR to ensure that the strategy is aligned with the requirements for the RQR. It is hoped that the strategy will be finalised by the end of 2011/12.
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	Implemented.  Implementation includes the conduct of annual reviews for all PhD students. All University policies have been implemented with respect to PhD students. A very active postgraduate Historical Society has been established, and an annual conference now takes place.
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	Implemented.  MA in War Studies has been developed and will be offered on-line in September 2012.
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.	A Chair in History has been appointed. A second chair has been approved in principle but the process for filling the chair has not yet commenced.
To assist staff to achieve promotion to Professor and Senior Lecturer and to consider <i>inter alia</i> 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.	The School is supporting career development for academic staff and particularly focus on early career staff.

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report January 2012</b>
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	The committee was established but has not met to consider the issues. The committee is awaiting a briefing from the University Equality Committee on the issues to be considered.
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.	The School of History participated in the pilot programme for the University Academic Workload Distribution Model and plans to implement this in full in Spring 2012.
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.	Implemented.
To continue the work of the Learning and Teaching Committee in developing quality research-led undergraduate teaching.	Recommendation strongly endorsed.	On-going. The School Learning and Teaching Committee is very active and continues its work on these topics.
To plan, prepare and deliver tutor training programme for 2010/2011.	Recommendation strongly endorsed.	Implemented. The tutor training programme is in place and is extensive.
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.	On-going. Postgraduates are encouraged to publish, irrespective of the programme of study they are pursuing. They are given advice on publishing and also contribute to on-line journals.

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report January 2012</b>
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.	INIHR is not in place. A Working Group has been established to consider both College and University strategies with respect to the possibility of the INIHR being established. The School is continuing to actively plan for all anniversaries in Ireland in the next 10 years.
To ensure refurbishment of staff offices.	Recommendation endorsed	Implemented.
To build capacity for strategic awareness and strategic action.	Recommendation strongly endorsed.	On-going. Away days have been held and a committee established with a strategic remit.
To continue building interdisciplinary links within UCC and intra-institutional links nationally and internationally.	Recommendation endorsed	On-going. All School staff are encouraged to be involved in such activities, e.g. MA in Irish Studies, and will continue to be so.
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.	Implemented.
The Discipline clarifies the system for allocation of places on quota bound modules in 2 <sup>nd</sup> and 3 <sup>rd</sup> 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.	Implemented.
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.	Implemented. There is a specific module delivered in Year 2 of the programme.
The Discipline actively engages with the careers service to provide subject-specific advice to students on careers and postgraduate opportunities.	Recommendation endorsed.	Under consideration. Not yet implemented.

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report January 2012</b>
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.	Implemented. A full programme is in place and is advertised widely to staff and students.
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.	Implemented. The Historical Postgraduate Society is very involved in this exercise and organised the formal induction in October 2011.
The adoption of an annual report from each academic staff member on research progress as an appropriate measure for staff development.	Recommendation endorsed.	Implemented.
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	On-going. Needs further development and the Research Committee of the School is working on this.
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 an analysis of the long term viability and sustainability of all research projects	Implemented
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.	The School is actively engaging in the revised Sabbatical Leave Scheme introduced by the University and is encouraging all staff to avail of the scheme in an organised manner.

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report January 2012</b>
<p>The adoption of the recommendation in the SAR <i>re</i> 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.</p>	<p>Recommendation noted. QPC noted that this recommendation is for consideration by the Head of College ACSSS under the devolved management system</p>	<p>Agreement in principle has been reached for the appointment of a second chair in History.</p>
<p>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.</p>	<p>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</p>	<p>The School makes every effort to liaise with the College and the Office of the VP Research and Innovation.  The appointment of a research officer in the CACSSS with effect from 23 January 2012 should assist in this regard.</p>
<p><b>History of Art</b></p>		
<p>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.</p>	<p>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</p>	<p>Not implemented.  This recommendation is still under review by the School.</p>
<p>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.</p>	<p>The QC noted this recommendation and will request the incoming Head of College ACSSS to consider plans to address the structures in the College.</p>	<p>The School supports parity of esteem between both disciplines within the School.</p>

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report January 2012</b>
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.	Implemented. The Head of Discipline is participating in the Leadership Development programme in UCC and in the mentoring system in place in the School in which all staff of the School participate.
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.	Implemented. See comment above under Sabbatical Leave Scheme
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.	Under active discussion. Finalisation is awaiting the publication of the UCC Strategic Plan 2012-2017
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.	Implemented. The University ensured that funds allocated to History of Art were made available for purchase of materials.

