

**UNIVERSITY COLLEGE CORK  
NATIONAL UNIVERSITY OF IRELAND, CORK**

**QUALITY IMPROVEMENT/QUALITY ASSURANCE**

**PEER REVIEW GROUP REPORT**

**School of Nursing & Midwifery**

**ACADEMIC YEAR 2012/13**

**Confidential**

**Date 30/05/2013**

### *Peer Review Group Members*

<b>Name</b>	<b>Affiliation</b>	<b>Role</b>
Prof. Mary McCarron	Dean, Faculty of Health Sciences , TCD	Chair
Prof. Finbarr Allen	Head, School of Dentistry, UCC	
Dr. Michael Byrne	Head, Student Health Department, UCC	Rapporteur
Dr. Mary Gobbi	Senior Lecturer in Nursing, University Southampton	
Prof. Veronica James	Executive Dean, School of Health and Life Sciences, Glasgow Caledonian University	

The Peer Review Group (hereafter referred to as the PRG) operated in an effective manner and ensured that the insights of each reviewer contributed to the consensus view contained within this report.

### *Timetable of the site visit*

The timetable of the visit is attached in Appendix A.

The PRG would like to acknowledge the efforts of the School to ensure that the timetable afforded them an opportunity to meet with a range of key personnel across the School, College and University as well as facilitating the group to visit a variety of School and College facilities. In addition meeting key stakeholders and senior representatives from HSE and linked health services providers was very valuable in understanding key issues of concern to them, and to look at opportunities for better collaboration.

### *Peer Review*

#### **Methodology**

The members of the PRG were provided with the School's Self-Assessment Report (hereafter referred to as the SAR) including Appendices, in advance of the site visit in sufficient time so as to ensure all members were informed and familiar with key aspects of the School's Programme(s), Research Activities, Personnel, Facilities, and the challenges and opportunities identified by the School's own SWOT analysis. This allowed the PRG to discuss, identify and agree the key strategic issues to be reviewed during the site visit, on their first meeting. During this first meeting of the PRG, Professor Mary McCarron was appointed Chair and Dr. Michael Byrne was nominated as rapporteur.

### *Site Visit*

The site visit, conducted over two full days, included a combination of face-to-face meetings with key individuals and groupings identified by the School and the UCC Quality Committee and tours of a variety of the School and University facilities, including the impressive Simulation Centres in the Brookfield Health Sciences Centre, and the Boston Scientific Library available to students in the College of Medicine and Health. All key School, College and University personnel made themselves available in person, or via teleconference and answered all queries in an open, full and frank manner that ensured the PRG was confident that they had a full and accurate understanding of the issues of importance for the School, to facilitate development of a comprehensive series of recommendations to help the School going forward. The PRG was particularly pleased with the opportunity to meet the External Stakeholder representatives from local HSE service users.

The PRG was especially impressed with the facilities available to the School of Nursing & Midwifery, including the purpose built Clinical Skills Simulation Resource Centre, and the BLS/AED training centre.

### *Peer Review Group Report*

A preliminary first draft of the report was completed by all members of the PRG during the site visit and this preliminary first draft was finalised by the rapporteur immediately following the visit. This amended draft was circulated amongst all members of the PRG, and additions and corrections recommended by the PRG were incorporated into the final report, which was reviewed and approved by all members of the PRG.

### *Overall Analysis*

The PRG considered that the SAR, the SWOT analysis and Stakeholder surveys were completed in a manner that was open and reflective, with a balance achieved between acknowledging the considerable challenges facing the School during a time of transition and economic turbulence, whilst at the same time noting the capacity, talent and will within the School to help address these challenges, with external help and guidance.

### *Context*

It was clear from the SAR and reinforced over the course of the review that the School of Nursing and Midwifery finds itself operating in a very challenging financial environment and

facing major organisational change in both education and healthcare delivery. Funding has moved from a ring fenced model in the DOH to HEA.. The economic crisis which unfolded in 2008 has seen a substantial reduction in core funding to the sector and this combined with a moratorium in recruitment and a need to increase non exchequer funding through increased enrolments and other activities is proving extremely challenging. Nursing and midwifery have undergone a National review of its BSc and recommendations from this have yet to be operationalized; particularly a move to an educational focus on a more primary health care model. We are also conscious that Government will be looking for rationalisation (removal of duplication) in delivery of educational programmes. The Government has made radical proposals with regard to organisation and delivery of healthcare including the establishment of hospital groups operating as trusts and linked to academic institutions, the implications of this for the delivery of the nursing and midwifery programme needs to be considered. While there may be some evidence of a slight economic upturn, the national financial concerns shows no sign of abating in the medium term, it's highly unlikely that Government sources of funding for education will increase. Finally, UCC has an "internationalisation" agenda, and its implications also need to be considered. It's against this backdrop that the recommendations for this report are made.

