QUALITY REVIEW

PEER REVIEW PANEL REPORT
MSc INTEGRATIVE COUNSELLING AND PSYCHOTHERAPY
UNIVERSITY COLLEGE CORK, TURNING POINT INSTITUTE
November 2022

"By embedding a strong quality-enhancement ethos, we will use our quality processes to ensure a culture and experience of best practice in the delivery of our academic mission, demonstrating our commitment to continuous evolution and improvement"

(UCC's Strategic Plan 2017 – 2022, p.23)

Contents

Peer Review Panel Members

Name	Position/Discipline	Institution
Professor Ewan Gillon	Clinical Director	First Psychology Scotland
Ms Aisling McKenna *(Chair)*	Director of Quality and International Research	Dublin City University
Professor Laura Rascaroli	Head, School of Film, Music and Theatre	University College Cork
Mr Barry Sheerin *(Student Reviewer)*	College of Science, Engineering and Food Science	University College Cork
Review Coordinator		
Dr Stephen Hammel	*Quality Enhancement Unit*	*University College Cork*
IT and Logistics Coordinator		
Ms Marie O'Regan	*Quality Enhancement Unit*	*University College Cork*

The profiles of the Peer Review Panel are included in Appendix A.

Part 1 - Overall Analysis

1.1   Context

Turning Point Institute (TPI), formerly known as 'Turning Point Training Institute' was founded in 1986 and formally constituted in 2001. The partnership between TPI and University College Cork (UCC) began in 2013 with an application by TPI to offer a MSc in Integrative Counselling and Psychotherapy, which would be accredited by UCC. This application was approved by the University Programme Approval Panel (UPAP), for implementation in September 2014. The underlying relationship, responsibilities and obligations of both parties (UCC and TPI) were agreed and outlined in a Memorandum of Agreement signed in 2014. A UCC-TPI Joint Academic Standards Committee (JASC) was established to oversee the academic integrity, quality and standards of the Programme. This committee is responsible for the governance and academic quality of the MSc in Integrative Counselling and Psychotherapy Programme.

The JASC membership includes representatives from UCC and TPI:

- Director of TPI (Co-Chair)
- UCC Academic Secretary (Co-Chair)
- Programme Director (TPI)
- Registrar (TPI)

- Head of UCC School of Applied Psychology or nominee
- TPI staff member teaching on the Programme
- UCC Academic Programmes & Regulations Unit representative
- UCC Student Records representative
- UCC Academic Board/Academic Development and Standards Committee representative

A proposal on the sustainability of the continued relationship between UCC and TPI was considered in 2020. Following this proposal, it was decided that the partnership would continue.

Under the statutory guidelines developed by Quality and Qualifications Ireland (QQI), the state body responsible for "…*promoting the quality, integrity and reputation of Ireland's further and higher education system."*, the relationship between UCC and TPI for the delivery and accreditation of programmes such as the MSc in Integrative Counselling and Psychotherapy can be defined in one of two ways:

> Linked-provider - *"…a linked provider is a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body.*"[1]

> Collaborative provision – "…*two or more providers being involved by formal agreement in provision of a programme of higher education and training.*"[2]

Each category has different requirements and responsibilities expected of the different parties involved in the programme and are particularly relevant as the original MoA for the Programme does not clearly identify it as either a linked provider or collaborative provision.

1.2   Methodology and Site Visit

At the commencement of the Peer Review Site Visit, the Panel had an opportunity to discuss the identified themes and areas for further exploration based on a review of the documentation received by the Panel in advance of visit. Working together, these themes were cross-referenced with the stakeholder groups identified in the visit timetable, to ensure that identified areas were scheduled for discussion during the site visit. Ahead of each stakeholder meeting, the Panel agreed a respective area of focus for questions for each member at each meeting. Summary notes were collated by an administrative support from the Quality Enhancement Unit (QEU) and subsequently reviewed and discussed by the Panel throughout the

---

[1] [Qualifications and Quality Assurance (Education and Training) Act 2012](#) (Part 1 (3))
[2] [QQI Policy for Collaborative Programmes, Transnational Programmes and Joint Awards](#) (Part 2 (2.1.1))

site visit. In conjunction with continued reference to the Review's documentation, this approach ensured an opportunity to triangulate and verify the findings of the Panel.

