

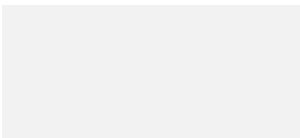
ANNUAL REPORT

Quality Enhancement Committee

2016 - 2017



UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh



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Executive Summary

This report details the outcomes of quality activities for the academic year 2016/17 up to January 2018. The report highlights, in particular, the shift to a quality enhancement focus as evidenced in the adjustments to the periodic quality review process outlined in **Section A.1** and the recent adoption of a Quality Enhancement Policy Statement as outlined in **Section A.2** which will inform evaluation and development of quality processes moving forward.

Section B

Published Quality Review Reports for 2016/17 and details of Quality Review Reports in preparation are provided for information.

Section C

Provides for noting the penultimate draft of UCC's Annual Institutional Quality Report (AIQR) to Quality and Qualifications Ireland (QQI). This is a public document published on the QQI website following submission in February 2018. This report provides:

- details of UCC's strategy, policies and processes governing the quality of education, research and other activities
- a qualitative commentary on quality activities in 2016/17.

Recommendations

That the Governing Body approves this report and its publication on the University web site.

That the Governing Body notes the schedule of reviews for 2017/18 and 2018/19 (**Section A.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: UCC Quality Activities

1. Move to an Enhancement Focus

This report provides a summary of the quality activities carried out through the Quality Enhancement Committee in the period October 2016–December 2017. It details steps taken to move focus from an assurance led approach to quality to an enhancement focused approach and outlines the next stages of development in this approach.

Quality Enhancement Committee (QEC)

The remit of the Quality Promotion Committee was reviewed in light of the changed legislation (Quality and Qualifications Act, 2012) which gave effect to the establishment of the QQI and the subsequent publication of national Core Statutory Quality Assurance Guidelines. The review of the Committee also sought to address the recommendation in the previous Institutional Review of UCC by QQI (2012) which recommended that the University should:

make clear the source of the Quality Promotion Committee's authority so that its status and authority are clear to staff, students and stakeholders, and to avoid confusion between governance and management structures (UCC Institutional Review Report, 2012).

The process of review involved review and benchmarking of similar committees nationally and benchmark higher education institutions nationally. It also took account of broader developments in the area of higher education quality policy and practice. An emphasis on enhancement emerged in acknowledgement of the work undertaken to establish and implement an institutional quality infrastructure and in recognition that the outcomes of quality processes should support and inform excellence and achievement of the academic mission and strategic priorities. The revised remit was agreed by the Committee and approved by the University Management Team (Strategy) in February 2017 (Appendix 1).

The Quality Enhancement Unit (QEU)

In alignment with revision of the remit of the Committee, it was recommended that the title of the Quality Promotion Unit should also be updated to reflect the enhancement focus.

Developing an Enhancement Approach

The first phase of developing an enhancement approach to quality have to date included:

- Training Student Reviewers
- Case studies of good practice
- Support for units during the self-evaluation phase of Quality Review
- Establishing professional Secretariat Support for Quality Review Panels.

Training Student Reviewers

Students participate as reviewers with full membership of periodic Quality Review Panels. Building on the success of this involvement, and in collaboration with the Students' Union, a training session for nominated Student Review Panel members took place in March 2017. Students in attendance formed the pool of Reviewers that participated in 2016/17 Reviews. Training was well-attended and has equipped students to take their place on Panels effectively which has been noted positively in Panels' oral feedback. The feedback has underlined the particular value added by Student Reviewers in bringing a student-centred perspective to the process of review and reflects well the spirit of the HEA principles for student engagement in decision-making. The planned evaluation of periodic Academic Quality Reviews, outlined in the next section,¹ will also be informed by the perspective of student participants.

Case Studies of Good Practice

The Quality Enhancement Committee approved a proposal to include case studies of good practice within the scope of periodic academic review. It agreed that:

1. In the third cycle of academic quality review, all disciplinary areas engaging in review from 16/17 onwards will be encouraged to identify and include a **good practice case-study** as part of the self-evaluation process.
2. This case-study will form part of the Self-Evaluation Report and will be published as part of the follow-up to academic quality review.

Identifying good practice is a vital facet of enhancement focused self-evaluation, requiring active consideration of the practices which are working particularly effectively in a School or academic unit, and ultimately highlighting and sharing these as part of the academic quality review process. It is also an opportunity for disciplinary areas and the university to make visible the varied range of activities and initiatives directed to providing an excellent student learning experience. This enhancement led approach accords also with prevailing external policy expectations, which emphasise a student-centred approach to teaching, learning and assessment.¹

The Quality Enhancement Unit and the Centre for the Integration of Teaching, Learning & Research have worked collaboratively to support academic units in developing case studies for review and for publication post-review. At present, case studies presented for periodic quality review in the period September to November are being finalised for publication. The original proposal paper and the Case Study of Good Practice for Chemistry are available here:

<https://www.ucc.ie/en/qeu/modelsofgoodpractice/>

¹ The Yerevan Communiqué (May, 2015) which declared that 'Enhancing the quality and relevance of learning and teaching is the main mission of the EHEA' http://media.ehea.info/file/2015_Yerevan/70/7/YerevanCommuniqueFinal_613707.pdf. The accompanying revised European Standards Guidelines (2015) http://www.engq.eu/wp-content/uploads/2015/11/ESG_2015.pdf and QQI Core Statutory Quality Assurance Guidelines (2016)

Some case studies may be developed further and submitted for higher education conference or journal publications.

It is anticipated that the wider enhancement potential of these case studies includes:

- providing information to prospective students about the nature of their learning experience
- a knowledge bank of exemplars for internal exchange to inform approaches to shared issues as well as facilitating the re-purposing of good practices in different disciplinary settings
- exemplar resources for continuing professional development in teaching and learning, and
- the basis for a school to develop and showcase further good practice in supporting student learning experience.

Support for Units in the Preparatory Stages of Review

QEU, working collaboratively with Human Resources and the Centre for the Integration of Research, Teaching & Learning (CIRTL), has provided support for all units undergoing review during the preparatory stages of evaluation. This has included the provision of briefing sessions to Heads of Unit/School, and Unit/School staff, advice on the development of the self-evaluation report, facilitation of internal Unit/School SWOT reflection sessions, enabling the identification and development of Case Studies of Good Practice. The provision of this support is advisory and directed towards enabling Units/Schools' engagement in the periodic review process; it is not evaluative and respects the integrity of the peer review aspect of the process. This support is in the early stages of implementation and therefore it is premature to judge any impact or effect in facilitating the Units/School self-evaluation process at this stage. However, feedback will be gathered from Units/Schools that have participated in the most recent cycle of review to inform the optimal way to provide such support as the cycle of review proceeds.

Professional Secretariat Support to Panels

With effect from September 2017, all Peer Review Panels are provided with secretariat support. The purpose of this approach is to facilitate the effective operation of the Review process throughout by: managing the liaison between the University and its external reviewers; supporting the Chair of the Panel at all stages of the Review; enabling the operation of the Review during the site visit and attendance at all meetings to facilitate the preparation of the Review Report. This approach has so far enabled the University to develop an effective basis of engagement with the external peers both prior to and following site visit. In particular, it has facilitated a more effective process of generating Review Reports in a comprehensive and timeous way and reduced the risk of delayed reports where writing of the report may be undertaken by reviewers off-site following the visit. Consistent feedback from all Panels to date is that the process is effective and supportive, allowing reviewers the space to focus on the discussions at hand and the formulation of recommendations and commendations.

2 Embedding Enhancement

Following from the changes made in 2016/17, embedding enhancement will centre on implementing the Quality Enhancement Policy, recently agreed, in terms of the evaluation of quality processes beginning with a comprehensive evaluation of the periodic Academic Review model from February 2017.

Quality Enhancement Policy statement

The purpose of the quality enhancement policy statement is to bring together coherently a statement of purpose and principles which describe the University's understanding and development of an enhancement approach to quality. The policy statement will provide an important reference point for the development and re-focussing of academic quality review initially, as well as to guide implementation and future evaluation of the effectiveness of the University's quality arrangements in operation. It follows from the *Vision, Mission, Values* and *Goals* set out in the Strategic Plan 2017-22 *Independent Thinking Shared Ambition*.

Vision, Mission and Values

Our **Vision** is to be a leading university of independent thinkers.

Our **Mission** is to create, understand and share knowledge and apply it for the good of all.

Our core **Values** guide and underpin our actions and our processes:

- creativity
- responsiveness
- transparency
- scholarship
- freedom of expression
- integrity
- equality
- diversity
- respect

Our key strategic aim is to deliver an innovative academic mission. The following goals will inform that mission:

Goal One

Implement an academic strategy to deliver an outstanding, student-centred teaching and learning experience with a renewed, responsive and research-led curriculum at its core.

Goal Two

Be a leading university for research, discovery, innovation, entrepreneurship, commercialisation and societal impact.

Goal Three

Create value for our community through an international outlook and informed and creative engagement on local and global issues.

Goal Four

Attract, develop, support and retain staff of the highest quality, thereby ensuring a diverse staff who are enabled to reach their full potential.

Goal Five

Strengthen our infrastructure and resource base.

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.

Strategic Plan 2017 – 2022, pp. 18-21.

Quality Enhancement Policy

An enhancement ethos both challenges and supports the systematic examination of what we do as a University to enable excellence in serving learners, stakeholders and our wider community in terms of our education, research and other activities. Our approach to quality is founded on openness, systematic self-evaluation, engagement with peer review processes and a commitment to enhancement-based outcomes that are responsive, creative, enabling and student-centred. Through our quality enhancement approach, we seek to: preserve our institutional autonomy through accountability and transparency which will enable the diversity of our activities; recognise and share good practice; increase our reflexive capacity; support institutional learning and development to encourage responsiveness across all our activities.

In our quality enhancement approach, we are committed to:

- Building and embedding a culture of quality which is engaged, reflective and connected
- Working collaboratively to develop effective evaluation approaches that allow critical reflection on achievement of strategic goals and objectives and an appraisal of the known and anticipated needs of stakeholders
- Engaging students as active partners in the quality enhancement process to embed a student-centred approach
- Developing quality processes that promote creativity, excellence and innovation
- Using peer review as an important reference point for confirming and developing the quality of the University's activities
- Undertaking institutional reflection on the outcomes of quality review processes to contribute to on-going institutional planning, resource allocation and institutional development
- Ensuring that quality processes facilitate the sharing of good practice internally and externally
- Developing our evidenced-based approach to quality enhancement informed by relevant research and good practice nationally and internationally.

Quality assurance and enhancement policy at UCC is informed by international best practice and has regard to the requirements of the *Qualifications and Quality Assurance (Education and Training) Act, 2012* and with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)*.

Evaluation of Periodic Academic Review

The purpose is to re-fresh the review method to embed the enhancement ethos further, strengthen the student-centred focus and create appropriate alignment with the goals of the Strategic Plan 2017-2022. The stages of development will broadly include:

Preliminary Feedback Phase

Evaluation of the operation of academic review in 2016/17 based on: feedback from Heads of School/ Units; internal and external reviewers; field notes on operation of review; analysis of themes arising from Review Report and the development of a Quality Enhancement Policy statement.