### ***Self-Assessment Report (SAR)***

The Self-Assessment Report was competently prepared according to the guidelines and following the template recommended by the Quality Promotion Unit in UCC. It was comprehensive and written clearly allowing the PRG to have a clear understanding of the issues facing the School. The PRG believe that the SAR tended to understate the qualities of the provision and not adequately capture the innovations and achievements of some aspects of the provision- for example the BSc International programme, the excellence in teaching and the positive feedback of local employers and their engagement in the BSc programme. The presentation of the CPD provision gave the impression that this was a more diverse and resource intensive provision than was the case. An up to date analysis of the status of the recommendations contained in the Peer Review Group report from the review in 2005 was omitted from the SAR, although the data were provided on request during the site visit.

### *SWOT Analysis*

Most of the key issues identified by the School during their SWOT analysis were recognised and supported by the PRG , with a good degree of alignment between the School and the PRG in terms of analysis of the issues and recommended actions.

### *Benchmarking*

The University of Southampton was selected as the benchmark School, for pragmatic reasons. This was relevant with respect to discerning how a School had developed over a 12 year period from being a ‘good provincial’ School with a low research achievement and capacity, through mergers with local Schools of Nursing and Midwifery to a University based School in the top 3 in the UK. More recently it has become a Faculty of Health Sciences with substantive interprofessional activity. In terms of benchmarking with respect to the size of the organisation, Southampton has a much larger staff and student base from which it operates. As a School standing with many staff just completing PhDs and with the financial challenges faced by nursing and midwifery in Ireland, this does not seem like the appropriate and most effective benchmark institution at this time.

### *Findings of the Peer Review Group*

#### **School Details**

The PRG noted the changes that have occurred in the School since the last review was completed in 2005, with growth and development in the number of programmes delivered, an increase in the range and amount of Research and Scholarly activity undertaken, and the difficulties the School has faced in recruiting new or replacing existing staff due to the national moratorium on staff recruitment in the Public Sector. The increased financial pressures impacting on the running of the School due to reduced exchequer funding and a decrease in HSE funded students were also noted. In particular the PRG noted the reduced number of academic staff at professorial and senior lecturer level as a result of retirements in 2012 and that the delays in filling these posts is posing considerable challenges in sustaining leadership in a School of this size.

#### **School Organisation & Planning**

The School is the largest of 5 Schools within the College of Medicine and Health, one of the four constituent Colleges of University College Cork. Pending appointment of a permanent Head of School, expected to occur during the second half of 2013, the School is being led by an Acting Head of School, Professor (Scale 2), who is responsible for all matters relating to academic

administration and resource management of the School. There is one other Professor (Scale 2) within the School. The PRG considers this to be inadequate provision of senior leadership. The PRG recommends that the Senior Leadership of the School comprise as a minimum;

a Full Professor, 2 Professors (Scale 2) and 3 Senior Lecturers

The School Manager is responsible for managing the administrative operation of the School. Responsibility for academic activity of the School is delegated to Directors of Undergraduate and Postgraduate Education, Director of Teaching and Curriculum and operationalized through 5 standing committees of the School (Undergraduate Education Committee, Postgraduate Studies and Continuing Education Committee, Research Committee, Student Affairs Committee and Teaching and Learning Committee).

The Head of The College assured the PRG of the central role that the School of Nursing & Midwifery held in the College of Medicine and Health. There is a challenge for the School and the constituent schools within the College of Medicine and Health to support interdisciplinary education and research, and despite the verbal commitment and the recognition of the importance of this by all constituent schools the operationalization of interdisciplinary education and research will be more challenging. Arriving at an such operationalization within the next year that maintains and enhances the centrality of the School of Nursing and Midwifery will be critical. Also there must be greater effort to examine how there may be more shared teaching resources – e.g. simulation sites etc., among the Schools within the College of Medicine and Health.

In terms of School Planning, The PRG also noted that the SAR identified the need for the School to plan and generate a new School Strategy for 2013-17.

- The PRG recommends that this strategy be aligned with, and take account of, both the College of Medicine and Health and University Strategic plans which have already been published for this period.

### **Teaching & Learning**

The PRG noted the SAR, SWOT and Stakeholders survey confirmation of the real strength and central role that high quality teaching and learning plays in the central mission of the School.