During the site visit, the timetable, included in Appendix B, provided the Peer Review Panel (Panel) with opportunities to meet with stakeholders, including staff from both University College Cork (UCC) and Turning Point Institute (TPI), students of the MSc in Integrative Counselling and Psychotherapy (the Programme), and a member of the Tertiary Education Monitoring and Review department of Quality and Qualifications Ireland (QQI). While acknowledging the breadth and relevance of the stakeholder groups scheduled within the timetable, the Peer Review Panel would have additionally welcomed an opportunity to meet with relevant employers of the graduates of the Programme. The Panel noted the positive engagement by stakeholders during all meetings held during the Peer Review Visit. The Panel also noted their gratitude for the comprehensive support provided by the QEU, which ensured the effective conduct of all aspects of the Review Visit. The QEU Review Coordinator accompanied the Peer Review Panel throughout to facilitate the review process. All Panel members contributed to the drafting of the report, with members taking individual responsibility for initial drafting of specific sections, prior to an overall review and agreement of the content of the report.

1.3   Objectives of the Quality Review

The overarching objectives of quality review at UCC are to enable those undergoing quality review to:

1. Reflect on and promote the strategic enhancement of their activities (enhancement dimension);

2. Evaluate the effectiveness of their processes, in line with the University's mission and strategy (assurance dimension).

Thus, peer review goes beyond quality assurance to also embrace continuous quality enhancement. The Peer Review Panel report reflects these objectives in the recommendations and commendations outlined to support Turning Point Institute in further refining its priorities and optimising its activities in the pursuit of its ambitious drive for excellence within the field of Counselling and Psychotherapy studies while providing an excellent student learning experience.

The key objectives of this programmatic review were to evaluate, through an expert peer panel with internal, external and student representatives, the overall quality of the programme, its overall effectiveness and appropriateness for student learning. The panel were asked to determine whether the Programme, in its current form, complies with the national legislative definition of such arrangements set out in the Quality and Qualifications Act 2012 and identify if it is a Linked-provider or Collaborative provision.

Overall Analysis of Desktop Stocktake

Prior to the site visit, the Panel were provided with a range of documentation for review which comprised of a "Desktop Stocktake" document and an extensive accompaniment of relevant appendices. The following appendices were included;

- 464 Memorandum of Agreement between UCC and Turning Point 2014 for the provision of a taught MSc in Integrative Counselling and Psychotherapy

- University Programme Approval Panel (UPAP) Application and Approval

- 465 Memorandum of Agreement between UCC and Turning Point 2016 for the provision of a MSc by Research in Integrative Counselling and Psychotherapy

- Sustainability of Relationship Proposal

- The Joint Academic Standards Committee (JASC) Terms of Reference

- UCC Nomination and Appointment of External Examiner Guidelines

- UCC External Examiner Guidelines

- UCC Guide to Examinations and Assessment

- UCC Handbook Governing Curriculum Approval 2018

- Summary of key points relating to quality from JASC; Terms of Reference, Student Autumn Repeats, Student Handbook and Teaching Staff Expertise.

Having reviewed both the supporting evidence and the Desktop Stocktake Report, the Panel was of the view that the Stocktake Report represented a comprehensive overview of the Programme, and provided key evidence relating to the academic governance and oversight of the Programme. The Stocktake Report further provided a fair assessment and summary of key issues raised in the implementation of current quality assurance processes by external examiners and feedback from students.

Part 2 – Findings of the Peer Review Panel

2.1   Status of relationship

This review sought to consider the definition of the nature of the relationship between UCC and TPI, in particular, if the current relationship constituted a Linked Provider relationship between UCC and TPI, or alternatively that of Collaborative Provision. In addressing this element of the review, the Panel reviewed the definition of a Linked Provider relationship, as defined in the QQA Act (2012, amended in 2019)[3] and Statutory Quality Assurance Guidelines developed by QQI for Designated Awarding Bodies[4].

In considering the definition of the current UCC-TPI relationship, the work of the Panel was further supported through an opportunity to discuss the Programme and institutional relationship with a senior representative from Quality and Qualifications, Ireland (QQI). This meeting provided an opportunity for the Panel to receive input from the national quality agency and the most appropriate definition of the

---

[3] https://revisedacts.lawreform.ie/eli/2012/act/28/front/revised/en/html
[4] https://www.qqi.ie/sites/default/files/2021-11/qg-4-sector-specific-qa-guidelines-for-universities-and-other-designated-awarding-bodies.pdf

relationship, mindful of the Programme's current quality assurance and academic oversight arrangements.