Benchmarking

Mapping of current review model to QQI national quality assurance guidelines and European Standards Guidelines (2015). A comparison of the current model for academic review against benchmark Irish Universities and benchmark international Universities.

Design & Consultation

Consolidation of the feedback and benchmarking information to inform a re-focused review method with a view to piloting during 18/19 and finalisation.

3 Periodic Quality Review Schedule

Details of periodic Academic and Support Unit Quality Reviews undertaken in 2016/17 are provided in Section B.

The following details the schedule of reviews for 2017/18 and 2018/19

2017/18

Language Centre

OCLA (inc. Health and Safety Office)

School of Engineering

Marketing & Communications Office

Glucksman Gallery

School of Music & Theatre

Cork University Business School (CUBS)

Library & Information Studies

2018/19

Development & Alumni Office

Buildings & Estates

Computer Science

School of Sociology, Philosophy & Criminology

Scoil Léann na Gaeilge

Ionad na Gaeilge Labhartha

Department of Physics

VP Teaching & Learning

Centre for Adult & Continuing Education

4 Research Quality Review 2015 Follow-Up

The Research Quality Review (RQR) Report was officially launched in January 2017 by Dr Michael Murphy, now Emeritus President. This report is available at:

<https://www.ucc.ie/en/media/support/qualitypromotionunit/rqr/ReportoftheResearchQualityReviewUCC2015.pdf>

An analysis of the key themes emerging on an institution-wide basis, prepared by a working group of QEU, College and Research Services Support, formed the Introduction to the Review Reports. Thereafter the Quality Enhancement Committee received and considered College Reports on development plans in response to the issues identified by the RQR. Discussion at the University Management Team (Strategy), as part of the annual planning process, led to support for the establishment of a Strategic Implementation Group to progress the outcomes of the Research Quality Review. The focus of the group would be to: maximise the outcomes of two cycles of RQR; create a coherent and integrated action plan at University level and inform implementation of the R&I Strategic Plan (2017-2022) which in turn would help to improve UCC's national and international research profile. It was also acknowledged that the form and timing of future Research Quality Review exercises should be informed by the Group's work.

The Group, led by the President, includes Heads of College, senior research representation, VPs Research and Teaching & Learning, Chair of the Academic Council Research & Innovation Committee. It will also call upon additional specialist expertise as required.

The primary objectives of the Group are to:

1. Enable strategic critical engagement and prioritisation of the key outcomes of the RQR
2. Create further coherence and integration in the University's activities to address the RQR outcomes through Colleges, RICU's and across the University;
3. Identify and analyse resource requirements to support delivery of strategic actions arising from the work of the group in alignment with agreed priorities;
4. Consider and advise on the timing and format of future Research Quality Review exercises.
5. At the appropriate time, ensure that UCC adopts a leadership position with regard to the potential development of a national research assessment exercise.

The work of the Group will draw on expert inputs and appropriate benchmark data to inform its decision-making. It will meet on a quarterly basis over a period of 18 months, during the academic years 17/18 – 18/19 and may establish project based initiatives or technical initiatives as necessary in fulfilling its objectives.

The work of the group will also be informed by the deliberations of the working groups on Benchmarking, Brexit and University rankings. Activities of the group will be supported jointly by UCC Research Support Services & QEU.

5 External Quality Developments

QQI National Quality Assurance Guidelines

The work of the Quality & Qualifications Ireland (QQI) in developing and publishing statutory National Quality Assurance Guidelines commenced in 2016 and continues under the provisions of the Quality Assurance and Qualifications (Education & Training) Act 2012. Current published guidelines include:

- Core Statutory Guidelines (2016) – these are comprehensive for all providers of higher education and relate to the quality assurance of taught provision
<http://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf>
- Sector Specific Guidelines for Designated Awarding Bodies (2016) – these outline the provisions for Universities' arrangements with third party linked providers
<http://www.qqi.ie/Downloads/Sector-Specific%20QAG%20DAB-V2.1.pdf>
- Topic Specific Guidelines for Research Degrees (2017) - these outline the provisions guiding the design, approval and awarding of research degrees
<http://www.qqi.ie/Publications/Publications/Research%20Degree%20Programmes%20QA%20Guidelines.pdf>

Future guidelines in development include Blended Learning anticipated publication February/March 2018 and guidelines on Online Learning (date to be confirmed).

CINNTE (Institutional Review)

The new method of Institutional Review was launched by QQI in September 2017, the emphasis will be on institutions management and monitoring the effectiveness of quality arrangements in operation. The implementation of the Institutional Review method will use National Quality Assurance Guidelines as well as institutions' Annual Institutional Quality Reports (AIQR) (see Section C). UCC will undergo Institutional Review in 2021 (Q4).

6. International Projects

The Quality Enhancement Unit engages in quality focused international projects. This section details the recent successful HICA Project including an institutional visit to UCC as well as participation in current and prospective projects.

HICA PROJECT

The Erasmus+ HICA Projects (*Harmonisation and Innovation in Central American Higher Education Curricula*) aims to support the innovation of higher education curricula in Central American universities and to align such curricula under a regional qualifications framework for higher education. The Quality Enhancement Unit, on behalf of U.C.C., has been a partner in this project since 2016.

The Kick-off Meeting of the HICA Project took place in Guatemala in February, 2016. International Strategy Officer for Latin America, Cliona Maher, represented the university at this meeting. UCC's role in the meeting was to provide expertise and discuss best practices in the reform process. Following this initial meeting, Dr Declan Kennedy, the university's expert on Learning Outcomes, delivered a Panopto presentation to a Training Workshop held in Antigua in April 2016. In addition to this, four Central American students based in UCC recorded an interview on their experiences in UCC. The students focused, in particular, on their experiences between learning processes, examination styles and recognition practices between EU and Central America. The videos were shown at the Training Workshop in Antigua to various representatives from 27 Central American Universities, Ministries of Education and associations.

In April 2017, Deirdre O'Brien and Sheila Ronan from the QEU represented U.C.C. at a Study Visit in Bonn, Germany. Finally, in June of that year, U.C.C. hosted a study visit of 40 x HICA delegates from the beneficiary countries of Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and Panama.

HICA Study Visit: Dublin/Cork

This study visit was the second in a series of two visits (Dublin and Cork), provided for the Central American university partners of the HICA project. A total of 40 participants formed the Central American delegation which included deans, heads of faculties and academic vice-rectors from six Central American countries, as well as several higher education ministry representatives, the Central American University Council and the Central American Accreditation Council. It was structured as a learning- and practice-sharing opportunity on national and regional qualifications frameworks and quality assurance, and how they relate to the development, implementation and evaluation of learning outcomes and student-centred study programmes.

Learning outcomes of the visit:

- Understand the development, application and evolution of the Irish qualification framework (NQF) and the impact of the European Higher Education Area in Ireland, on the Irish universities.
- Understand how the Irish NQF is utilised in Ireland and how it impacts higher education quality assurance as well as the development of study programmes, study cycle progression and recognition of studies.
- Understand the different actors and stakeholders of the Irish higher education sector and how public policy supports teaching and learning advancements.
- Gain knowledge of good practices in developing and revising curricula, learning-outcomes based approaches and the university policies and support structures needed to achieve this.
- Learn about good practice in teacher and staff development when it comes to curricula reform and teaching innovation.
- Understand the role of students in curricula reform and how to engage them in learning outcomes development and evaluation.

Group Details

There were 40 participants from Central America, with three major profiles:

- Approx. 20-25 delegates came from Central American (mostly public/major) universities in Guatemala, Costa Rica, Honduras, Nicaragua, Panama and El Salvador (6 countries).
- They were in charge of curricula development in their institutions and comprised deans or faculty heads and/or vice rectors for academics.
- In addition, two ministries of education were represented (Costa Rica and El Salvador).
- There were also high level delegates from the Central America Accreditation Council (CCA) and CSUCA – The Central American University Council, our key regional partner.
- Finally, there were several representatives of national university associations (Nicaragua, Costa Rica, Honduras, Panama).

Translators/Interpreters:

Estefanía Muñoz Gómez, Dept. Spanish, Portuguese & Latin American Studies, U.C.C.

Yairen Jerez Columbie, Dept. Spanish, Portuguese & Latin American Studies, U.C.C.

QUERCUS Scholar Recital

Ms Sinéad Ní Argáin gave a piano recital of traditional Irish music for the visiting delegation which was very warmly received.

VISIT OF MEMBERS OF THE HICA PROJECT

21ST – 23RD JUNE, 2017

SUMMARY TIMETABLE

The timetable provided the opportunity for delegates to learn about quality enhancement, teaching and learning development, academic governance, outcomes based curricula and academic leadership. UCC research students from Central America presented on their research topics and experience of being a student at the University.

Wednesday, 21st June	Thursday, 22nd June	Friday, 23rd June
Travel from Dublin	9.30-10.15 Ms Elizabeth Noonan	9.30-10.00 Discussion
		10.00-10.30 Ms Mary Ward Ms Anne Gannon
	10.15-10.45 Coffee/Tea	10.30-11.00 Coffee/Tea
	10.45-11.45 Dr. Marian McCarthy Dr. Catherine O'Mahony	11.00-12.00 Mr. Paul O'Donovan
	12.00-13.00 Prof. Paul McSweeney/ Ms Eleanor Fouhy	12.00-13.00 Central American Students
13.00 – 14.00 LUNCH	13.00 – 14.00 LUNCH	13.00 – 14.00 LUNCH
14.00-14.30 Check-in Session	14.00-15.00 Tour of Library Facilities	Free Afternoon
14.30-15.30 Tour of Campus	15.00-16.30 Dr. Declan Kennedy	
15.30-16.00 Photographs		
16.00 – 17.00 Welcome Reception		
18.00 Welcome Dinner		

LIST OF INTERNATIONAL/ERASMUS+ PROJECTS

2016-2017

The Quality Enhancement Unit is currently a partner in two Erasmus+ Projects, namely:

- 1. Towards a National Framework of Qualification for Jordan (NFQ- Jordan)**
- 2. Harmonisation and Innovation in Central American Higher Education Curricula (HICA)**

The Enhancement Unit, on behalf of UCC, was also invited to become a partner in a new Erasmus+ Project proposal in January 2018:

- 1. Towards the Enhancement and Harmonisation of HEIs Quality Assurance in Haiti in response to National and International developments (EMINENT)**

Appendix 1

Quality Enhancement Committee

Terms of Reference

Committee of:	University Management Team Strategy (UMTS)
Reports to:	UMTS and Governing Body (via an Annual Report)
Aim:	To support the University's mission and strategy for excellence in learning, research and related services through developing and embedding a culture of quality enhancement based on the outcomes of robust expert peer review and informed by ongoing analysis of key quality indicators.

The Terms of Reference of the Committee are to:

- foster a quality culture throughout the University, that is supportive of innovation, the sharing of good practice and development of excellence in teaching, learning, research and related services;
- oversee the development of University quality assurance and enhancement policies and procedures, informed by national and international policy developments, that support strategic goals for excellence and the identification of good practice;
- facilitate student engagement in quality assurance and enhancement activities;
- ensure that University quality review policies and procedures have regard to prevailing national and European requirements: the Qualifications and Quality Assurance Act 2012, published national quality assurance guidelines and European Standards and Guidelines (ESG);
- recommend policy and procedures for ensuring the integrity of various forms of academic association with external organisations including collaborative provision and linked providers;
- review and analyse systematically the outcomes of quality processes and relevant quality indicators to confirm the on-going maintenance of quality and identify any required strategic enhancement activities;
- ensure the methodologies for expert peer review are evaluated as required in order to maintain a focus on both fitness for purpose and fitness of purpose;
- review and propose revision to the terms of reference, where appropriate and necessary.