This was further confirmed during meetings with all internal and external stakeholders during the

site visit, being particularly emphasised by the students the PRG interviewed. The high quality on-site learning environments in Brookfield, in particular but not limited to, the exceptional Clinical Skills Simulation Centre, was complemented by the development of excellent reflective learning resources such as the student portfolio. The PRG noted the commitment all staff had to ensuring a rich and diverse learning experience was available to all students.

The PRG noted the rapid expansion in the number and variety of CPD modules since the last review, partly in response to the changing landscape of health care delivery, and demand from health services providers and staff for more flexible educational opportunities. In addition the delivery of these programmes helps to address the School's requirements to generate additional revenue streams.

-Given the time commitment involved in the delivery of CPD, the PRG recommends that a full review of the range and number of CPD modules be undertaken with the aim of consolidating the provision to select a smaller number of strategically identified modules, which align to both areas of teaching and research strengths, ensuring that an adequate return on the investment of time and effort is being generated to justify their continuance.

The PRG also noted in the SAR that the Learning and Teaching experiences continue to be based predominantly in the secondary and tertiary care settings. Given the recommendations outlined in the report of the Review of Undergraduate Nursing and Midwifery Degree Programmes (Department of Health 2012),

-The PRG recommends that the School expand the number of Primary and community placements to enhance the development of community related skills necessary to enable patients/clients to be supported in their own homes/communities.

The SAR identifies the need to further develop the e-Learning opportunity available to students and to incorporate this into an increased blended-learning provision from 2013 onwards.

-The PRG commends this and recommends that initiatives that facilitate "more learning and less teaching" be developed and supported.

The PRG noted the value placed on Practice-based learning by students, staff and service providers. There were a number of difficulties in relation to staffing numbers resulting from the

recruitment moratorium reported by Service providers in implementing the preceptorship model required by An Bord Altranais, and these difficulties were further confirmed by the students interviewed. It was evident that some clinical areas had made determined efforts to ameliorate these difficulties, however given the changing health care landscape in particular the move to a more primary and community based model, the current preceptorship model warrants review.

-The PRG recommends that the School set up a working group to engage in conversation with relevant groups to further develop a more responsive preceptorship model

The external stakeholder service users group expressed a real desire for meaningful engagement with the School of Nursing & Midwifery to improve the learning experience of the students, to improve the care of patients/clients using their services, and to enhance staff development through their staff participating in, delivering, or developing, on-going CPD and practice-based research.

-The PRG recommend that the School should actively explore the possibility of increasing the availability of joint and/or honorary appointments and to use these appointments to advance cutting edge clinical agenda.

-The PRG further notes that the external stakeholders expressed the same desire to the PRG at last review in 2005.

### **Research & Scholarly Activity**

Since 2006 the School has invested significantly in developing its research capacity. The School has made significant progress towards increasing the proportion of staff with PhDs and through supporting staff development in this area. A number of schemes have been put in place to allow staff dedicated time to develop PhD proposals, to write up. The School is to be commended for these and encouraged to continue them to support further staff in the coming years.

The School was relatively successful in the past 6 years in obtaining external research funding. However, these grants were obtained by a small number of individuals (which is not uncommon) and thus the School is potentially vulnerable if these individuals are less successful in the next few years. The most successful grant holders hold very heavy administrative positions and teaching and supervision loads and this needs to be addressed if the research profile of the



School is to increase. There still remains a focus of very small grants and this may not be helpful to the School in raising its profile.

- A more robust research infrastructure including the development of post-doc research opportunities will need to be developed if the School is to continue to grow its funded research contributions.

The Research Quality Review Report (2009) suggested that there was a need for strategic direction in relation to the development of research priorities within the School. Research within the School has been centred on five pillars or themes and each of these pillars is evident in terms of outputs. However, a small number of staff with funded research means that no one area can be well developed and there are low levels of funding and publications associated with each. The PRG recommend the need for a strategic approach to the development of a much more focused research agenda and the establishment of an International Scientific Advisory Group to guide this process. The PRG recommends that there be three main areas of research activity within the School, (1) women and child health, (2) cancer, and (3) the management of chronic disease, and that these should form the focus of the strategic research plans going forward.

- It is also recommended that a fourth area, the area of educational research, also be considered as there are a number of staff who express that this is their strongest area of interest and expertise.

Furthermore these agreed strands should be in alignment with the research strands already identified for the College of Medicine and Health as a whole, to allow for greater collaboration between Schools and greater success at the grant application stage. It is certainly clear that all research active staff needs to be encouraged and supported to seek external grant support, and collaborating with colleagues in the College of Medicine and Health, and where appropriate, other Colleges (e.g., Applied Psychology) to produce multidisciplinary grant submissions.