Following the Panel's review of current academic governance policies and procedures, and discussions with the QQI representative, the Panel concludes that the status of the relationship between UCC and TPI therefore constitutes one of Collaborative Provision. A number of factors have contributed to the Panel's findings in defining the relationship

- Currently, UCC academic governance policies and procedures are principally applied to underpin the management and academic oversight of the Programme, with some aspects of policies amended by TPI to reflect particular local contexts

- Academic oversight of the Programme is collaboratively led through a programme-specific Joint Academic Standards Committee (JASC), chaired on a rotating basis by UCC and TPI representatives

- Students registered on the Programme are currently registered as students on the UCC student information system rather than system managed by TPI.

- As registered UCC students, TPI students have access to UCC Library Services

As a collaborative programme, quality assurance arrangements underpinning academic oversight of the programme should be developed and monitored through internally developed QA governance procedures. It is the view of the Panel that these should in all but exceptional cases see the application of relevant UCC policies and should be characterised by,

- A strong model for ongoing academic governance of the Programme, overseen through the work with the JASC

- The inclusion of the Programme within UCC's procedures for cyclical programme monitoring and review

- The work of JASC to include oversight of clear information provision for prospective and current students, and other stakeholders

To ensure the future effective management of this collaborative arrangement, the Panel have identified opportunities for enhancement of academic governance of the Programme, which is hoped will contribute to the continued successful management of this relationship. These are discussed further in the proceeding sections.

2.2   Management of the relationship

The Panel were impressed by the warm and strong relationship shared by UCC and TPI and noted many positive examples of collaborative working throughout the process. Although the UCC-TPI provision has some features of a linked programme structure, the Panel determined that it would be most accurately characterised as a collaborative programme based on the points highlighted in the previous section. Whilst the Panel were encouraged by the significant sharing of UCC academic policies and procedures, it was observed that some areas of TPI were more advanced in this regard than others. Hence further development is required to bring these fully into line with UCC academic policies and procedures. The

collaborative programme model requires a full alignment to UCC policies and procedures as a default with any exceptions to this agreed and documented through the JASC. This has implications for staff support and training within TPI which is an area that appeared to require some consideration and planning by the JASC. Finally, the Panel noted that there were ongoing issues for TPI staff and students in accessing UCC systems and resources (such as Turnitin). There is a lack of clarity around the status of TPI staff and students in relation to UCC. This will require resolution in order to ensure the full implementation of UCC policies and procedures from an academic perspective as well as to ensure equity for UCC-TPI students with their peers within the UCC student body.

As part of the usual processes of programme review and development the Panel noted the updating of the course in areas such as trauma and diversity. The Panel were particularly impressed by the enhancement of provision in research, something commented on by a number of students in very positive terms. It did not appear that the current enhancement process is systematised in any formal way that ensured the identification and inclusion of all appropriate developments (academic and professional) on an ongoing basis. The Panel took the view that the JASC must consider how the programme will be cognisant of contemporary developments within the disciplinary area, including potential future CORU programme approval requirements.

Finally, the Panel noted the lack of a clear financial model of the costs (including support costs) borne by UCC in the operation of the collaborative programme with TPI. Such a model is important to ensure transparency and accurate apportionment of all costs arising. It would be helpful to both parties that the future MOA should involve a transparent Finance model that recognises the cost of programme administration and oversight by UCC.

Commendations:
- The PRP commends the strong ethos of collaboration between the School of Applied Psychology at UCC and TPI in conduct of this collaborative programme.

Recommendations
- The PRP recommends that the future MOA provide an updated terms of reference for JASC with regards to membership (to include student representation) and frequency of meetings. This will ensure the effective oversight of the collaborative programme, and programme policy alignment to UCC policies and procedures.

- The PRP recommends that JASC consider the development of an academic-led collaborative programme board to support the work of JASC, with a nominated contact from each institution. This board will focus on programme management, curriculum development and knowledge exchange on the implementation of policies.

- The PRP recommends that the revised MOA provides clarity on the status of TPI staff and TPI students and their access to UCC systems, resources and supports, to ensure the full and effective implementation of UCC policies and academic standards.

2.3   Compliance

The Panel noted the work carried out by TPI to produce extensive student information and a robust procedural framework for the programme, but also identified several potential discrepancies between UCC and TPI policies.