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report January 2012</b>
<p>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.</p>	<p>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</p>	<p>Staffing discussions are held with each budget holder in CACSSS in the first instance by the College HR Manager and College Finance Analyst to identify staffing needs. Schools and Departments are encouraged to think strategically in terms of retirement planning, programme development and discipline leadership which should inform the plans they put forward at those meetings. (The current staffing cycle of meetings is due to finish this month, Jan 2012). Staffing proposals overall will then be considered by the Head of College, having discussed strategy with CEMC, and in light of budget considerations, ECF and headcount. A final staffing proposal from the College will go to UMTO on request in February.</p>
<p>The School addresses the disparity between the Discipline's current and anticipated future image provision requirements and the technical support presently provided.</p>	<p>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.</p>	<p>Implemented.</p>
<p>History of Art capitalises upon the opportunities potentially available for quality enhancement, staff development and increased efficiency available through participation in School committee structures.</p>	<p>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.</p>	<p>Not implemented yet. Working relationship is in place. This will be reviewed in the light of the new Rules for the College ACSSS approved in October 2011 by the Governing Body.</p>
<p>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.</p>	<p>Recommendation endorsed. QPC noted and welcomed the response of the School</p>	<p>Actions are on-going. A new marketing programme is in place. New brochures have been developed. The School is monitoring success both nationally and internationally of actions taken. All opportunities are being exploited.</p>

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report January 2012</b>
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.	On-going.  An agreement exists between Crawford and UCC. Discussions have taken place on the possibilities of shared teaching and options are being explored.
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	Implemented.
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.	Implemented.  Field trips are organised to take place at weekends so as not to disrupt other studies.
The Discipline actively engage with the careers service to provide subject specific advice to students on careers and postgraduate opportunities.	Recommendation endorsed	Implemented.  Links are provided to relevant documentation in Ireland and abroad.
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	The School is investigating various options, including participation in early start semester programme offerings.



## 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  
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	<b>108.12</b>

### Postgraduate Student FTEs

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

## 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

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-Up Report December 2011</b>
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 that has already been taken to implement this recommendation	Completed.  The mission statement has been revised to highlight the dual mandate of the School
Revisit the SWOT analysis; clarify and prioritise its outcomes.	Recommendation of PRG endorsed	Completed.  The School Board completed a SWOT analysis following the review which focused on the recommendations for improvement and the actions to be taken, and dealt with, <i>inter alia</i> , issues of governance, management structures, etc

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-Up Report December 2011</b>
<p>Highlight the special features of the School of Pharmacy that differentiate UCC from its competitors.</p>	<p>Recommendation of PRG strongly endorsed</p>	<p>Ongoing.</p> <p>The School has established a ‘Promotion of Pharmacy’ Committee with a specific remit to engage with external environment. To date a U-Tube video clip has been published, very successful open days have been held which have been oversubscribed, the School has participated in Transition year work experience programmes, and a new branding of postgraduate programmes has been implemented. School has participated fully in UCC Open Day events. An SOP logo has also been designed and implemented.</p>
<p>Revise the governance structure to explicitly recognize the four disciplines</p> <ul style="list-style-type: none"> <li>i) clinical pharmacy,</li> <li>ii) pharmaceutical chemistry,</li> <li>iii) pharmaceuticals and</li> <li>iv) pharmacology.</li> </ul>	<p>Recommendation of PRG endorsed.</p>	<p>Implemented and ongoing.</p> <p>The School has a clear governance structure communicated to all staff of School. The College MH confirmed that communications and engagement of the School with College activities and requirements is excellent. The School Board (all staff) meets once per month, and minutes are circulated to all members. The Executive meets once per month with minutes circulated to all members of the School, including reports from Subcommittees.</p>