## **Staff Development**

It was clearly obvious to the PRG that one of the real strengths of the School is its talented, dedicated and hardworking workforce, across all disciplines and categories of staff, academics, research, administrative and technological and support staff

The PRG noted the range of staff development opportunities listed in the SAR and the impact that a “no-backfill” policy and recruitment embargo was having on the numbers of staff availing of these opportunities. It is noteworthy that the staffs are availing of a wide spectrum of development opportunities, from teaching and learning, IT and e-learning, student supports, media and social media.

- The PRG recommends that the School continue to encourage uptake of staff development opportunities and that this may be facilitated by the time freed up by staff completing their PhD's now returning to other areas of responsibility.

The PRG also noted with concern that there appeared to be patchy awareness of the recently developed interdisciplinary supports and development opportunities for PhD and Doctorate candidates, at least amongst some of the candidates interviewed.

It is vital that the contribution of all staff to the delivery of the central mission of the School is recognised and acknowledged and this is especially so for those staff engaged in roles that do not involve teaching or research directly, who have expressed a sense that their contribution may not always be noted.

- The PRG recommends that the School ensure that all staff are offered opportunities for professional development aligned with the needs of the School, and resources permitting.

## **External Relations**

There was considerable evidence from the testimonies in the SAR stakeholder surveys and from meeting with Stakeholders external to the School during the site visit, of the very good relations that the School maintains at a variety of levels. School staff serves on a number of College, University, HSE, local, regional and national committees.

The PRG noted that there remains a view amongst School Staff that they are still “a New School”. This view may well be impeding fuller engagement of the School at College and University level, resulting in lost opportunities for the School, the College and the University.

- The PRG recommend that the new strategic plan for the School is framed from the point of view of a well-established confident School, no longer the “new kid on the block”.

The School has developed relationships with International Partners, and the emergence of the BSc International Nursing (German) is a very interesting and exciting expansion in the opportunities for collaboration overseas although it was not within our remit to ascertain the financial returns to the School..

- The PRG recommends that the School further develops its external relationships overseas and increase the number of Visiting Professorships, especially to support key thematic research areas.
- The PRG also recommends building on relationships within the College of Medicine to increase the opportunities for interdisciplinary learning at undergraduate level and for interdisciplinary collaboration on research projects at all levels.

### **Support Services**

The excellent work of the Student Support Services was noted by the PRG, in particular the culture of Peer-Support and Peer-Mentoring that appears to be especially strong in UCC. Students report a disconnect between life as a student-nurse and life as a student, with a number commenting that the 9-5 nature of the time spent in Block-study whilst not on placement prevented them from accessing some support services, and participating fully in the wider on-campus student activities and student experience.

- The PRG recommend that the timetable scheduling of Block-study periods be reviewed so as to maximise the opportunity for students to participate in campus life and activities, within the constraints imposed by the need to cover the learning curriculum.

### **Departmental Co-ordinating Committee & Methodology Employed in the Preparation of the Self-Assessment Report.**

The PRG was impressed with the inclusive nature of the process described in the compilation of the SAR, and congratulate the co-ordinating committee for producing such a comprehensive factual document and appendices.

## **Governance**

The Leadership and Governance of the School is critical to achieving its goals in a manner that is effective and consistent with the wider aims of the University and the health and educational needs of the region and the nation. The PRG strongly recommends the early appointment of the Head of School **and** the maintenance of at least a Full Professor, 2 Professors (Scale 2) and 3 Senior Lecturers, to ensure the sustainability of current activities as well as providing the leadership for future change and direction.

The PRG notes that the School was involved in the consultative process prior to the national re-configuration of health services. In this context it is vital to ensure there is adequate provision of suitable training places for students going forward. It is the PRG's view that this is best achieved by the continuing involvement of the current and future leadership of the School in the re-configuration process. This will be further enhanced by the involvement of all nursing Schools nationwide in the re-configuration process.

- Given the rapid change in the healthcare sector and the risk that current work-placements may not be suitable for accreditation, the PRG recommends that a review takes place of the current work-placement sites to ensure and affirm that they continue to fulfil accreditation requirements.

When combined with the previously mentioned need to find primary and public health placements, the cumulative effect of having sufficient, available and suitable placements may become more challenging.

- The PRG further recommends that a plan be put in place to address the impact of the re-configuration process.

## **Services**

The increasing complexity and diversity of training needs and the learning environments and supports appropriate for a 21<sup>st</sup> Century School of Nursing and Midwifery are a real resource issue for Universities. The SAR describes the existing levels of technological, IT, library, simulation and administrative services available to the School. The PRG noted the difficulties facing the School in consolidating or increasing these services to meet future and changing needs given the resource constraints that currently apply.