TPI's grievance procedure, for instance, establishes that the Grievance Panel be made up of three people: the Programme Director, the student's Tutor, and an External Grievance and Complaints Adjudicator. In UCC procedures, conversely, the Grievance Panel is wholly external, to exclude any potential conflict of interest, and is composed of three members: a Head of School and another member of staff not from the same area from which the complaint originates, plus a student representative. Other examples include the TPI Appeals Policy, which specifies an appeal fee that is double the current appeal fee at UCC; the imposition of a monetary fee for late submission of student work, which does not exist at UCC; and the adoption of paper-based student feedback forms that are not wholly anonymous. In adapting UCC policies to a TPI context, then, some of the resulting documents, particularly the plagiarism policy, come across as unclear, incomplete, or lacking robustness.

The Panel further noted that there is scope for TPI to strengthen its periodic reappraisal of the programme via systematic cyclical reviews that should consider curriculum content and its alignment to learning outcomes and to the delivery model, including programme contact hours, with a view to respond to evolving international best practice and key stakeholders' feedback.

Commendations

- The Panel commends the clarity and coherence through which the programme defines itself and communicates its identity to its student and other stakeholders via all programme literature.
- The Panel notes the positive feedback from TPI students on the extensive information provided to them through the programme handbook.

Recommendations

- The Panel encourages TPI leadership and staff to maintain knowledge and awareness of evolving national best practice on key policies in education and training, e.g. plagiarism, academic integrity, and the management of academic misconduct; on international education provision; and on the alignment of programme outcomes to the NFQ.
- The Panel recommends JASC to consider, at next available opportunity, the appointment of a new external examiner to the programme, to provide an opportunity for fresh perspectives on the curriculum and on student attainment.

2.4   Enhancements

Throughout the process, the Panel identified many areas of positive interaction between the teaching staff and students of TPI. In addition to these findings, the Panel also discovered areas of concern regarding student feedback policy, student IT and social infrastructure throughout the programme.

An example of this can be found within TPI's feedback procedure, during which there is no standardised, anonymous platform through which students can provide feedback of their module experience. Instead, TPI relies on the approach of "open conversation" and a friendly conversation. This framework does not provide the students with a platform where they are assured an anonymous forum through which they can voice their true opinions or concerns. Other UCC registered students are provided with standardised,

anonymous feedback questionnaires upon the completion of a given module or teaching period. Another area of concern was found regarding the enforcement of late-submission fees and an increased appeals fee. The TPI appeals fee was found to be €200, whereas the university wide appeals fee in UCC is set at €70.

Upon meeting with past and current students of TPI, the Panel noticed that there was an apparent lack of clarity regarding what online and on-campus facilities were available to them as registered students of University College Cork. In addition to these findings, the Panel also noticed a disconnect between year groups of the MSc. In UCC, students enrolled in every course can meet and engage with students from years above, and below them in the University through involvement in extra-curricular activities organised by the academic faculty and student led organisations. These relationships and friendships are vital to a well-rounded university experience.

Commendations

- TPI are to be commended on the quality of training provided within the programme and its contribution to the student experience. Student feedback to the Panel provided evidence of the programme team working diligently to deliver a student-centred learning experience.

- The Panel commends the commitment to and investment in the current training model, which supports students' learning experience and provides a coherent training experience and solid foundation to students and their professional aspirations.

Recommendations

- Implement an enhancement-led process of cyclical programme review that facilitates a consideration of the programme curriculum and delivery, and that is reflective of the wider context and best-practice in field.

- Enhance the current process of programme-level student feedback to include an institute-wide, systematic, anonymous, and preferably online process of student feedback at programme level. The Panel further suggest key themes are captured and TPI responses to this feedback are monitored at JASC.

- Consider the establishment of regular staff-student committee to formally gather, discuss, and progress student feedback on the student experience.

- Improve the clarity of information on access to UCC learning supports available to TPI students, e.g., library services, academic-writing support resources etc.

- Provide opportunities for student peer support through inter-cohort dialogue and networking.