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-Up Report December 2011</b>
<p>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.</p>	<p>Recommendation of PRG endorsed</p> <p>Response of School was welcomed and in particular the commitment of the School to maintaining the School Board as the key decision making body, while consolidating the role of the disciplines.</p>	<p>Implemented.</p> <p>The governance arrangements are under constant review to assure their appropriateness and fitness for purpose, and it was confirmed that the holder of the new Chair in Pharmacology will be appointed a member of the Executive Committee as soon as she/he takes up appointment in the New Year.</p> <p>The School Board remains the key decision making body for the School. All members of the School receive copies of documents considered by the Executive Board.</p>
<p>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.</p>	<p>Recommendation of PRG strongly endorsed</p>	<p>Completed in that the School has reviewed and revised its structures and are of the view that the present management and governance structures are fit for purpose and work well with engagement of all staff and full transparency with respect to decision making and activities.</p>
<p>Appoint an advisory board representing the pharmacy profession.</p>	<p>Recommendation of PRG strongly endorsed</p>	<p>Pending.</p> <p>There are interactions and engagement with the profession so the curriculum remains informed by current thinking in the profession. The School plans to appoint an advisory board within the next 12 months.</p>
<p>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.</p>	<p>Recommendation of PRG strongly endorsed</p>	<p>Implemented.</p> <p>All staff use the new UCC IRIS to maintain a full record of all research undertaken by members of the School.</p> <p>Links in research activity to other disciplines in UCC are increasing and interdisciplinary research is being enhanced constantly both internally and externally with other Institutions, the Profession and the pharmaceutical industry.</p>

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-Up Report December 2011</b>
<p>Ensure financial issues are transparent.</p> <p>The funding model for the School should be made available to staff.</p> <p>Sharing of information relating to the allocation of research overheads is recommended.</p>	<p>Recommendation of PRG endorsed.</p> <p>QPC welcomed the involvement of the College Financial Analyst and the efforts being made to develop an appropriate system</p>	<p>Implemented.</p> <p>All members of the School have access to all decisions reached by the Executive Board of the School. The budget is distributed to each of the 4 disciplines within the School and is provided to the Board. Information from the College MH is made available to all staff in the School. The College MH Financial Analyst interacts closely with the School and has provided a lot of support and assistance in all budgetary matters.</p>
<p>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.</p>	<p>Recommendation of PRG strongly endorsed.</p> <p>QPC endorsed the importance of academic workload allocations and allocation models to include all activities, not just teaching</p>	<p>School is committed to implementing the new UCC Workload Distribution Model in early 2012 and to operating within that structure for recognition of all contributions to activities relevant to the School.</p> <p>The School is also actively engaged in discussions relating to the introduction of an integrated 5 years Masters Degree and is co-operating with the National Forum and the PSI in this regard.</p>
<p>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.</p> <p>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.</p>	<p>Recommendation of PRG endorsed.</p> <p>The QPC emphasised that the School should engage with the PSI and other Pharmacy Schools to rationalise the workload of students</p>	<p>Pending.</p> <p>The School is aware of likely changes to be made to accreditation requirements by PSI on foot of the proposed MPharm. The curriculum is under constant review and planning for a more integrated approach which is competency driven is already under way at Teaching and Curriculum Committee.</p>

PRG Recommendation	QPC Recommendation	Follow-Up Report December 2011
<p>Develop an <b>external</b> 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.</p>	<p>Recommendation of PRG strongly endorsed</p>	<p>Pending.</p> <p>The School remains very engaged with external stakeholder groups. Excellent interactions are already in place with many external stakeholders in the healthcare and industrial sectors; however, development of a formal strategy for external relations is timely.</p> <p>The School has excellent interaction with the other two Schools of Pharmacy {in Ireland} including through 2 Strategic Research Clusters grants funded via Science Foundation Ireland. In particular one cluster in drug delivery incorporates the three Schools.</p>
<p>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</p>	<p>Recommendation of PRG endorsed</p>	<p>Implemented and ongoing.</p> <p>The School developed a number of international linkages, including agreeing MOUs with a number of overseas institutions, including the University of Alexandria, Egypt. International students from Malta, UAE, Uganda, UK, Egypt and New Zealand have entered into our postgraduate programmes (taught and research), and the School is observing an increase in its numbers of international economic-fee-paying students with 10 registering in 2011/12.</p>
<p>Develop the current strong <b>internal</b> relations and explore the possibility of sharing clinical education facilities with other Schools in the College of Medicine and Health.</p>	<p>Recommendation of PRG endorsed</p>	<p>Improved.</p> <p>School has very positive interactions with other cognate disciplines within the university, and especially within the college MH, including a sharing of resources where appropriate, a sharing of teaching in interdisciplinary areas, including chemistry, Nursing, pharmacology, Chemical engineering and MSc Biotechnology programmes.</p>
<p>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.</p>	<p>Recommendation of PRG endorsed</p>	<p>Ongoing.</p> <p>The School is actively engaged with discussions related to an MPharm and with consideration of possibilities for increasing and enhancing the cpd offerings of the School to the profession.</p>



## COLLEGE OF MEDICINE & HEALTH

### PEER REVIEW GROUP

- Dr. Nicholas Busing (*Chair*), 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 (*Rapporteur*), 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.

### SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow up Report February 2012</b>
<b>Governance</b>		
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	Not formally implemented Fortnightly meetings with the College Executive and Operations Group take place. The College is currently trying to ensure that the full resources of the College are available for big agenda items.
A risk management strategy for the College should be developed.	Recommendation of PRG endorsed	Ongoing The College is taking part in a pilot programme with the Office of Corporate and Legal Affairs. Staff visited NUIG to see the system in operation there and a risk management register is being compiled to focus on strategically important risks.
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	Ongoing A staff-student committee has been established comprising of the Chairs of the Committees at School level along with student representation. The committee is expected to hold its first meeting this term.

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow up Report February 2012</b>
The role of the Research Degrees Committee should be clarified.	Recommendation of PRG endorsed.	Implemented  The establishment of the Graduate School committee has replaced the Research Degrees committee. This committee meets monthly in term and comprises participants from all schools and two student representatives.
<b>Staff Development</b>		
It is recommended that a staff development strategy for staff at all levels be produced and implemented.	Recommendation of PRG endorsed.	Ongoing  The full implementation of this strategy has been hindered by staff turnover. Discussions have taken place regarding probationary period management, support for attendance at conferences and completion of PhDs. The College is aware of the importance of this recommendation and a development plan for the staff of the whole College has been the subject of discussion at the College Sabbatical leave committee.
A leadership development programme should be developed, focussing on, for example, succession planning.	Recommendation of PRG endorsed.	Ongoing  Staff of the College have participated in the leadership programme offered by the University. School Managers and members of the College team have completed an ILM programme in leadership.  Given the current economic climate, succession planning will of necessity remain an institutional issue and beyond the direct control of the College.

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow up Report February 2012</b>
<p>Serious consideration should be given to establishing the post of HR Partner as a full-time post.</p>	<p>Recommendation of PRG endorsed.</p> <p>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.</p>	<p>Not implemented</p> <p>The post of HR partner is not full-time and remains as a 2 day a week post.</p> <p>The College would welcome securing the full time services of a HR partner.</p>
<p>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.</p>	<p>Recommendation of PRG endorsed.</p> <p>QPC asked that the College MH consider this recommendation and its merits as part of the QIP</p>	<p>Not implemented</p> <p>There has been no appointment to this position but the College is aware of the importance of looking for new business and has worked to develop new business opportunities. The most significant is the AUCMS programme</p> <p>The College has identified a cost neutral resource to work on a half time basis on CPD. Other posts are expected to be tied to specific income generating initiatives such as philanthropy.</p> <p>The College is also investigating the possibility of setting up a College Advisory Board.</p>
<p>Consideration should be given to the development of detailed job descriptions and application of the PDRS</p>	<p>Recommendation of PRG strongly endorsed</p>	<p>Implemented and ongoing</p> <p>PDRS has been implemented with Heads of Schools and the College team. The development of detailed job descriptions is an institutional issue.</p>
<p><b>Infrastructure</b></p>		
<p>A fully functioning HRIS is needed to support effective resource management.</p>	<p>Recommendation of PRG strongly endorsed</p>	<p>Implemented</p>

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow up Report February 2012</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	Implemented The College team continue to be active users of the Data Warehouse and consider it to be a very useful resource.
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	Implemented and ongoing Progress has been made and there is agreement that the IT and AV resources of Nursing & Midwifery will be shared. The ultimate aim is to have one set of support staff supporting all units with the College.
<b>School of Graduate Studies</b> 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	Not implemented Administrative support is currently being provided by the College office. The Head of the Graduate School has enlisted external contributors and has progressed the Graduate School agenda with the help of the committee; however additional support for her work from Schools would be extremely beneficial.
<b>Communication and Branding</b>		
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	Ongoing The College is engaging with a marketing company to ensure that its message is clear, consistent and in line with the University message.
Details of staff profiles and roles should be provided on the College website.	Recommendation of PRG strongly endorsed	Ongoing The website is currently being updated
Signage should be updated to reflect the current College structures.	Recommendation of PRG strongly endorsed	Implemented