In fulfilling its remit, the Quality Enhancement Committee will advise UMTS and Academic Council on key quality issues arising with implications for strategy or policy development. It will also provide an Annual Report to Governing Body to meet the requirements of the Universities Act 1997 and the Qualifications and Quality Assurance Act 2012.

Constitution

Ex Officio Members

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

Nominated Members

- 4 academic staff with experience of participation in quality review and/or knowledge of quality systems – one from each College, nominated by the President.
- 3 administrative & support services staff with experience of participation in quality review and/or knowledge of quality systems from administration and services, nominated by the President.

Quorum

The quorum necessary for the transaction of business shall be six at least one of whom shall be the President or the Senior Vice-President Academic. A duly convened meeting of the Committee at which a quorum is present shall be competent to exercise all or any of the authorities, powers and discretions vested in or exercisable by the Committee.

Sub-Committees

The Committee shall establish such sub-committees and working groups, with specific briefs, as are deemed necessary for the efficient operation of the Committee.

Term of Office

The term of office for the Committee is four years, with the current Committee's period of office ending 1st October 2020.

Casual Vacancies

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

Quality Enhancement Committee

Membership

Sept 2016 – Sept 2020

Ex Officio:

- Professor Patrick O'Shea (Chair)
- Professor Caroline Fennell, Senior Vice-President Academic & Registrar
- Mr Diarmuid Collins, Bursar
- Ms Elizabeth Noonan, Director of Quality Enhancement (Secretary)
- Mr Martin Scally, President, Students' Union (2017-18)
- Mr Tadhg Casey, Education Officer, Students' Union (2017-18)

Nominated Members:

4 academic staff members – 1 representative from each College

- Dr Helena Buffery, College of Arts, Celtic Studies & Social Sciences
- Dr Patrick Harrison, College of Medicine & Health
- Professor Alan Kelly, College of Science, Engineering & Food Science
- Professor Deirdre Madden, College of Business & Law

3 staff members – representatives of administrative and support services

- Dr Ger Culley, Director, Information Technology Services
- Ms Kate O'Brien, Manager, College of SEFS
- Ms Michele Power, Quercus Talented Student Programme

Section B: Quality Review Reports

1. Published Review Reports: 2015-16

President's Office – Peer Review Group Report

Peer Review Group Members

- Professor Sir Ian Diamond, Principal and Vice-Chancellor, University of Aberdeen (Chair and Rapporteur)
- Dr John Hegarty, Former Provost & President, Trinity College Dublin
- Professor Áine Hyland, Former Vice President, University College Cork
- Ms Caitríona O'Driscoll, National Student Engagement Coordinator, Union of Students in Ireland

Preamble

This Review is part of a series of quality reviews that University College Cork takes across all areas of its activities with the aim of ensuring that the University's processes are of the highest standard; and in the spirit of continuous improvement. The outgoing President had enthusiastically embraced the opportunity for a Review of the operations of his Office so as to inform the decisions of his successor.

Site Visit

The visit of the Peer Review Group took place on 28-30th September 2016.

Overall Analysis

Self-Assessment Report

We were provided with a self-assessment report. All the evidence we found from our observations and from the extensive interviews we conducted with a wide range of stakeholders gave us confidence that the self-assessment was accurate and comprehensive.

SWOC(T) Analysis

The SWOC exercise was undertaken enthusiastically by the members of the President's Office (PO); rather than "Threats" per se, the term "Challenges" was used during deliberations. The SWOC process was undertaken in two phases:

Phase I October 2015: each member of the PO team elaborated their individual perspectives into a SWOT; a collective SWOC highlighting the common and key matters was circulated.

This was then discussed at Office Meetings, and some matters were immediately addressed, e.g. office security and access.

Phase II August 2016: Facilitated by Director QPU, the PO team convened to consider a more macroscopic SWOC. The results of this SWOC were provided as an Appendix in the SER.

Panel's Assessment of the SWOC(T)

The Panel has reflected on the SWOC in the light of the site visit and the following provides an integration of the Panel's reflections with those of the President's Office.

Strengths: We agree strongly that the role of the team in the President's Office is to support the President in his professional activities; and it is clear that there is a strong sense of purpose under clear leadership from the President.

Reflecting the broad range of backgrounds within the team, the President's Office team considers itself and is demonstrably, flexible, professional and well-integrated. This is in part, but very much not wholly, the benefit of a small team working with an assured and empathic leader. The President himself is very involved in the production of the material that he uses throughout his work, and is very self-sufficient as a speech writer. Each member of the team has access to view the President's diary, heightening awareness of matters arising. Work is saved on shared folders, so that it can be accessed by others when necessary.

Weaknesses: The office is highly dependent on key individuals and there is little room for contingency. We were informed that during the Academic Year 2015/2016 there was a marked turnover of personnel at the President's Office and this has presented a key risk as much of the output is very person-dependent. The team is aware that they work well together as a small group, and that this is very dependent on personal commitment, dedication and focus, a strength which can also be a weakness, as, if one person (for example the Personal Assistant) were to be indisposed, this could have a major impact on the delivery of output from the President's Office.

The President does not have a dedicated resource within the office for speech-writing, PR and communications, hospitality and events, and professional production of material as might happen in other similar organisations (although not, it is noted, in those of the Panel members). As in many institutions there is a lack of awareness amongst the University community of the external focus of the role of the President and the associated functions of the President's Office team.

Opportunities: Insights from the Review Panel are eagerly anticipated; and in particular we have considered the desire for enhanced flexibility with regard to resource allocation. We note that an SEA I post (contract since 08/2008) has recently been approved to become a permanent position. As there is to be a transition to a new President this is an ideal time to reflect on comparisons with other institutions across the world.

Challenges (Threats): Increasingly, external (often financial) factors both at a national and international level will impact on office infrastructure: human and other resources and recruitment. The small sized team is vulnerable, with limited scope for contingency in

allocation of human resources which arise from varied workload. We note with concern that there is limited scope for CPD, despite being supported in principle.

There are further short term challenges in supporting the incoming President in this period of transition; and in finalising activities specific to the outgoing President.

Benchmarking

Benchmarking provides an opportunity for measuring and comparing systems and structures between universities. While the benchmarking process usually involves staff travelling to other universities for comparison, in this instance, the President's Office opted for a more preliminary scoping desk-based benchmarking. Comparison was carried out via telephone contact in some instances and also via web sourced information. The PRG has reviewed the benchmarking thus far and offers the following comments on the basis of the documentation received and on our personal experiences.

The following universities were selected for a preliminary benchmarking overview to compare the structure of their Presidents' Offices and the various duties carried out by staff. Most of the information was sourced via their respective websites; some via phone calls, and some from personal experience:

- University of Bristol
- Cardiff University
- University College Dublin
- University of Edinburgh
- Queen's University Belfast
- Nanyang Technological University, Singapore.

The benchmarking confirmed that documented organisational features tend to be very specific to each university; structures within universities often evolve to support matters arising, pressures and demands of a given era. The nature – both purpose and configuration - of Presidents' Offices or their equivalent varies greatly throughout Europe.

For example, while comparing Vice-Chancellor Offices in some of the UK Russell Group of universities, it became evident that, in several instances, Pro-Vice-Chancellors also operate directly within the Vice-Chancellor's office, thus sharing administration resources. In summary the benchmarking suggests that there is no clear model, rather it is important to ensure that the processes critical to the effective leadership of the institution are fully able to be operationalised.

Link for the full Peer Review Group Report

<https://www.ucc.ie/en/media/support/qualitypromotionunit/reports/admin/President's-Office---PRG-Report-2016.doc>

2. Published Review Reports: 2016-17

School of Chemistry – Peer Review Group Report

Peer Review Group Members

- Professor Paul Giller, School of Biological, Earth and Environmental Sciences, UCC (Chair)
- Ms Kirsty Hayes, Social Sciences, UCC (Student Reviewer)
- Professor Michael Lyons, School of Chemistry, Trinity College Dublin
- Ms Michelle Nelson, Head, Graduate Studies Office, UCC
- Professor Fiona Regan, Chemical Sciences, Dublin City University
- Professor Gill Reid, Head, School of Chemistry, University of Southampton (Rapporteur)
- Professor Paul Taylor, Professor of Chemical Education, University of Leeds

Site-visit

The site visit was conducted from 4-6 April 2017.

Overall Analysis

Self-Evaluation Report (SER)

The Panel recognise the challenge for the Department in producing the SER in such close proximity to the RSC Accreditation and the Athena Swan application. Nevertheless, overall, the SER provided a good basis for the Panel to undertake its review. The issues with the SER in relation to this temporal convergence of reviews and accreditation processes mainly resulted in missed opportunities to provide evidence of strengths and examples of good practice, for example, the student-focused nature of the Department. This was a clear strength identified by the Panel during the site visit and deserves full recognition.

In relation to feedback from industry, the Panel felt that there was an overreliance on the stakeholder survey. Other available data could also have been used, particularly given the relatively low response rate to the survey. New developments in on-line digital learning and 2+2 degree programmes were mentioned in the SER, but were not mentioned further during the visit. An explicit set of Departmental recommendations as a conclusion of the self-evaluation was not included in the SER, though the recommendations from the last quality review report were discussed.

The site visit allowed the Panel to explore any areas of concern and interest to their satisfaction.

SWOT Analysis

The Department did not undertake a SWOT analysis, but instead used an Away Day approach in preparation for their Strategic Plan. While this did not help them to identify threats or all the opportunities, the Away Day was recognised as a positive experience for all staff in Chemistry and helped in engendering a collegiate approach and a collective vision to their plans for future developments.

The Department has identified most of the major strengths and weakness, but has rather underplayed some other strengths which became evident during the visit. In addition, certain threats were overlooked which may have an immediate effect on the Department's activities. While fully recognising the institutional challenges, the Panel recommend that the Department should take a positive and proactive approach to address identified weaknesses and threats, in partnership with the College and University.

Benchmarking

The Panel noted the rather limited benchmarking. The benchmarking exercise was restricted to two national universities and quite narrowly-focussed surveys and the Panel felt that this was not consistent with the ambitions of the Department at an international level as portrayed in the Strategic Plan. Therefore, the Panel would encourage future benchmarking visits to take place to allow staff the opportunity to see models of best practice as the Department develops the full details of their Strategic Plan and their QIP.

The benchmarking exercise did provide some information in terms of relative teaching loads and metrics, for example demonstrating that the total number of teaching hours was out of line with the two benchmarked institutions. The Panel strongly supports the Department's plans to reduce face to face teaching hours.

Developments since last review

Improvements made since the last review include partial renovation of a small number of labs and the progress made in moving to a School structure.

A significant improvement has been made regarding building collegiality amongst the staff; this was very evident from discussions with various individuals and groups during the visit.