Appendix A – Peer Review Panel Profiles

Professor Ewan Gillon	Professor Ewan Gillon is currently the Clinical Director/Chief Executive of First Psychology, an independent provider of psychological therapies and counselling based in Scotland which he established in 2009. They are a pluralistic practice spread over 11 sites with around 150 practitioners from applied psychology, CBT and counselling/psychotherapy professions. He is also Emeritus Professor of Psychology at Glasgow Caledonian University (GCU). He worked at GCU for many years during which time he set up and ran a doctorate in counselling psychology, evolving this to become a doctoral framework in applied psychology. He has been a Fitness to Practice Panel Member and Visitor for the Health and Care Professions Council (HCPC), a General Member of the Mental Health Tribunals (Scotland), Vice Chair of Relationships Scotland and a Lay Member of the Employment Tribunals. He has held numerous external examining appointments mostly in the areas of applied psychology and counselling/psychotherapy and been involved in many quality reviews in HE settings. He is currently External Examiner for the DPsych in Counselling Psychology at the University of Manchester. His main research interests are in the field of person-centred therapy and in working therapeutically with men. He continues to practice as a counselling, health and coaching psychologist. On personal-level Professor Gillon tends to like outdoors activities, sports and the visual arts. He also has an affection for classic cars and alt/rock music.
Ms Aisling McKenna *(Chair)*	Aisling McKenna is the Director of Quality and Institutional Research at Dublin City University. Her work is focused on promoting, supporting and facilitating continuous quality improvement activities across academic and administrative units throughout the University. Her office also leads the university's approach to applying an evidence informed approach to institutional planning, strategy development, and quality enhancement at Dublin City University. She has worked within the higher education sector since 2007, and previous to her current role, was Institutional Research and Analysis Officer for Dublin City University.
Professor Laura Rascaroli	Laura Rascaroli is Professor of Film and Screen Media and Head of the School of Film, Music & Theatre at University College Cork, where she lectures on film theory, on documentary, and on European and World Cinema. Her research interests span European

	and World cinemas; experimental nonfiction, the essay film, and first-person cinemas; artist film and the post-medium moving image; film space and geopolitics; and the politics of form.

She is the author of two monographic studies on essayistic and first-person nonfiction: *The Personal Camera: Subjective Cinema and the Essay Film* (Wallflower Press, 2009) and *How the Essay Film Thinks* (Oxford University Press, 2017). She has also co-authored books on the postmodern cinematic city, on the European road movie, and on the cinema of Nanni Moretti. Among her edited collections are *Antonioni: Centenary Essays* (British Film Institute, 2011) and *Theorizing Film Through Contemporary Art: Expanding Cinema* (Amsterdam University Press, 2020). She has delivered over eighty invited lectures internationally in universities, film festivals and cultural institutes, and has taught courses in Cuba, Italy, and Spain. Her work has been translated into languages including Farsi, Chinese, Korean, Czech, Polish, Spanish, Italian. She is General Editor of *Alphaville: Journal of Film and Screen Media*.

She is a member of the editorial boards of the *Journal of Italian Cinema and Media Studies; [in]Transition: Journal of Videographic Film and Moving Image Studies;* and the *International Journal of Film and Media Arts,* and of the advisory boards of *Screen; Comunicazioni Sociali; Aniki: Portuguese Journal of the Moving Image; L'Avventura: International Journal of Italian Film and Media Landscapes; Studies in Arts and Humanities; Research in Film and History; Kino: International Journal of Film and Media Arts;* and *Mediapolis: A Journal of Cities and Culture*. She has been Vice-Chair of the ECREA Film Studies Section (2012–2018), and currently sits on the advisory boards of AIM (Associação de Investigadores da Imagem em Movimento), and of the Documentary Film Cultures Book Series (Peter Lang).

Laura Rascaroli completed a Laurea in Modern Letters at the Università Cattolica of Milan in 1992, specialising in Social Communications, and with a dissertation in Film Studies. She was awarded a Higher Doctorate by the NUI in 2014. |
| Mr Barry Sheerin

(Student Reviewer) | Barry Sheerin is a final year BSc Chemistry student at University College Cork. He is from Tramore (Co. Waterford) but has called Cork home for the last four years. Since joining UCC as a student, Mr Sheerin actively contributed to student life, by serving as Chairperson of the UCC Science Society for the 2020/21 Academic Year and, the following year, as Engagement, Development & New Societies Officer on the UCC Societies Executive. Barry Sheerin is a member of the UCC's PortAir research group, which was set up to |

	monitor and determine sources of air pollution within Dublin Port using a low-cost sensor network, as well as providing policy recommendations to mitigate pollution in Ireland. Alongside his studies, Mr Sheerin works remotely as a video producer and editor for the online educational content provider Studyclix. Prior to this, he worked for 4 years as Head Beach Lifeguard on Tramore Beach. Mr Sheerin's interests include aviation, emergency response, documentary filmmaking and environmental chemistry.