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow up Report February 2012</b>
<p><b>Measurement and Evaluation</b></p> <p>The College should put in place a plan to regularly measure its performance.</p> <p>(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.)</p>	<p>Recommendation of PRG strongly endorsed</p>	<p>Implemented and ongoing</p> <p>The College use the KPI dashboard in their daily work and review performance regularly. Additional local work has been done to identify research metrics and disseminate them. Strategic decisions are made on the basis of KPIs.</p>





## 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 (*Chair*), University Secretary, University of Bath, UK.
- Mr. Seamus McEvoy (*Rapporteur*), 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**

<b>Governance &amp; Secretarial</b>	<b>Legal Affairs</b>	<b>Compliance</b>	<b>Risk /Insurance</b>	<b>Cross Function</b>
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**

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report February 2012</b>
<i><b>GENERAL</b></i>		
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.	Roles and responsibilities have been clarified with individual staff members in one to one meetings.  Details of roles and responsibilities are laid out in the staff Handbook  A Deputy Corporate Secretary role is now in place with clear responsibilities defined. Reporting lines remain under review.
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.	This has been implemented with the development of the staff handbook
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.	Implemented since September 2011 – review date to be agreed.
Information on the Office non-pay budget should be available for the monthly OLCA staff meeting.	QPC endorsed recommendation.	Non pay budget agenda item at monthly OCLA Staff meetings

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report February 2012</b>
<p>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.</p>	<p>QPC endorsed recommendation.</p> <p>QPC also reiterated 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.</p>	<p>Implemented</p> <p>OCLA has delivered seminars on all of its areas of responsibility over the last 2 years. All seminars are available on the OCLA website.</p>
<p>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.</p>	<p>QPC endorsed recommendation.</p>	<p>Partially implemented</p> <p>All website links have been fixed. However, no staff member has been delegated responsibility for the website.</p>
<b><i>GOVERNANCE AND GOVERNING BODY</i></b>		
<p>OCLA should have an advisory role to colleges and schools on governance matters to help ensure consistent governance across the university.</p>	<p>QPC endorsed recommendation.</p>	<p>Ongoing</p> <p>OCLA continue to act in an advisory capacity when contacted by any unit in the university. However, due to time constraints their interactions have been reactive rather than proactive.</p> <p>OCLA are working with HR on this issue and hope to progress the matter in the next year.</p>
<p>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.</p>	<p>QPC endorsed recommendation.</p>	<p>In place, agendas are agreed in advance of Governing Body meetings by Chairman, President and Secretary</p>
<p>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.</p>	<p>QPC endorsed recommendation.</p> <p>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</p>	<p>Implemented and on-going work to improve compliance to timelines.</p>

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report February 2012</b>
A secure website for Governing Body papers should be established.	QPC endorsed recommendation.  QPC noted action already planned by OCLA.	This has been discussed with GB members and found to be unworkable as the majority of members indicated that they would prefer to get hard copies of the documentation as well as electronic copies.
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.	Implemented
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.	Not implemented  The Audit Committee did not feel that it would be appropriate to implement this recommendation.
<b><i>STAFF</i></b>		
Existing individual staff six-monthly reviews with the Corporate Secretary should continue and include career development issues.	QPC endorsed recommendation.	Implemented and ongoing
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.	Ongoing  The Corporate Secretary and the Bursar are currently discussing the feasibility of swopping offices. If implemented this would allow for both Finance Office staff and OCLA staff to have adjacent offices.
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.	Implemented  This has been implemented as part of the 6 monthly review meetings with staff. There has been an increase in the number of courses taken by staff.
<b><i>LEGAL AFFAIRS</i></b>		