The Panel Report of the Department of Chemistry in 2001/02 contained the following recommendation, *'there are clear deficiencies in the Departmental infrastructure and safety, such as laboratory layout and positioning and number of fume hoods and we think this should be addressed as a matter of urgency.'* This recommendation has not been addressed to-date.

The Panel report of 2001/02 also recommended that *'the Department should improve its general housekeeping in the laboratories from the safety point of view.'* This recommendation was noted as having been implemented by the Department in their review in 2009 but, in the view of the

Panel, there is still significant work required to firmly embed an appropriate culture of safety, risk assessment and management within the Department.

- Internationalisation opportunities could be enhanced, for example, by examining the extent and nature of prerequisites for modules. The opportunities for collaborative programmes with international partners should be explored urgently.
- The Department should take the opportunity to identify and review high impact experiences such as projects, placements and skills units and where appropriate ensure these are shared across all programmes.
- Students would appreciate integration of a set textbook with course delivery, mapping these in the lecture content and learning outcomes for each module.
- Plan succession around key roles and activities (e.g. around industry links, technical support for IT).
- The Panel supports establishment of a School Industry Advisory Board (chaired by a high profile external member). This will help to secure industry engagement across different sectors, enhancing industry engagement in a structured way will help to enable the School to deliver its strategy.
- As mentioned above, the School should ensure succession planning to retain links with Industry liaison partners.

Link for the full Peer Review Group Report

<https://www.ucc.ie/en/media/support/qualitypromotionunit/reports/sefs/PRG-Report-Chemistry---FINAL.pdf>

School of Clinical Therapies – Peer Review Group Report

Peer Review Group Members

- Dr Mary Hannon-Fletcher, Head, School of Health Sciences, Ulster University
- Mr Art Burgess Kelleher, 3rd Year Medicine, UCC (Student Reviewer)
- Dr Carolyn Letts, School of Education, Communication and Language Science, University of Newcastle (Rapporteur)
- Professor John O’Halloran, Vice President for Teaching & Learning, UCC (Chair)
- Michele Power, Manager Quercus Talented Students Programme, UCC
- Dr Helen Pryce, School of Life & Health Sciences, Aston University
- Dr Tadhg Stapleton, Occupational Therapy, Trinity College Dublin

Site-visit

The site visit was conducted from 25-27 April 2017.

Overall Analysis and recommendations

The Panel were impressed by the highly committed, dedicated and enthusiastic staff in the School. It was obvious to the Panel that staff are committed to high quality teaching and have demonstrated their flexibility and adaptability in responding to and managing sickness, leave, resignations and retirement to ensure the continued delivery of programmes. The Panel considered the staff to be extreme problem solvers, in responding to significant crises, and probably “close to the edge” in that the staffing sick leave, turnover, and complexity are not sustainable in maintaining quality offerings in the long term, leaving aside the ambition to introduce two new programmes in 2018.

The Panel were struck by the passion and commitment of the staff, particularly to their students, however, the level of sick leave and short and longer term staff shortages appears to be significant.

It is noteworthy that all programmes have been successfully professionally accredited. It wasn’t clear to what extent the accreditation materials might have been used in the Self-Evaluation Report to avoid duplication of effort and time by the School. However, the preparation for this review presented an opportunity for self-evaluation, in a different context to that of professional accreditation, which appears to have been missed by the School; the Panel consider that this represents a lost opportunity to self-reflect on achievement and strengths as well as identify challenges and potential solutions for the future.

The feedback from external stakeholders was universally positive and it was clear that the graduates from the School are held in high esteem by the professions and stakeholders.

Self-Evaluation Report

The Self-Evaluation Report (SER) was significantly longer than required under the University's quality procedures. It provided a large amount of descriptive information that was not required or succinct, particularly relating to University policies and procedures. Information on workload was missing and the information presented on staff distribution and numbers of permanent posts was unclear. Overall the level of synthesis, analysis and self-reflection was low and did not reflect the School's strengths in programme provision as evidenced by successful accreditation, neither did it clearly reflect or articulate the challenges or opportunities for the School. It is unfortunate that the School did not fully capitalise on the opportunity afforded by the quality review process to self-reflect and to focus on strategic planning as one entity.

SWOT Analysis

The outcome of the School's away day was not fully evident within the SER and moving forward the Panel would encourage the School to collectively develop its self-reflective capacities. This may be achieved through curriculum days, research days and practice days for example, feeding into existing structures and drawing on support from the Quality Enhancement Unit and other central University sources, such as the Centre for the Integration of Research, Teaching and Learning (CIRTL), as appropriate.

Benchmarking

The rationale for the selection of the benchmarked institution was unclear. As the School develops an action plan in response to this Quality Review it should engage in a more relevant benchmarking exercise with comparator institutions, and other reference data and assessments (e.g. external review inputs from the accreditation processes, quality review exercise) to provide a reference point for developing its practices and approaches.

Link for the full Peer Review Group Report

<https://www.ucc.ie/en/media/support/qualitypromotionunit/reports/comh/School-of-Clinical-Therapies-Panel-Report.pdf>

School of Food and Nutritional Sciences – Peer Review Group Report

Peer Review Group Members

- Professor Sarah Culloty, Head, School of Biological, Environmental and Earth Sciences, UCC (Chair)
- Mr Donnacha Fitzgerald, School of Pharmacy, UCC (Student Reviewer)
- Professor Richard Ipsen, Department of Food Science, University of Copenhagen
- Professor Susan Lanham-New, Head, Department of Nutritional Sciences, University of Surrey
- Dr Ed Shinnick, Department of Economics, UCC
- Dr Kay Taaffe, Panel Secretariat Support, UCC

Site-visit

The site visit was conducted from 19-21 September 2017.

Context and Overall Analysis

This Review took place during a period of transition for the School, with a new Head of School in place since December 2016. In addition, the School has recently, for the first time, appointed a School Manager. Given this period of intense development, which is underscored by the development of a Food Institute which will be key to supporting the collective interests of the School, this Review comes at an opportune time, enabling the input of expert advice from academic peers and from industry. The Panel noted the huge strides that have been made within the School in recent months, particularly around communication and branding. It was also noted that the University continues to view the School of Food and Nutritional Science as a flagship School because of its highly renowned reputation in research and scholarship in these fields. The University's new Strategic Plan (2017-2022) identifies that Food is one area of the University's research that is world leading.

The Panel was impressed by the highly committed, dedicated and resourceful staff in the School; staff actively engaged with the Review and demonstrated a willingness to seek continuous improvement. It became evident to the Panel over the duration of the Site Visit that staff are committed to research-led, learner-centred teaching. However, with several staff members approaching retirement and a consequent loss of discipline specialisms, it is evident that strategic planning for development and succession will be required. The aforementioned issue of the traditional separation of Food and Nutrition emerged during meetings with staff and students alike and, in the light of the staffing issue, highlights an urgent need for the School to develop a strategy to advance more cohesively as a whole unit, leveraging the strengths of both communities within the School.

The feedback from stakeholders was very positive and it is clear that graduates from the School are held in high esteem within industry. There are addressable opportunities for

improvement, for instance, in the area of soft skills and some industry stakeholders also expressed the view that they would welcome more engagement with the School. While the current demand for Food Science programmes is strong with high CAO entry points, the Panel recognises the challenge of cyclical demand and the need to ensure that the School maintains a recruitment policy which will continue to attract high quality students.

A key strength of the School is the link to industry, both for the six month work placement taken by third year students and career destinations for graduates. The invaluable support provided by the Careers Service in the delivery of this successful placement programme was noted. Students are highly supported by Programme Directors, Year Heads and Technical Staff, albeit in an informal way. The School operates an “open door” policy and there is evidence of good pastoral care. Because of the numbers on each programme and the nature of the laboratory work, students are known individually to staff and consequently the progress of each student can be closely monitored.

The Panel noted that with increased competition from other institutions and the demand for regulation within the professions, external accreditation should be a priority; consequently it recommends that the School urgently addresses the issue of accreditation of the BSc in Nutritional Science with the AfN. The Panel acknowledges the current accreditation by the IFT of the BSc in Food Science and recommends that the School continues to review whether the IFST, when it becomes available, might be an appropriate and relevant accrediting body.

The Panel was of the view that, with the food industry being one of the fastest growing industries in the world and the strategic placement of the School in the South of Ireland at the centre of this, it is an opportune time for the School to focus on the development of its Strategic Plan with a clear implementation policy, harnessing the good will of the University, the links to APC and the imminent development of the Food Institute. The Strategic Plan should be ambitious, taking full advantage of the University’s renewed emphasis on Food

Self-Evaluation Report (SER)

The Panel considered that the SER rather under-sold the School, hiding many achievements which only became evident over the course of the Site Visit. It was remarked by the Panel that the diagram on page 5 (relating to the research activity at the School) provided a visual representation of a divide which also became apparent to the Panel during the Site Visit, namely the School presenting as separate entities along Food and Nutrition lines. While there was no indication of any inaccuracy in the SER, it appeared somewhat incomplete with little evidence of self-evaluation and reflection, nor did it address the Review recommendations from the last SER. There was some analysis of student data but much of the material presented lacked analysis and synthesis of the impact on practice on the ground.

Some useful detail was provided around staffing and the summary tables in relation to student feedback were helpful. The Report indicated a wide variety of undergraduate and

postgraduate programmes and there were some excellent examples of good practice provided by FITU, which demonstrated an outward-looking perspective towards the workplace and industry. While some information is provided, the Panel would have welcomed more specific information around graduate destinations and suggest that this might be tracked more closely at School level, in association with the University's career service (or through, for example, an alumni society or LinkedIn). Given the excellent employment record of graduates within the School, this would be valuable information for prospective students and other stakeholders.

In general the SER presented more questions than answers and would have benefitted from additional synthesis and analysis of the evidence provided; for example, while considerable procedural material in relation to external accreditation was provided, there was little discussion on how this impacted on the programmes' curriculum and delivery. There was a vagueness around the accreditation with the Association for Nutrition (AfN) which was of concern to the Panel. In addition, examples of innovative teaching, or engagement with the scholarship of teaching and learning, did not come through in the report and while research-led teaching was referenced in the SER, this was not supported by examples or evidence.

SWOT Analysis

The SWOT analysis had been undertaken in the previous year in the context of the School's strategic planning and provides insights into the key strengths and strategic challenges facing the School. The Panel would recommend that the School engages in on-going communication and self-evaluation processes through away-days, research days, seminars etc. to enhance the overall cohesion and cooperation between the units and to ensure that all staff have an opportunity to engage in the process of strategic planning for the School and its role within the forthcoming Food Institute.

Benchmarking

The benchmarking against the University of Reading was detailed and was a suitable comparison and there are similarities in terms of programmes and schools. The School benchmarked well against the comparable academic unit in terms of metrics and outputs.

Developments since the last Review

The Self-Evaluation Report provided little evidence of reflection on the developments and recommendations since the last quality Review in 2009/2010. The Panel did not see the previous Panel Report (2009/2010) until quite late in the process at which point they had developed their own preliminary recommendations. It was noted that many of the same recommendations were made in 2009, and while some had been addressed, others remained on-going, particularly in relation to the strategic integration of the School. Having had sight of the Quality Improvement Plan Status Update in 2013, the Panel notes that many actions are on-going (e.g. in relation to workload model, industry links, student supports) and should

now be embedded as part of an on-going quality enhancement infrastructure within the School.