- The PRG recommends that the School explore the possibility of maximising current resources by increasing collaboration amongst and between Schools within the College of Medicine and Health, and other services, and avoid duplication of effort and resources while furthering interdisciplinary learning and activity.

### **Staffing**

The SAR describes the age and gender profile of the staff as well as noting the balance between academic, administrative and non-academic staff levels. The PRG note the real efforts made by acting Head of School to ensure fairness of workload distribution across administrative and non-academic staff categories that are consistent with job descriptions and the needs of the School. The SAR notes that persisting high levels of dissatisfaction remain amongst staff around this issue and it remains to be seen what impact negotiations under the Croke-Park II agreement will have on staff morale and output.

- The PRG recommends that the opportunity afforded by the relatively high number of staff completing their PhD studies soon be used to review the allocation of work amongst academic and research staff.

In particular, consideration should be given to rebalancing administrative and educational roles and support and encouragement of the development of funded research activities including support for post-doctoral training.

### **Accommodation**

The PRG had an opportunity to view the School of Nursing & Midwifery teaching and clinical simulation facilities in BHSC, as well as visiting the School of Clinical Therapies, the Boston Scientific Library, and the ASSET Centre. Brookfield Health Sciences Building is a beautiful space in which to learn, teach and work, and the facilities available to teacher and learner are of the highest order. It was nevertheless surprising in these times of restricted resources to see each School within Health Sciences developing their own clinical/teaching spaces; consideration of joint spaces and even some joint training/teaching is to be encouraged.

The PRG noted comments from students as to the complete lack of any reasonable sized social spaces within the building

- Given the importance of facilitating social and educational interaction by the use of appropriate spaces and improved functional design, the PRG recommends that priority be given to identify a suitable common room space in any future re-configuration of the space in BHSC.
- The PRG further recommends that a location be identified within or adjacent to the existing library facilities in BHSC to allow for a non-quiet interactive reading and learning space. .

### **Financing and Budgeting**

The PRG was pleased to hear from the University Finance Officer that the School of Nursing and Midwifery continues to operate in a sound, prudent financial manner, and that it has traditionally been a source of revenue for the University, in part due to the high levels of investment by the HSE when first establishing University-based nursing education.

Like all Schools and units of the University, the external budgetary pressures caused by a reducing core grant from the HEA are likely to make the next 5 years a period of real financial challenge. The drive to contain or reduce costs, and to increase the income generated by every unit of the organisation will mandate the School to maintain current income streams whilst identifying new sources of revenue.

- The PRG recommend that the School obtain expert financial advice to determine the income generating potential of all proposed additional CPD programmes.

### **Communications**

The SAR details the range of communication channels within the School, highlighting the increasing use of technology and new media. The stakeholder surveys had a number of expressions of concern as to the levels of transparency around decision making.

- The PRG recommends reviewing the methods chosen for disseminating and cascading information to students and staff.
- The PRG recommends reviewing the utilisation of Social Media and the improved University website interface, in line with the newly adopted University social medial policies and practice.

### *Compliance with European Standards*

Having reviewed the School of Nursing and Midwifery according to procedures of the Quality Promotion Unit UCC, the PRG believe that the School is compliant with European Standards and Guidelines for Quality Assurance in the European Higher Education Area – especially relevant sections of Part 1 of the ESG

### *Implementations of the Quality Review Recommendations from 2004-5*

The PRG noted the recommendations made at the last quality review of the School in 2004-5 and that in many areas considerable progress had been made in implementing those recommendations. In particular the PRG notes

- Interdisciplinary collaboration remains challenging, with minimal evidence of collaboration in Research and Teaching. Evidence of perfectly parallel processes continues to exist. Given the financial and resource constraints real progress in this area is now imperative. There appears to be willingness and welcome for this integration and collaboration at both College and School level, but strategic leadership will be needed to drive this forward and operationalize this objective.
- There is evidence of increased engagement and collaboration with external stakeholders at undergraduate and postgraduate level; however with the National re-configuration of Health Services it is crucial that the current and future School Leadership take an active and strategic role in the Regional and National reform agenda, in conjunction with other Schools of Nursing.
- Considerable progress has been made with regard to decreasing and better aligning the number of committees.
- Progress appears to have been made towards increasing the flexibility of programmes, part-time pathways, and CPD modules; however there appears to be cumbersome delays in approval of the accreditation of programmes at University level. If the School is truly to compete in the Internationalisation space and indeed in the proposed tendering for Nurse Programmes such as Nurse Prescribing, an accelerated pathway to accreditation is recommended to enable the School to compete in the marketplace.