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report February 2012</b>
<p>The post of Solicitor should become a permanent core-funded post at the earliest opportunity.</p>	<p>QPC noted this recommendation.</p> <p>Consideration of this recommendation is for the UMTO. The present employment restrictions imposed by Government preclude permanent appointments.</p>	<p>Not implemented</p>
<p>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.</p>	<p>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.</p>	<p>Not implemented</p> <p>Additional legal backup is being sourced on a contract basis.</p>
<p>The position in relation to the storage of all formal agreements should be clarified and communicated as appropriate.</p>	<p>QPC strongly endorsed recommendation.</p> <p>QOPC noted that there is a need for physical storage of all formal agreements. Action is needed immediately on this recommendation.</p>	<p>Implemented</p> <p>An additional column has been added to the Signing Authority policy to show where documents are stored. This policy can be accessed on the OCLA website.</p> <p>Briefing sessions were given on the Signing Authority policy.</p>
<p>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.</p>	<p>QPC endorsed recommendation.</p>	<p>Implemented and ongoing</p> <p>OCLA has and is working with the Research Office in relation to contract. Research Office should be the first point of contact for research contracts and Research Office then sends contracts for review by OCLA as appropriate. Weekly meetings take place between OCLA and the Research Office to ensure contract queries are being actively managed.</p> <p>All contracts which legally bind the University are referred to OCLA for opinion. The process is outlined in the Signing Authority and Approval Process policy. This policy can be accessed on the OCLA website</p>

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report February 2012</b>
<b>COMPLIANCE</b>		
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.	Implemented and ongoing
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.	Not implemented  It was noted that policies need to be developed in line with current legislation.
Existing FoI procedures should be examined to find ways of improving efficiency / response times	QPC endorsed recommendation.	This has been implemented but requires re-examining as the current internal review procedures are cumbersome.  This will be reviewed by the end of 2012.
<b>RISK MANAGEMENT</b>		

<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report February 2012</b>
<p>The process of ‘embedding’ risk management in UCC should be further enhanced by the inclusion of regular monitoring and business continuity planning.</p>	<p>QPC endorsed recommendation.</p>	<p>Ongoing</p> <p>There are two separate projects underway, ‘embedding risk management’ and ‘emergency and business continuity planning’.</p> <p>The emergency planning project (phase 1) will go for approval to Governing Body on the 14<sup>th</sup> of February and has also been sent out for external review.</p> <p>Embedding of risk management –a formal project plan for rolling this out to the University as a whole is currently in progress.</p> <p>OCLA will have a project planning training session shortly to assist with this project.</p> <p>There is a pilot project underway with the College of Medicine &amp; Health and the School of Economics to identify risks associated with the Strategic and Operational plans and to put in place controls and actions to mitigate these risks.</p>
<p>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.</p>	<p>QPC endorsed recommendation.</p> <p>Implementation of this recommendation is a part of the ‘embedding’ of the risk management in UCC.</p>	<p>Ongoing</p> <p>This will form part of the embedding project.</p> <p>Large projects have had risk management and registers.</p>
<p><b>ARCHIVES / RECORDS MANAGEMENT</b></p>		



<b>PRG Recommendation</b>	<b>QPC Recommendation</b>	<b>Follow-up Report February 2012</b>
<p>Reference to Archives and Records Management should be added to OCLA's mission and vision (and similarly Risk Management and Health &amp; 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.</p>	<p>QPC endorsed recommendation.</p>	<p>Partially implemented All records management policies are available on the OCLA website. Work is on-going to make collections available online.</p>



## **Appendix A: Quality Promotion Committee Terms of Reference**

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**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.

### **OPERATIONAL 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 University Management Team
13. Report annually to the Governing Body.

## **CONSTITUTION**

### **Ex Officio:**

- President (Chair)
- Registrar & Senior Vice-President Academic
- Bursar
- Director of Quality Promotion (Secretary)
- President, Students Union
- Education Officer, 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.

## **Appendix B: Report on Activities of Quality Promotion Unit**

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

## **6. TEMPUS IV Programme**

Title of Project: FOCUS: Fostering Quality Assurance Culture at Libyan Universities

Funding Body: European Commission

List of Partners:

- Garyounis University, Benghazi, Lybia;
- Omar Al-Mokhtar University, El Beida, Libya;
- Högskoleverket, Stockholm, Sweden;
- Libyan International Medical University, Benghazi, Libya;
- University College Cork, Ireland;
- Auniversity of Alicante, Spain;
- Royal Institute of Technology, Stockholm, Sweden.

## **7. TEMPUS IV Programme**

Title of Project: EDUCA: Modernization and Development of Curricula on Pedagogy and Educational Management in the Central Asian Countries.