Link for the full Peer Review Group Report

<https://www.ucc.ie/en/media/support/qualitypromotionunit/reports/sefs/Food-and-Nutritional-Sciences-PRG-Report-201617.pdf>

School of History – Peer Review Group Report

Peer Review Group Members

- Dr Helena Buffery, Head, Department of Spanish, Portuguese and Latin American Studies, UCC
- Professor Steven Ellis, Department of Humanities, NUI Galway
- Mr Aaron Frahill, College of Arts, Celtic Studies and Social Sciences, UCC (Student Reviewer)
- Dr Linda Goddard, Senior Lecturer, Director of Postgraduate Studies, School of Art History, University of St Andrews
- Professor Paul Ross, Head, College of Science, Engineering and Food Sciences, UCC (Chair)
- Professor Neville Wylie, Professor of International Political History, University of Nottingham
- Dr Kay Taaffe, Panel Secretariat Support, UCC

Site-visit

The site visit was conducted from 3-5 October 2017.

Context and Overall Analysis

The School of History at UCC encompasses the Department of History and Discipline of History of Art; these operate as discrete entities within the School and consequently this report will, from time to time, refer to each individually. Notwithstanding these divisions the Panel does address issues at School level to support structural integration within the School.

History has traditionally enjoyed a position of high status within the University and beyond. This is attributable to an august tradition of scholarship over many decades, with a reputation for contributing to national debate and public discourse. History of Art was founded as a unit of the Department of History in October 2001. The School is coming out of a challenging period, where there has been limited academic recruitment, few opportunities for promotion and a reduction in student numbers due to falling recruitment for the CK101 Arts Degree. This peer review can be viewed, however, as coming at an opportune time when the School is entering a period of transition, with new staff appointments approved for History, a new Head of College and a new President within the University. In addition, the School can look forward with renewed focus, to the opportunities for research impact and public engagement presented by the Irish and international centenaries, at a time when the University, the city and the region will need a high profile voice.

NOTE: Digital Arts & Humanities (DAH – referred to in the SER) was established as a discipline in 2014-15, and is co-located between the Schools of History and English, but for the purposes

of this review, is not included; DAH will be reviewed as part of the periodic review of the School of English (October 10th – 12th 2017).

The Panel was impressed by the commitment and dedication of staff in the School to their disciplinary interests and to their students. The Head of School is highly esteemed by staff, peers, students and stakeholders for his supportive, consensual leadership style during a challenging period for the School and for Higher Education in general. Despite current constraints around staffing and infrastructure, there is a genuine open-door policy for student support (confirmed by students and external stakeholders). There is openness to new ideas and diversification, particularly around curriculum expansion and the introduction of new programmes. It is clear that the School remains a dynamic environment in terms of community engagement and publications, as evidenced by the recent publication of the acclaimed and high-profile *Atlas of the Irish Revolution*.

On the research front, the School achieved a high score in the 2015 Research Quality Review (RQR) which was “a marked improvement on the previous review’s scores”, and the RQR stated that “The School of History at [UCC] is successfully upholding a strong research culture while coping with high student numbers and limited financial resources.”

Case-study presentations during the site visit demonstrated that early career academic staff are engaging with, and exploring, creative and innovative Teaching and Learning (T & L) strategies and practices. This engagement with T & L was evidenced by a number of significant developments, such as the MA in Strategic Studies which has been highly commended by the Office of the Vice-President for Teaching and Learning (OVPTL) as pioneering e-learning within the University, and by the fact that a staff member had recently been awarded the President’s Award for Excellence in Teaching. The focus on “non-canonical” subjects within History of Art, including non-western art and art by women, was commended by the Panel.

Feedback from students in respect of History of Art strongly praised the unit’s high level of organisation, the clear sense of progression within the degree, and the diversity of modules offered, despite the small staff numbers within this unit.

With the level of expansion that has taken place, and in the light of staff and resource constraints, the Panel had some concern about the overall strategic planning within the School. While staff were highly committed and passionate about their own fields, a shared vision for the School was not evident from the SER and site visit. In the absence of a shared vision, there was a perception that staff envisaged the strategic direction of the School from the prism of their own sub-disciplines, a factor which may be a legacy of previous Departmental structures prior to schoolification. The Panel was of the view that there is a need for the articulation of a shared vision which takes account of the broad range of interests across the whole School.

A critical issue for the School has been in the area of staffing. Recommendations to the University of the previous Panel Report (2010) in relation to the appointment of key Chairs have not been implemented. With retired Chairs not being filled, and no promotions to professorial level in the last promotion round, this has led to potential issues for research leadership and leadership succession within the School. Limited opportunities for staff promotion and development have resulted in a lack of opportunity for staff to advance their careers and take on leadership roles, leading to poor morale. There is a significant gender imbalance within the Department of History, with only four female lecturers, and with no woman in a senior lectureship role. Furthermore, the current strength of the staff numbers in Irish history clearly presents some challenges in responding to the weight of student interest in contemporary international history. In the case of History of Art, the pressures on staff of delivering the programmes for which they, as a unit, are entirely responsible with their current staff numbers was of significant concern for the Panel. A similar cause for concern that emerged during the course of the review related to European Studies, a four-year programme whose delivery reportedly depends for the most part on one staff member within History.

The structural challenges presented for the review by the hard boundaries between History and History of Art within the School re-emerged during meetings with staff, stakeholders, and postgraduate students, during which the Panel at times had to make a particular effort to ensure that voices from History of Art could be heard; in the light of the staffing issues presented, this highlights an urgent need for the School to develop a strategy to advance more cohesively as a whole School leveraging the strengths of the diverse disciplinary communities it houses.

Self-Evaluation Report (SER)

The SER was presented in two parts, representing the separate disciplines of History and History of Art. The main rationale for this, as presented in the SER, was that this had been the case in the previous review (2010). However, it did mean that it was difficult to gauge from the documentation whether there was any strategic engagement between the two units, and indeed the overall impression was that History of Art was disadvantaged by the current structure of the School, due to its size, student numbers, and limited capacity for succession planning.

The Panel noted a number of gaps in the Department of History SER; in particular there was little indication of how, or to what extent, the recommendations of the previous review process (2010) had been implemented. There was an absence of a clear mission statement for the School (other than supporting that of the University). The Panel did acknowledge, however, that the SER was written in the period during which the new University Strategic

Plan (2017 – 2022) was being developed and, consequently, this might have presented a vacuum in terms of mapping the School’s vision for the next five years. There were, however, a number of critical initiatives of strategic importance planned for the School which became evident during the site visit, but which were not mentioned in the SER: for example, the proposed denominated History pathway for the BA; the development of a flagship MA; the re-launch of the Irish Institute for Historical Research; and the opportunity to provide initial leadership and direction for the university-approved new Centre for International Relations. Furthermore, even though there was explicit reference to the planned incorporation of DAH in 2017-2018, it later became clear that its location has yet to be resolved.

Although there was some ambiguity around the “aims and main characteristics of the unit”, the History of Art SER provided a clear account of approaches to teaching and learning, graduate skill-sets, transferable skills and career destinations for graduates. The nature of the student experience was more apparent in this report. The Panel considered that, because of the discrete nature of this unit in the current School structure, it was a lost opportunity not to have undertaken a benchmarking exercise.

SWOT Analysis

The SWOT analysis and benchmarking are normally undertaken to underpin the SER – not as separate activities – and the report would have benefited from having these processes integrated more into the self-evaluation. The strengths, weaknesses, opportunities and threats identified by both units can largely be endorsed by the review panel. Reading both in parallel was particularly illuminating, with the benefits, in History of Art, of having a small coherent team involved in delivering all areas of the curriculum set against a small, stagnant budget and ensuing questions of sustainability, to be compared with the perceived strengths of History’s commitment to student choice, curriculum diversity, and a wide range of teaching philosophies and practices set against the perceived weaknesses of low student attendance levels, the actual inflexibility of CK101, limited coverage of historical eras, places and themes, lack of clarity about the History skillset etc. The Panel would recommend that the School engages in on-going communication and self-evaluation processes through away-days, research days, seminars etc. to enhance the overall cohesion and cooperation between the units and to ensure that staff have an opportunity to engage in the process of strategic planning for the School.

Benchmarking

The benchmarking was against the University of Cardiff. While the rationale for the selection of University of Cardiff was clear vis-à-vis History, it was also noted that the lack of a History of Art department there had underpinned the decision not to undertake a benchmarking exercise in History of Art. This was viewed as a missed opportunity by the Panel. Furthermore, the presentation of the benchmarking exercise was largely descriptive in nature, with little

indication of how any learning had been integrated into the School's own conclusions or recommendations, beyond reference in the summary to the "UCC History Department [being] strikingly ill-rewarded in terms of promotion to professorship and senior lectureship when a comparison is conducted of staff at equivalent career stage in the two institutions".

Developments since the last Review

The SER provided limited evidence of reflection on the developments and recommendations since the last quality review in 2010. It was, in fact, notable that some key recommendations from the past review in 2010 had not been implemented and were now being recommended again by the current Panel. These relate to, for example, postgraduate facilities, staff workloads and equality of opportunity for staff.

Link for the full Peer Review Group Report

<https://www.ucc.ie/en/media/support/qualitypromotionunit/reports/cacsss/School-of-History-PRG-Report-201617.pdf>

School of English – Peer Review Group Report

Peer Review Group Members

- Dr Louise Crowley, School of Law, UCC
- Professor Penny Fielding, School of Literatures, Languages and Cultures, University of Edinburgh
- Professor Alan Kelly, School of Food and Nutritional Sciences, UCC (Chair)
- Ms Beatrice McCarthy, Department of Government, UCC (Student Reviewer)
- Professor Sue Vice, School of English, University of Sheffield
- Professor Claire Warwick, Pro-Vice-Chancellor (Research), University of Durham
- Dr Kay Taaffe, Panel Secretariat Support, UCC

Site-visit

The site visit was conducted from 10-12 October 2017.

Overview

The School of English has historically enjoyed high standing within the University, on the strength of its national and international reputation for research and scholarship. Since the previous Review (2010), it has undergone a period of significant expansion, not only in the area of English but within the disciplines of Film and Screen Media (FSM) and Digital Arts and Humanities (DAH). However, it is also coming out of a period of austerity which has presented significant challenges, not least in staffing in both academic and administrative areas. In particular, there has been little opportunity for staff promotion across the School, and the vacant Chair in Old English, Medieval and Renaissance has not been filled.

It is noted that, while both FSM and DAH are currently located within the School of English, and consequently included as part of this review, they are co-located within the College of Arts, Celtic Studies and Social Sciences (CACSSS); FSM with the School of Languages, Literatures and Cultures and DAH with the School of History. Notwithstanding these divisions, the Panel has conducted its review and prepared its report to address issues at School level, except where expressly noted, to support the School in the structural integration of the different disciplines and to foster knowledge-sharing and interdisciplinarity across the School.

Despite recent challenges, the School remains one of the highest performing schools within CACSSS in terms of attracting research funding²; it has maintained strong graduate recruitment and received a high score in the University's Research Quality Review (RQR) in 2015.