- Good progress has been made in increasing the number of Scholarly publications, with some in high ranked peer-reviewed journals. There is evidence that Research is informing teaching. Further work is needed on the translation of this research into evidence-based practice.
- Some initiatives have been noted to encourage staff to identify opportunities for research in clinical practice, but this has not been effectively exploited at the strategic level

### *Commendations*

#### **Commendation 1**

A hardworking and committed staff with the potential to build a substantial funded research portfolio.

#### **Commendation 2**

The retention rate of students is very high and all students report great satisfaction with the course of study.

#### **Commendation 3**

Research students receive very good support from their advisors.

#### **Commendation 4**

Development of BSc International Nursing (German).

#### **Commendation 5**

Teaching and clinical simulation facilities are of a very high standard.

### *Recommendations For Improvement*

The PRG considered very carefully the recommendations for improvement made by the School in the SAR. These are incorporated, where deemed appropriate, in the recommendations made by the PRG below.

#### **The Peer Review Group Recommendations**

In relation to matters of **Governance** the PRG recommends

1. That the appointment of a new Head of School and the retention of at least 2 further Professors (Scale 2) and 3 senior lecturers proceed with no delay. This is critical to the



sustainability of current activities as well as for leadership of future activities, and the PRG notes that

- a. The aspirations and potential of the School to achieve would be severely compromised if these senior posts are not filled
  - b. There is a significant risk of over burdening current professorial members of staff, should these appointments be delayed.
2. The current acting and future appointed Head of School be central to all discussions relative to the future developments in health care provision in the region.
3. That the rapid pace of development within the health sector requires involvement by all stakeholders, including education as well as health.
4. A review takes place of current placement sites to ensure and affirm that they continue to fulfil academic training requirements and a plan needs to be put in place to address the impact of change configuration. Given the rapid change in the healthcare sector and that the current work -placements available for students may not continue to be suitable for accreditation, the School must consider the impact on student training , the need to find new ways to link with the clinical areas including strategic use of honorary appointments and the risk to accreditation of programmes.
5. There is an urgent need for the Head of School to be involved in high level discussions at College and University level around any and all planned or future building developments on the Brookfield Health Sciences Complex. This is to ensure that adequate training facilities will continue to be available for all students in the Nursing & Midwifery School. This may be an area where shared spaces with other health Sciences Schools may help address concerns.
6. The School and University work together to ensure adequate and regular review of risk analysis of health reform strategies. There is a significant risk of loss of income due to inability to place students in the required clinical areas due to reconfiguration of hospital services in this region. Identification of risk, the impact, and the likely remedial actions to be taken needs to be undertaken with some degree of urgency.
7. The School needs to implement the University's Academic Workload Distribution Model once launched in 2013 and parallel to this is the need to develop KPIs for development of research output as well as teaching.

In relation to matters of **Research**, the PRG recommends the School to

1. Consolidate research within the School into 3- 4 main areas of research activity (assuming the area of education research is added), aligned with the existing College of Medicine and Health research strands, and that these areas of research activity be; women and child health, cancer, the management of chronic disease, and research into nursing and midwifery education
2. Further develops its external relationships overseas and increase the number of Visiting Professorships, especially to support key thematic research areas.
3. Grow capability capacity and impact of research activity by aligning with existing and emerging interdisciplinary research activity in cognate areas in the College of Medicine and Health and throughout the University.
4. Work with VP Research and Innovation to develop a Stepped programme to develop phased strategy to develop new staff post docs in a phased manner, and facilitate interdisciplinary research activity to improve research quality and success rates.
5. Initiate and take pro-active roles in practice research and education research which is client centred. It is opportunistic and timely in the light of the emergence of hospital groupings under the national re-configuration programme and the associated emergence of academic health centres, that School staff should lead in this area.
6. Establish a high level strategic grouping composed of Senior Academic and Senior Practice Colleagues from service provider to develop a practice based research agenda.
7. Develop Post Doctoral opportunities to support capacity building for new PhD graduates, and support them in transitioning them to become independent funded researchers.
8. Explore the use of adjunct appointments to develop this practice based research and teaching agenda.

In relation to matters of **Learning and Teaching**, the PRG recommends the School to

1. Exploit the School and UCC's exceptional potential for interdisciplinary undergraduate, postgraduate and CPD education, to help identify and meet future healthcare needs.