Funding Body: European Commission

List of Partners:

- Semey State Pedagogical Institute
- Kazakh National Pedagogical University named after Abai
- Center for progressive education technologies
- Kulob State University by name Abuabdulloh Rudaki
- Compostela Group of Universities Osh State University
- Issykkul State University named after Kasym Tynystanov
- Naryn State University named after S. Saamatov
- Otto-von-Guericke University Magdeburg
- Ministry of Education and Science of Kyrgyz Republic

- University College Cork
- Tajik State Pedagogical University named after Sadriiddin Aini
- Education Network Association
- University of Alicante
- Vilnius Pedagogical University
- Ministry of Education and Science of Republic of Kazakhstan
- Ministry of Education of the Republic of Tajikistan
- Arabaev Kyrgyz State University
- Korkyt Ata Kyzylorda State University
- Khujand State University named after B.Gafurov
- E.A.Buketov Karaganda State University
- University of Cumbria

## **8. 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. A delegation from the University of Vilnius visited UCC in October 2011. The group comprised five people from the Lithuanian university who were involved in developing quality enhancement strategy and quality assurance models in their respective areas in Vilnius University. During their visit they gained an understanding of the best practices in place in UCC.

## **9. International Visiting Delegation**

In addition to the delegation from Vilnius University, QPU also hosted a visit from a team from K.U. Leuven in Belgium. The group comprised six people whose fields were primarily in curriculum development and quality assurance. A schedule of presentations by relevant UCC staff was given to the group during their two-day visit. As with the Vilnius delegation the group gained an understanding of the best practices in place in UCC.

## **10. International Seminars/Conferences/Events**

In 2011, 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. Events attended by Dr. Ryan in 2011 (other than those related to Tempus and Erasmus Projects) included:

- Member of 2 institutional review panels on behalf of African Catholic Universities Quality Agency - Mwanza, Tanzania
- Bologna Process Conference - Vilnius University, Lithuania
- Member of Review Panel for KTH – Stockholm, Sweden
- Quality Assurance Conference - Vilnius University, Lithuania
- HEA Conference – Sarajevo, Bosnia & Herzegovina

## **11. TEMPUS V Projects Applications Submitted in 2011**

In 2011, the Quality Promotion Unit, on behalf of UCC, was invited to be included as partners in a number of projects under the TEMPUS V programme. These include:

- MEDAQEL ‘Integrating a Holistic Approach to Student Services for Increased Student Wellbeing’



- LO@HEI 'Encouraging the Process of Curriculum Development based on Learning Outcomes in the Private Higher Education Institutions of Kosova'
- RIQAP 'Reinforcement of Quality Assurance Procedures'
- TEACHEX 'Teaching Excellence in Caucasus and Israel'
- 'Teaching Methods in Higher Education - Glimpse of the Future' Georgia, Tbilisi.



## **Appendix C: Schedule of Quality Reviews 2007-2014**

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

***Note: 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 and Theatres studies Programmes  
Student Health Department  
University Dental School & Hospital

### **QUALITY REVIEWS 2008/09**

Department of Government  
Research Quality Review – 15 Panels covering all academic units 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  
School of English  
School of History  
School of Pharmacy

### **QUALITY REVIEWS 2010/11**

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  
Scoil Léinn na Gaeilge

### **QUALITY REVIEWS 2011/12**

College of Arts, Celtic Studies & Social Sciences  
College of Science, Food Science & Engineering  
Information Services  
Office of VP Teaching & Learning  
School of Biological, Earth and Environmental Sciences  
School of Mathematical Sciences

### **QUALITY REVIEWS 2012/13**

Centre for Architectural Education  
Centre for Adult Continuing Education  
Department of Human Resources  
Office of VP Research Policy & Support  
Finance Office  
School of Applied Psychology  
School of Applied Social Studies  
School of Education  
School of Engineering  
School of Languages, Literatures & Cultures  
School of Law  
School of Nursing & Midwifery

### **Institutional Review**

Self-Assessment Report to be submitted **23 Oct 2012**; Review visit to take place **10-13 Dec 2012**.

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 Business & Law  
College of Medicine & Health  
Department of Accounting, Finance & Information Systems  
Department of Management & Marketing  
Office of Academic Affairs (full portfolio at time of review)  
Office of VP Student Experience (full portfolio at time of review)  
School of Asian Studies  
School of Geography & Archaeology: The Human Environment  
School of Life Sciences  
School of Medicine  
Study of Religions