Appendix B – Peer Review Panel Timetable

Prior to site visit – online meeting

Tuesday 11 October 2022	
14:00 – 15:00	Briefing by Dr Stephen Hammel, Quality Enhancement Manager, Ms Marie O'Regan, Projects Assistant and Ms Seugnet Kritzinger, Quality Enhancement Advisor. Panel discussion – initial thoughts on Desktop Stocktake Report.

Site Visit to University College Cork (UCC)

Monday 31 October 2022	
During the day	Panel members arrive in Cork
19:00	Dinner for members of the Panel hosted by Ms Elizabeth Noonan, Director of Quality Enhancement **Venue: River Lee Hotel**

Tuesday 1 November 2022	**Venue: Tower Room 1**
09:00 – 10:00	Private meeting of the Panel *Panel agree issues to be explored in forthcoming meetings.*
10:00 – 10:45	Meeting with Professor Carol Linehan, Head, School of Applied Psychology *Discussion of programme background, significant changes from initiation and major developments*
10:45 – 11:10	Private meeting of the Panel (coffee break)
11:10-12:45	Meeting with Ms Kay Conroy, Programme Director, Geraldine Green, Registrar and Executive Manager, Ms Ger Matthews, Clinical and Assistant Programme Director, Ms Eve Watson, Director of Research (remotely via Ms Teams), Turning Point Institute *Discussion of Turning Point delivery of programme*

12:45 – 13:00	Private meeting of the Panel
13:00 – 14:00	Lunch break
14:00 – 14:30	Meeting with Professor Chris Williams, Head, College of Arts, Celtic Studies and Social Sciences (CACSSS) *Discussion on position of programme within CACSSS, overall College Structure and future academic plan*
14:30 – 15:30	Meeting with Students and Graduates (remotely) Ms Eimear Deighton, 4th Year Mr Gerald Fitzgerald, Graduate Ms Annick Hedderman, 2nd Year Ms Ana-Kirsten MacLachlan, Graduate Mr Ashley Morgan, 4th Year Ms Maeve O'Sullivan, 3rd Year Ms Gill Wall, 3rd Year
15:30 – 16:30	Meeting with Teaching Staff (remotely) Ms Geraldine Cooney Ms Sharon Cunningham Ms Virginia Kerr Ms Diane McDonald Ms Ailbhe O'Reilly Mr Alan Rodgers Ms Suzanne Walsh *Discuss issues such as communications, staffing, structures and staff development.*
16:30 – 17:15	Private meeting of the Panel (coffee break)
19:00	Dinner for members of the Panel. **Venue: River Lee Hotel**

Wednesday 2nd November 2022	
	Venue: Tower Room 1
09:00 – 10:30	Convening of the Panel – preparation for the day ahead
10:30 – 11:00	Private meeting of the Panel (coffee break)
11:00 – 11:45	Meeting with Mr Paul O'Donovan, Academic Secretary and Assistant Registrar, UCC *Discussion on;* • *Joint Academic Standards Committee (JASC) governance of programme;* • *UCC's view of the partnership and its position with overall academic strategy (on behalf of UCC's Registrar, Professor Stephen Byrne, Chair of the Academic Board);* • Programme approval process on behalf of Academic Programmes and Regulations (APAR)
11:45 – 12:15	Quality and Qualifications Ireland (QQI) Presentation/Discussion – Ms Andrea Durnin, Senior Quality Assurance Manager, Tertiary Education Monitoring and Review *Discuss linked provision and collaborative programmes as defined in national guidelines*
12:15 – 12:40	Follow up meeting with Mr Paul O'Donovan, Academic Secretary and Assistant Registrar *Clarifications on points raised in earlier meeting*
12:40 – 13:40	Lunch break
13:40 – 15:30	Presentation design meeting *Discussion on key points to be covered in presentation and overall report*
15:30 – 16:00	Private meeting of the Panel (coffee break)
16:00 – 16:45	Presentation of findings to Ms Kay Conroy, Ms Geraldine Green, Ms Ger Matthews, Turning Point Institute, and Mr Paul O' Donovan, University College Cork (remotely via Ms Teams). *Presentation to be made by the Chair or other member(s) of Panel as agreed, summarising the principal findings of the Panel. This presentation is <u>not</u> for discussion at this time.*