The leadership of the School was highly commended by peers and colleagues, and staff within the School engaged well in terms of collaboration and knowledge exchange. Despite the

² Data from the Office of the Vice President for Research and Innovation (OVPRI)

Panel's concerns regarding excessive teaching loads, feedback from students provided evidence of a highly committed and student-focused academic and administrative staff. The academic team commended the excellent administrative support within the School, despite this area being significantly under-staffed with a staff-student ratio for administrative staff at an unsustainable 150:1.

Despite staffing constraints, the School has had considerable development since the past Periodic Review in 2010, with significant programme expansion *viz.*, the denominated BA in English; BA in Digital Humanities and Information Technology; BA in Film and Screen Media and the MA in Digital Cultures. Presentations by School staff demonstrated some highly commendable teaching initiatives in FSM, DAH and English. The School's curriculum "integrates [the] creative and cultural life of the city, region and nation into its teaching"³ and is responsive in collaborating across the creative industries. The positive impact of the artists-in-residence scheme, especially for CK109 students, was noted by the Panel.

The Panel was impressed by the facilities for FSM and DAH, although they were dispersed across the UCC campus. Conversely, there was concern about the lack of appropriate and sufficient space for PhD students and postdoctoral researchers at the School.

It was noted that the developments within the School took place without the benefit of a long-term Strategic Plan for the School as a whole, which had been highlighted as a priority in the previous Periodic Review (2010). In that light, it is envisaged that this Panel Report is coming at an opportune time for the School to take advantage and benefit from the expert advice of academic peers to support the development and implementation of a Strategic Plan.

Self-Evaluation Report (SER)

The School of English at UCC has a long and distinguished history of scholarship and creative practice, enjoying a very good international reputation, as well as high esteem within the College and University, in the future of which it plays a crucial part.

The SER was helpful in a descriptive way, showing the extent of the School's recent diversification and growth, and revealing it to be at a transitional moment in relation to the future of some of its constituent parts. The Panel gained a clear sense of the democratic process by means of which the report was arrived at. In this way, the SER assisted the Panel in gaining a valuable preliminary sense of the significant issues. These included the very notable successes of the School and its expansion into new areas since the last Review, in the context of economic and demographic challenges which have created new challenges in relation to governance, workload, budget and space.

However, the Panel considered that there could have been more signposting in relation to the rationale for including certain elements to better demonstrate the challenges and

³ English SER p.35

successes of the School, while the report would have benefitted from more analysis and integration of the facts and figures which were included in the Appendices. By presenting separate sections for English, Digital Arts Humanities and Film and Screen Media, the SER testifies to a central issue for the School – namely the challenge for integrating the different disciplines within the School, which is significantly exacerbated by the bilocation mentioned above and uncertainty as to the permanent “home” of these emerging disciplines

The Old English case study provided insight into one aspect of the School’s activity, revealing remarkable successes in this area, arising from the very small team’s ability to make this material appealing to BA students and to attract PhD students. The Panel’s positive impression was borne out by high praise expressed in the meetings with undergraduate and postgraduate students, the latter in particular praising the excellent community of Old English researchers. However, the case study would have benefitted from more analysis and reflection; in particular, it lacked context as to how the case study came to be chosen, while some reflection on the potential learning from this example of good practice for the wider School would have been useful.

The SER ended rather abruptly without any concluding remarks or summary and the Panel relied on the SWOT document (presented separately) to coalesce the issues discussed in the SER.

SWOT Analysis

The SWOT analysis was useful and perceptive, presenting a good synopsis of the main issues for the School and a clear sense of self-awareness, highlighting factors which fitted well with those noted by the Panel. However, the exercise of completing the SWOT is to inform the SER rather than as a stand-alone activity, and the SER would have benefitted from the outcomes being integrated into the main document.

Benchmarking

The Panel found the benchmarking with NUI Galway (NUIG) to be useful in that, by identifying the differences between the two Schools, it also highlighted many of the challenges for the School at UCC. However, the Panel was of the view that the discussion on the benchmarking lacked comparative reflection in terms of impact for the School at UCC. While the DAH benchmarking exercise with the Humanities Advanced Technology and Information Institute (HATII) at the University at Glasgow was also helpful, the differences in structure and institutional location between the respective departments meant that the disparities were less revealing in relation to the School at UCC. The FSM benchmarking exercise with Leeds Trinity was also useful, albeit rather too briefly related to offer extensive points of comparison with the teaching of film and visual media at UCC.

Developments since last review

The Panel commends the considerable progress and the varied and successful developments which have occurred since the last review in 2010. However, this development appears to have taken place without the benefit of a long-term plan for sustainability and consistency, and the Panel recognises the urgent need to consolidate and rationalise these initiatives within an overall Strategic Plan for the School.

Link for the full Peer Review Group Report

<https://www.ucc.ie/en/media/support/qualitypromotionunit/reports/cacsss/School-of-English-PRG-Report-201617.pdf>

2. Recent Peer Reviews

School of Music & Theatre Studies – Peer Review Group Report

Peer Review Group Members

- Professor Michael Alcorn, Dean of Graduate Studies, School of Arts, English and Languages, Queen’s University Belfast
- Dr Máire Leane, Dean, Office of Senior Vice President Academic and Registrar, UCC (Chair)
- Dr Marian McCarthy, Director, Centre for the Integration of Research, Teaching and Learning (CIRTL), UCC
- Dr Dick McCaw, Senior Lecturer, Drama & Theatre, Royal Holloway, University of London
- Mr Rory O’Donnell, Students’ Union Education Officer (2016-17), UCC (Student reviewer)

Site-visit

The site visit was conducted from 14-16 November 2017.

Report Status

Draft with the School for factual accuracy check.

Department of Government and Politics

Peer Review Group Members

- Professor Kathy Hall, School of Education, UCC (Chair)
- Professor Gail McElroy, Department of Political Science, Trinity College Dublin
- Dr David O’Connell, Director of Research Support Services, UCC
- Professor John Peterson, Professor of International Politics, University of Edinburgh
- Ciara Quinlan, Business Information Systems, UCC

Site-visit

The site visit was conducted from 28-30 November 2017.

Report Status

Draft with the Department for factual accuracy check.

Glucksman Gallery – Peer Review Group Report

Peer Review Group Members

- Dr Marie Bourke, Former Keeper and Head of Education, National Gallery of Ireland
- Mr Diarmuid Collins, Bursar, Finance Office (Chair)
- Professor Stephen Foster, Former Director of John Hansard Gallery, University of Southampton
- Mr John Fitzgerald, Head, Library and Information Services, UCC
- Dr Declan Jordan, Department of Economics, UCC
- Ms Kate Moriarty, Postgraduate Applied Psychology, UCC (Student Reviewer)
- Dr Kay Taaffe, Panel Secretariat Support, UCC

Site-visit

The site visit was conducted from 12-14 December 2017.

Report Status

Currently in draft.

Section C: Annual Institutional Quality Report

The Annual Institutional Quality Report (AIQR) is an annual report whereby the University outlines its strategies, policies and processes for internal quality assurance. It is provided to QQI and published each year, the currently published AIQR for UCC (2015/16) is at:

<http://www.qqi.ie/Downloads/University%20College%20Cork%20AIQR%202017.pdf>

QQI outlines the benefits of the Report as:

- Providing QQI with the assurance that quality assurance procedures are being implemented on an on-going basis in institutions
- Information contained in the AIQR will be used by institutions and Review Teams for cyclical review and will reduce the amount of information to be provided for QQI Institutional Review
- Will allow QQI to produce synthesis reports at sectoral level on an annual basis, such as the 2017 Report *Quality Within Higher Education*

<http://www.qqi.ie/Downloads/Quality%20within%20Higher%20Education%202017%20Summary%20report.pdf#search=Quality%20in%20Higher%20Education%2A>

The current draft AIQR Part 1 for UCC, covering academic year 2016/17, is provided overleaf. It is a penultimate draft subject to verification of some technical information and has been reviewed by the Quality Enhancement Committee and University Management Team Strategy. Submission of the Report is by 19th February 2018.

AIQR - PART ONE

OVERARCHING INSTITUTION-LEVEL APPROACH AND POLICY FOR QA

Please enter a brief synopsis of the overarching institution quality policy which sets out the links between QA policy and procedures and the strategy and strategic management of the institution:

The University Strategic Plan 2017-2022, *Independent Thinking Shared Ambition*, sets the context for strategic management of the institution and links to quality policy and processes.

Vision, Mission and Values

Our **Vision** is to be a leading university of independent thinkers.

Our **Mission** is to create, understand and share knowledge and apply it for the good of all.

Our core **Values** guide and underpin our actions and our processes:

- creativity
- responsiveness
- transparency
- scholarship
- freedom of expression
- integrity
- equality
- diversity
- respect

Our key strategic aim is to deliver an innovative academic mission. The following goals will inform that mission:

Goal One

Implement an academic strategy to deliver an outstanding, student-centred teaching and learning experience with a renewed, responsive and research-led curriculum at its core.

Goal Two

Be a leading university for research, discovery, innovation, entrepreneurship, commercialisation and societal impact.

Goal Three

Create value for our community through an international outlook and informed and creative engagement on local and global issues.

Goal Four

Attract, develop, support and retain staff of the highest quality, thereby ensuring a diverse staff who are enabled to reach their full potential.

Goal Five

Strengthen our infrastructure and resource base.

“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.”

Strategic Plan 2017 – 2022, p. 23.

Quality Enhancement Policy Statement

An enhancement ethos both challenges and supports the systematic examination of what we do as a University to enable excellence in serving learners, stakeholders and our wider community in terms of our education, research and other activities. Our approach to quality is founded on openness, systematic self-evaluation, engagement with peer review processes and a commitment to enhancement-based outcomes that are responsive, creative, enabling and student-centred. Through our quality enhancement approach we seek to: preserve our institutional autonomy through accountability and transparency which will enable the diversity of our activities; recognise and share good practice; increase our reflexive capacity; support institutional learning and development to encourage responsiveness across all our activities.

In our quality enhancement approach, we are committed to:

- Building and embedding a culture of quality which is engaged, reflective and connected
- Working collaboratively to develop effective evaluation approaches that allow critical reflection on achievement of strategic goals and objectives and an appraisal of the known and anticipated needs of stakeholders
- Engaging students as active partners in the quality enhancement process to embed a student-centred approach
- Developing quality processes that promote creativity, excellence and innovation
- Using peer review as an important reference point for confirming and developing the quality of the University’s activities
- Undertaking institutional reflection on the outcomes of quality review processes to contribute to on-going institutional planning, resource allocation and institutional development
- Ensuring that quality processes facilitate the sharing of good practice internally and externally
- Developing our evidenced-based approach to quality enhancement informed by relevant research and good practice nationally and internationally.

Quality assurance and enhancement policy at UCC is informed by international best practice and has regard to the requirements of the *Qualifications and Quality Assurance (Education and Training) Act, 2012* and the *Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)*.