2. Allocate time previously used to support PhD studies, to facilitate greater engagement in clinical practice.
3. Explore a mixed model approach to more strategic direct engagement with clinical practice, including exploring the possibility of joint clinical appointments, academic and practice exchanges and adjunct clinical practice appointments and secondments.
4. Develop a business case within the School working with the office of VPER to further the internationalisation and income generation agenda.
5. Align student projects to key thematic areas, where possible.
6. Modernise the curriculum to increase shared learning across each registration programme, in response to the increasing complexities of patient co-morbidities that are emerging.
7. Increase interdisciplinary shared learning in collaboration with other Schools in the College of Medicine and Health, consistent with international developments in multidisciplinary practice.
8. Set up a working group to recommend preceptor guidelines to ABA.
9. Revisit the scheduling of practice placements to ensure there is adequate and recent exposure to clinical areas prior to commencement of internships.
10. Expand the number of Primary Care and General Practice based learning opportunities for its students, in line with National and International trend towards Primary-Care based services and explore how joint, and honorary appointments may help address such clinical priorities.
11. Develop a strategic plan to better use the simulation resources to improve interdisciplinary training and eliminate duplication of parallel process.

In relation to matters of the wider **Student Experience**, the PRG recommends the School to

1. Provide a space within or adjacent to the existing library facilities in BHSC to allow for a non-quiet interactive reading and learning space, as an alternative to existing quiet space in the library.
2. Provide a suitable common room space as a priority, in any future re-configuration of the space in BHSC.

## APPENDIX A

### SCHOOL OF NURSING AND MIDWIFERY

#### PEER REVIEW GROUP SITE VISIT TIMETABLE

##### In Summary

- Monday 4 March: The Peer Review Group (PRG) arrives at the River Lee Hotel for a briefing, followed by an informal meeting with School staff members.
- Tuesday 5 March: The PRG considers the Self-Assessment Report and meets with School staff, student and stakeholder representatives. A working private dinner is held that evening for the PRG.
- Wednesday 6 March: The PRG meets with relevant officers of UCC. An exit presentation is given by the PRG to all members of the School. A working private dinner is held that evening for the PRG in order to finalise the report. This is the final evening of the review.
- Thursday 7 March: External PRG members depart.

<b>Monday 4 March 2013</b>	
16.00 – 17.00	Meeting of members of the Peer Review Group. Briefing by: Deirdre O’Brien, Administrative Officer, Quality Promotion Unit Group agrees final work schedule and assignment of tasks for the following 2 days. Views are exchanged and areas to be clarified or explored are identified. <b>Venue: Tower Room, River Lee Hotel, Western Road</b>
19.00	Dinner for members of the Peer Review Group, Head of School of Nursing and Midwifery and members of the School Co-ordinating Committee: Professor Eileen Savage, Acting Head of School Dr Harry Gijbels, Senior Lecturer and Chairperson of Quality Review Committee Dr Patricia Leahy-Warren, Senior Lecturer and Chair of Student Affairs Dr Alice Coffey, Lecturer and Director of Postgraduate Education Ms Regina Murphy, School Manager Ms Ruth Lernihan, Nurse Practice Development Co-ordinator, South Infirmary/Victoria Hospital <b>Venue: Jacobs on the Mall, South Mall</b>

**Tuesday 5 March 2013**

**Venue: Tower Room 2, North Wing, Main Quadrangle UCC**  
*(unless otherwise specified)*

08.30 – 08.45	Convening of Peer Review Group	
08.45 – 09.30	Professor Eileen Savage, Acting Head, School Nursing & Midwifery	
09.30 – 10.30	Group meeting with all School staff <b>Venue: Council Room, North Wing, Main Quadrangle</b>	
10.30 – 11.00	Tea/coffee	
11.00 – 13.00	<b>Private meetings with individual staff members</b> <u>Group 1</u>  11.00: Professor Josephine Hegarty 11.15: Dr Harry Gijbels 11.30: Dr Mark Tyrrell 11.45: Dr Alice Coffey 12.00: Ms Aine Horgan, 12.15 & 12.30 Joint Slot: Mr Thomas Erlandsson, IT Systems Administrator and Mr Tony Archer, AV Chief Technician  <b>Venue: Tower Room 2</b>	<b>Private meetings with individual staff members</b> <u>Group 2</u>  11.00: Dr Patricia Leahy-Warren 11.15: Ms Therese Ahern 11.30: Dr Rhona O’Connell 11.45: Ms Regina Murphy 12.00: Mr Sean Kelleher 12.15: Ms. Lynne Marsh 12.30:  <b>Venue: Boole_5</b>
13.00 – 13.45	Working lunch	
14.00 – 15.00	Visit to core facilities of School, escorted by Professor Eileen Savage and <ul style="list-style-type: none"><li>• Nuala Walshe - Clinical Skills Simulation Centre;</li><li>• Thomas Erlandsson - IT Laboratory;</li><li>• Tony Archer – AV Studio;</li><li>• Postgraduate Research Room; Lecture Rooms &amp; Restaurant</li></ul>	
15.00 - 15.40	<u>Representatives of 1<sup>st</sup> and 2<sup>nd</sup> Year Students</u> (1 <sup>st</sup> year students currently on placement) Ms. Susan Maria O’Keeffe, 2 <sup>nd</sup> year Psychiatry Ms. Eyauesh Degene , 2 <sup>nd</sup> year Intellectual Disability Ms. Laura Keohane, 2 <sup>nd</sup> year Midwifery Ms. Ann O’Donoghue, 2 <sup>nd</sup> year Intellectual Disability	
15.40 – 16.20	<u>Representatives of 3<sup>rd</sup> and 4<sup>th</sup> Year Students</u> (4 <sup>th</sup> year students currently on placement) Ms. Jean Marsh, 3 <sup>rd</sup> year General Mr. Philip Dalton Hulme, 3 <sup>rd</sup> year General Mr. John O’Halloran, 3 <sup>rd</sup> year Psychiatry Ms. Angela Mary Stack, 4 <sup>th</sup> year Midwifery	