The practical realisation of the goals outlined in our vision, mission and values statement are made apparent in the University’s Priority Actions which set out priority activities and projects over the period of the strategic plan. Progress and development against Priority Actions are managed by, and reported on, through the University Management Team Strategy (UMTS), a forum of all senior university managers which is chaired by the President of the University. UMTS adopts an Annual Plan approach to monitor progress internally. Through UMTS members, the strategic goals are embedded and operationalised in the quality procedures and

processes University-wide, both horizontally and vertically, for education, research and services.

University-wide there are a range of quality policies and procedures which link to, and support progression of, the strategic goals. These approaches are based on the principles of expert external peer review, external stakeholder engagement, internal stakeholder engagement and robust internal approval, review and monitoring approaches. Such approaches are exemplified by:

1. Periodic quality review by external peers of academic, support and research activity;
2. External examiner system and reports;
3. External stakeholder engagement in the design and review of educational provision;
4. Student engagement and participation in University decision-making processes and student representative structures within programmes;
5. Student participation as reviewers in periodic quality review;
6. Policy and procedures for programme, module approval and curriculum review;
7. Policy and procedures for approval, review and enhancement of doctoral programme;
8. Procedures for the appointment and on-going professional development of staff;
9. Internal monitoring, review and evaluation of key quality processes through the University's Academic Council committee structure;
10. Strategic review and monitoring of key outcomes of quality processes through the University Management Team.

Implementation of these approaches allows the University to assure the quality and standards of its awards as specified by the Qualifications and Quality Assurance Act (Education & Training Act) 2012.

Please enter a brief description of institution-level quality assurance decision-making fora:

The main strands of institution-level decision-making fora for quality are the Quality Enhancement Committee and Academic Council both of which are under oversight of Governing Body.

(<http://www.ucc.ie/en/media/support/ocla/universitygovernance/documents/OrganisationandStructure.pdf>)

Quality Enhancement Committee

The Quality Enhancement Committee (QEC), chaired by the President, is a committee of the University Management Team Strategy and reports annually to the Governing Body. The QEC's role is to support the University's mission and strategy for excellence in learning, research and related services through developing and embedding a culture of quality enhancement based on the outcomes of robust expert peer review and informed by ongoing analysis of key quality indicators. In fulfilling its remit, the Quality Enhancement Committee advises UMTS and Academic Council on key quality issues arising with implications for strategy or policy development. It provides an Annual Report to Governing Body to meet the requirements of the Universities Act 1997 and the Qualifications and Quality Assurance Act 2012

(<http://www.ucc.ie/en/qeu/qec/>). Governing Body refers the report to Academic Council for consideration and review of relevant issues.

Academic Council

The responsibilities of Academic Council for managing and controlling the academic affairs of the university including curriculum, instruction and education are defined by statute (<http://www.ucc.ie/en/media/support/ocla/statutesregulations/documents/PrincipalStatuteJune2016.pdf>). Academic Council is supported by: an Academic Board with delegated authority

on certain matters; established standing committees and a range of sub-committees to manage academic affairs across the scope of the University's education, research and related services. The work of these sub-committees is engaged in coordinating and implementing governing structures, policies and procedures. The work of the Academic Council is supported by an Academic Secretariat and the governing procedures for the conduct of committees is set out in the Academic Council Committee Handbook <http://www.ucc.ie/en/media/support/academicsecretariat/Handbook.pdf>.

Management of Quality

The Director of Quality Enhancement reports to the President and is responsible for planning and implementing the University's quality assurance and enhancement procedures University-wide on a periodic basis. The Director is supported by a small core team of professional staff who work with oversight from the Quality Enhancement Committee, to ensure that quality processes support the University's strategic mission and are fit for purpose. Overall, this helps to ensure that the University's quality processes are informed by, and developed in light of: international good practice for quality in higher education; policies for the European Higher Education Area including Bologna and the European Standards and Guidelines for Quality Assurance (ESG) and national policies and procedures as outlined in Quality and Qualifications Ireland's (QQI) Guidelines.

The key components of the periodic quality processes include review methodologies for: academic quality, research quality, support quality, thematic and topic specific issues. Review methodologies are based on an expert assessment model involving external peer review, national and international benchmarking and analysis of good practice. They are underpinned by key data and indicators emerging from internal approval, review and monitoring mechanisms. The methods of review are in accordance with international good practice and the requirements of the ESG and include:

- Self-evaluation
- External peer review visit
- Publication of a peer review report
- Follow-up and quality enhancement

All review reports and recommendations are considered by the Quality Enhancement Committee and senior management. Recommendations arising from review are responded to by the area under review and are subject to a follow-up process. Key issues arising from review are analysed and reported to the Quality Enhancement Committee and the University Management Team Strategy as part of the integration between quality and strategic planning actions and processes. Annually, the QEC reports the key issues, improvements and themes from University-wide periodic review to Governing Body, which then refers the report to Academic Council for consideration and action. <https://www.ucc.ie/en/queu/>

CONFIRMATION OF QA POLICY AND PROCEDURES

Programme Design and Approval

-Do you have a Policy/Procedure for Programme Design and Approval?

Yes

-Links and/or text relating to the Policy/Procedure for Programme Design and Approval:

New academic programmes: UCC has a clearly defined process for the approval of new academic programmes and modifications to existing programmes at both undergraduate and postgraduate level. Policies and procedures for the development and approval of programme design are regulated by Academic Board via the Academic Development and Standards Committee and the Office for Academic Programmes and Regulations (APAR). For new academic programmes the main components of the approval process include the clear articulation of Stage 1 and Stage 2. Stage 1 comprises Outline Programme Approval and the approval of the new programme title by Academic Board. Stage 2 comprises the quality assurance procedures for full programme approval. Stage 2 is specifically configured to enable: employer and peer review by external subject; student involvement to ensure appropriate input from potential applicants; Programme Team engagement with external peers to promote good practice from elsewhere in the higher education sector nationally and internationally.

The 2-stage programme approval process is followed in the case of all collaborative provision. Due diligence of the proposed curriculum to be delivered by the partner institution must be performed as outlined in the UCC curricular approval handbook <https://www.ucc.ie/en/apar/curriculumapproval/handbook/>.

Changes to existing programmes: Changes to existing approved academic programmes are classified as either major or minor. All changes require approval by the relevant School(s)/Programme Board of Studies and the anchor College (in liaison with participating College(s), where appropriate). Certain major changes require final approval by Academic Board. Major and minor changes are regulated by the Academic Programmes and Regulations Office.

Information on the Academic Council approved process, policies, guidelines and procedures governing New Programme Approval and Change may be found in the Approval and Policies and Guidelines handbook <https://www.ucc.ie/en/apar/curriculumapproval/handbook/>

The output from the new academic Programme Approval and Change processes is recorded annually in four separate, but inter-linked publications, namely:

- [University Undergraduate Calendar*](#)
- [University Postgraduate Calendar](#)
- [Book of Modules](#)
- [Marks and Standards](#)

**Curriculum and examination related information for programmes offered through Adult Continuing Education may be found on the Adult Continuing Education Website (<https://www.ucc.ie/en/study/courses/?courseType=Adult Continuing Education>).*

These are published annually on the University web page and contain the curriculum and examination related information which form the basis of the University's contract with the student and fulfils the University's obligation to students in this regard.

The *University Undergraduate and Postgraduate Calendars* contain information on: Programme/Qualification Title; Programme Entry Requirements; the groupings of core and elective modules that make up each year of a programme and their associated credits values; Regulations governing Selection and Change of Modules, Information on Subject Quotas, Transfers within and across Faculties/Colleges, Work Placement Regulations; Regulations governing Admission, Supervision and Examination of Research Degrees.

The *Book of Modules* contains information on each module listed in the University Calendar. Module Descriptions contain data on: Module Title, Credit Value, Teaching Periods; Maximum no. of Students, Pre-requisites, Co-requisites; Teaching Methods/Student Workload; Module Co-ordinator, Lecturers, Learning Outcomes, Module Objective; Module Content, Assessment type and weighting, Compulsory Elements, Penalties, Pass Standard and any Special Requirements for Passing Module, End of Year Written Examination Profile, Requirements for Supplemental Examinations (where applicable).

The *Marks and Standards Book* contains the assessment rules and standards at academic programme level and govern whether or not a student may progress to the following year of study or graduate and the parameters that define the class of the degree to be awarded. It contains information including: Time of Examination Boards, Credits, Modules; Marks Maxima, Distribution of Marks and Assessment Details for Modules; Pass Standard for Modules, Pass and Progression/Calculation of Honours Rules; Carrying Forward of Marks Towards Final Degree Result; Eligibility for Honours at Programme Level, Conditions Governing Supplemental and Repeat Year Examinations; Exemptions, Time-limiting Rules.

UCC developed a semester-based system as part of the on-going development and improvement in the quality and the experience of teaching and learning in UCC and in conjunction with the goals of the University's Strategic Plan for 2013-17. Semesterisation was a strategically important university-wide project and was implemented in the academic year 2014/15.

Programme Delivery and Assessment

-Do you have a Policy/Procedure for Programme Delivery and Assessment?

Yes

-Links and/or text relating to the Policy/Procedure for Programme Delivery and Assessment:

All academic programmes and modules are aligned with the ECTS and published in the UCC Book of Modules <http://www.ucc.ie/modules/>.

Detailed assessment and progression criteria for taught academic programmes are published in Marks and Standards. <http://www.ucc.ie/admin/registrar/marksandstandards/>

Changes to Marks and Standards require approval by the relevant College. Marks and Standards are applied by the University's Student Records and Examinations Office.

Regulations governing examinations at programme level can be found at:

www.ucc.ie/en/exams/procedures-regulations. The assessment process for each discipline makes provision for mitigating circumstances (<https://www.ucc.ie/en/exams/procedures-regulations/>). There are also examination Rechecks

<https://www.ucc.ie/en/media/support/recordsandexaminations/RecheckApplicationForm2017.pdf> and Appeals

<https://www.ucc.ie/en/media/support/recordsandexaminations/AppealApplicationForm.pdf> mechanisms in place.

External Examiners play a vital role in the assessment of programmes, assuring academic standards and advising on the quality of teaching, learning and assessment. The External Examiner confirms that the academic standards of programmes, modules and the awards to

which they lead are consistent with the academic outcomes specified, and are comparable to those achieved in the subject area in equivalent universities internationally. [Guidelines for External Examiners](#) includes information on the role of the Extern Examiner and role of the Head of School/Department/Discipline.

Research Quality

-Do you have a Policy/Procedure for Research Quality?

Yes

-Links and/or text relating to the Policy/Procedure for Research Quality:

University College Cork (UCC) is an internationally competitive, research-led University that plays a key role in the development of Ireland's knowledge-based economy. Our institutional research strategy focuses on creating and supporting world-leading clusters of researchers, building on the research strengths of the University, and is aligned with key Government strategies including the **Strategy for Higher Education to 2030 (Hunt Report)**, and Ireland's Strategy for Research and Development, Science and Technology, **Innovation 2020**.

The [UCC Strategic Plan for Research and Innovation, 2017-2022](#) details performance targets for research and economic development that seeks to position UCC as Ireland's leading research-performing institution, to be a premier European research university, and to be a key national contributor to the ongoing development of Ireland's knowledge-based society.