16.20 – 16.55	<p><u>Representatives of Graduate Students</u></p> <p>Mr. James O'Mahoney (ANP in Psychotherapy), 3<sup>rd</sup> yr part-time PhD  Ms. Sinead Cronin, PGDip (Psych)  Mr. Shane Ahern, PG Dip Cardiac and Intensive Care programme - Awaiting confirmation  Ms Eilish Quinn, PG Dip Gerontological Nursing  Ms Asha Sebastian, PG Dip Gerontological Nursing</p>
17.00 – 18.00	<p><u>Representatives of stakeholders, past graduates and employers</u></p> <p>Mr. Patrick Cotter, Past graduate  Ms. Helen Donovan, Director of Nursing, SIVUH  Ms. Mary Forde, Nurse Practice Development Co-Ordinator, Bons Secours Hospital  Ms. Anne Kelly, Clinical Placement Coordinator/Allocations Liaison Officer for Mental Health  Mr. Ned Kelly, Director of Nursing, Eye Ear &amp; Throat Hospital, Cork  Ms. Aoife Lane, Nurse Practice Development Coordinator, CUH  Ms. Ruth Lernihan, Nursing Practice Development Co-Ordinator, SIVUH  Ms. Olive Long, Assistant Director of Midwifery, CUMH  Ms. Nicola Cornally, past graduate  Mr. Tony Walsh, Assistant Director, North Lee Adult Mental Health Service</p> <p>Key:  CUMH: Cork University Maternity Hospital  HSE: Health Service Executive  SIVUH: South Infirmary-Victoria University Hospital</p> <p><b>Venue: Staff Common Room, North Wing, Main Quadrangle</b></p>
19.00	<p>Meeting of Peer Review Group to identify remaining aspects to be clarified and to finalise tasks for the following day, a followed by a working private dinner.</p> <p><b>Venue: Tower Room, River Lee Hotel, Western Road</b></p>

**Wednesday 6 March 2013**

**Venue: Tower Room 2, North Wing, Main Quadrangle UCC**  
*(unless otherwise specified)*

08.30 – 09.00	Convening of Peer Review Group
09.00 – 09.45	Professor John Higgins, Head of College, College of Medicine & Health <i>Teleconference call</i>
09.45 – 10.00	Mr Seamus McEvoy, Interim Chair of Student Services
10.00 – 10.15	Professor Anita Maguire, Vice-President for Research & Innovation
10.15 – 10.30	Mr. Cormac McSweeney, Finance Office
10.30 – 11.00	Tea/coffee
11.20 – 11.40	Dr. Bettie Higgs, Deputising for the Vice-President for Teaching and Learning
11.40 – 12.45	Ms Maura Flynn, Subject Librarian, Brookfield Library
13.00 – 14.00	Working lunch
14.00 – 16.15	Preparation of first draft of final report
16.15 – 16.45	Professor Eileen Savage, Acting Head, School of Nursing & Midwifery
17.00 – 17.30	Exit presentation to all staff, to be made by the Chair of the Peer Review Group or other member of Peer Review Group as agreed, summarising the principal findings of the Peer Review Group.  This presentation is <u>not</u> for discussion at this time.  <b>Venue: Council Room, North Wing, Main Quadrangle.</b>
19.00	Working private dinner for members of the Peer Review Group to complete drafting of report and finalisation of arrangements for completion and submission of final report.  <b>Venue: Tower Room, River Lee Hotel, Western Road</b>