In line with national and international developments in this area, the recently revised UCC [Code of Research Conduct](#) (June 2016) provides a robust framework for the proper conduct of research and provides guidance for researchers on the standards expected at UCC. The Code captures the responsibilities of the University and the research community with respect to the conduct of research including; principles of good practice, ethical approval, competence, responsibility, integrity, rights and dignity of research participants, data management and dissemination. New additions to the Code regarding procedures in the event of suspected research misconduct are of particular note, as are the role and responsibilities of the Research Integrity Officer (Section 10). The UCC [policy on the governance of research centres](#) provides clarity on how research institutes centres and units interface with academic schools and colleges.

UCC undertook its second institutional Research Quality Review (RQR) in 2014/2015. The majority of units in UCC, including research centres, were reviewed by 15 panels comprising more than 300 international peer reviewers. All Panel reports have been published in the [Report of the Research Quality Review 2015](#). The reports are currently under consideration at College level; Colleges will produce a Quality Improvement Plan along with, and making reference to, the College Strategic Plan.

Policies regarding research support for postgraduate students are detailed on the following page <http://www.ucc.ie/en/graduatestudies/policies/>. The UCC model of structured PhD education <http://www.ucc.ie/en/graduatestudies/structured/> is comprised of a programme of supportive and developmental elements, with a stated minimum level of 15 credits of coursework and training. In addition, all students will be supervised by a supervisory team, or have a sole supervisor and a PhD advisor. [The UCC Structured PhD - Compulsory Requirements](#)

Student Lifecycle

-Do you have a Policy/Procedure in place for Student Lifecycle?

Yes

-Links and/or text relating to the Policy/Procedure for Student Lifecycle:

The UCC Strategic Plan states that “UCC is committed to delivering strong student-focused support services which address the physical, psychological, spiritual, social, cultural and welfare needs of students by focusing on the students’ transition into UCC, time in UCC and transition out of UCC.”

The Admissions Office is the focal point for the recruitment and admission of EU undergraduate students and the support of first years. Prior to entry, the Admissions Office supports prospective students by providing clear information regarding all undergraduate programmes, entry requirements and application procedure. This is mainly done through events such as Open Days and Information Evenings, through school visits and online. Following are links to the online resources used to disseminate information on the programmes offered:

- www.ucc.ie/prospectus
- www.ucc.ie/en/study/undergrad/courses
- www.ucc.ie/en/study/undergrad/entryreqs
- www.ucc.ie/caolive
- <https://www.ucc.ie/en/study/undergrad/yourcao/>

Once prospective students have become applicants, either via CAO or via local applications systems, the Admissions Office starts to communicate with them by email, providing information regarding important dates (offer dates etc.), accommodation, registration and orientation.

The policies pertaining to admission include entry requirements, deferred entry, student Garda vetting, infectious disease policy, etc. These are clearly published in the university calendar and on the Admissions webpages. These can be found on the following links:

- <http://www.ucc.ie/calendar/general/info013.html>
- www.ucc.ie/en/study/undergrad/admissionspolicies/

Other important policies and procedures pertaining to students, including the student charter and rules, are published online at: <http://www.ucc.ie/en/students/policies//>. A fitness to practice and fitness to continue in study policy also applies to students. These policies and procedures are published on:

- <https://www.ucc.ie/en/academicsecretariat/fitnesstopractise/>
- <https://www.ucc.ie/en/academicsecretariat/fitnesstocontinueinstudy/>

The Admissions Office provides a comprehensive range of supports for first year students, which are managed and developed by the First Year Experience Co-ordinator. These supports include (but are not limited to) one-to-one meetings with first year students throughout the year and a range of events including Orientation, Freshers’ Fest, the Open Door Welcome for Family and Friends, tailored academic and pastoral support workshops and seminars. Details of these events and activities can be found on:

- www.ucc.ie/en/study/undergrad/orientation/first-year/
- www.ucc.ie/en/study/undergrad/orientation/

UCC is fully compliant with the QQI Access, Transfer and Progression Policy. Information on policies applicable to transfers is available at <http://www.ucc.ie/calendar/general/info013.html>.

Extra support is provided by the UCC Plus+ Office offering support to students entering via the HEAR route and by the Disability Support Service for those entering via the DARE routes. The corresponding websites and admissions policies for the HEAR and DARE schemes are published online at:

- www.ucc.ie/en/uccplus/
- www.ucc.ie/en/dss/dare/
- www.ucc.ie/en/dss/dare/preentry/
- www.ucc.ie/en/uccplus/hear/

Support for students is also provided by our International Office, Mature Students Office, Graduate Studies Office and the Centre for Adult and Continuing Education. Further details to be inserted.

First year students who have completed undergraduate modules previous to commencing their studies in UCC may be eligible for an exemption from the corresponding UCC module or for advanced entry to a year beyond first year. Exemptions are approved at School/Department level after the student has registered. Module exemption most often comes into consideration for students who have come into UCC through an Inter-Institutional Transfer (to a year beyond first year). Information regarding such transfers is available at:

- www.ucc.ie/en/study/undergrad/entryreqs

Data relating to retention and progression is compiled annually by the Admissions Office and considered at University Management Team meetings and by Academic Council.

Teaching Staff

-Do you have a Policy/Procedure in place for Teaching Staff?

Yes

-Links and/or text relating to the Policy/Procedure for Teaching Staff

UCC has well developed [recruitment and appointment procedures](#) and all academic posts are advertised publically. All staff undergo a [probation period](#) to provide a reasonable period of employment during which the new appointee can benefit from additional support and guidance in order to establish teaching and appropriate academic administrative activities and to establish research activity. There is a mentoring programme in place to support inexperienced academic staff (with less than five years experience as a university academic staff member). The probation period also allows the University to be assured on the quality of the appointment and that the new appointee will be able to carry out all responsibilities required and to an appropriate high standard.

UCC has [promotion schemes](#) in place for academic staff. UCC has a [staff training and development](#) policy and is committed to the support and promotion of staff development and training for all staff. [Wellbeing](#) is also an important initiative on campus with an [employee assistance programme](#) in place.

UCC has a Performance Management Policy and Capability Policy as a means of local and individual discussion on the role of performance and staff development.

<http://www.ucc.ie/en/hr/performance/pdrs/forms/>

UCC is a participant in the [Athena SWAN](#) programme and recently gained a bronze award. **{information on schools applying to be inserted here}** The Athena SWAN programme allows UCC to identify areas for positive action, and to recognise and share good practice. It provides focus and impetus for equality initiatives already underway within UCC, such as the [Aurora Leadership Development Programme](#) and the GENOVATE EUFP7 Project, and will draw upon proposals developed in GENOVATE's [Gender Equality Action Plan](#) for UCC, and upon the learning of the GENOVATE consortium project. UCC's wholehearted commitment to an

internationally-recognised gender equality initiative allows UCC an opportunity to demonstrate our commitment to equality in specific, measurable ways. A new Equality, Diversity and Inclusion unit has been set up in UCC to support the University's commitment to fostering an inclusive culture that promotes equality, values diversity and supports initiatives designed to maintain a working, learning and social environment in which the rights and dignity of all staff and students are respected.

University College Cork is committed to working towards equality of opportunity in all aspects of its business for staff and students. <https://www.ucc.ie/en/hr/equality/>
Equality of opportunity is the right of all persons to receive fair, equal, and non-discriminatory consideration in access to and the processes of education and employment, irrespective of characteristics including, but not limited to, gender, civil status, family status, sexual orientation, religion, age, disability, race or membership of the Traveller community.

There are a number of family friendly policies available to all staff.

<https://www.ucc.ie/en/hr/policies/family/>

Information on EDI Directorate to be inserted.

Teaching and Learning

-Do you have a Policy/Procedure in place for Teaching and Learning?

Yes

-Links and/or text relating to the Policy/Procedure for Teaching and Learning:

The delivery of research-based teaching and learning with a world class student experience is a strategic goal for UCC as outlined in the University Strategy 2017-2022

(<https://www.ucc.ie/en/media/support/strategicplanning/UCC-Strategic-Plan-2017-2022.pdf>)

and this goal is elaborated further through the University's Strategy for Teaching and Learning (previous version; updated version about to be published:

<http://www.ucc.ie/en/media/support/hr/briona/StrategicPlanforTeachingandLearning2013-2017.pdf>). The Office of the Vice President for Teaching & Learning (OVPTL) advises and

contributes to the development of policy for teaching and learning and, through national and international engagement, ensures that policies and practices at the University are appropriately benchmarked and informed by good practice. The Office is engaged in a number of projects with international universities, including through the inaugural EUA Learning & Teaching Forum 2017. <http://www.eua.be/activities-services/events/event/2017/09/28/default-calendar/european-learning-teaching-forum>

The Office's quarterly newsletters, issued to all UCC staff (and beyond) are just one of the ways that it disseminates information on good practices

(<https://www.ucc.ie/en/teachlearn/ovptlnews/>).

The role of the Office is to enhance the staff and student learning experience through staff development opportunities and through engagement in innovative research-informed teaching to ensure that innovative teaching and learning approaches are fostered and supported, and a student-centered approach to research-based teaching is rooted in the culture (www.ucc.ie/en/teachlearn/abouttheovptl/). It supports a wide range of CPD activities for staff through the Centre for the Integration of Research, Teaching and Learning (CIRTL) www.ucc.ie/en/cirtl/ which provides support for all staff and postgraduate students in their teaching and learning roles. CIRTL also delivers a highly successful international programmes (of varying durations) for visiting scholars.

Accredited programmes in Teaching and Learning in Higher Education up to and including NFQ level 9 (Postgraduate Certificate/Postgraduate Diploma/Masters) are offered for all categories of staff who support student learning, along with tailored modules for postgraduate students

engaged in teaching. All newly appointed staff are required to enrol and complete the Postgraduate Certificate programme, and participation rates in the accredited programme are an institutional performance measure through the HEA Compact process. The Centre staff also run workshops on Teaching and Learning and Supervisory practices for research staff via the PostDoc development Hub (www.ucc.ie/en/hr/research/devhub/). A range of seminars on teaching, learning and assessment topics are available on an open basis to all staff, and are provided on main and satellite campuses (see <https://www.ucc.ie/en/cirtl/staff/seminars/#d.en.110685>), and University staff have access to appropriate CPD within their disciplinary or professional domains to support their teaching as well as access to the wider national seminars through the National Forum for the Enhancement of Teaching and Learning. Staff of the Centre also support the development of new and innovative pedagogies which underpin different modes of delivery. The University has significant strength and depth in the research-teaching nexus, building on the prior work of UCC's National Academy for the Integration of Research & Teaching (NAIRTL). Research-based teaching and learning is informed and further strengthened by on-going work to explore and evaluate the extent to which undergraduate students are engaged in research and inquiry in their programmes. This work informs approaches to enhancing curriculum design, organisation, delivery and staff development, and provides a baseline measure for institutional achievement in this area. CIRTl staff also work collaboratively with the University's Quality Enhancement Unit, in supporting the University's periodic quality review process to facilitate engagement with, and on-going enhancement of, the student learning experience.

The Instructional Design Team within OVPTL offers bespoke training sessions to academic and other staff across the university around their digital skills, confidence and competence. The team publishes regular newsletters, blogs and FAQs and runs regular 30-minute Byte Size sessions on topics informed by a staff survey such as blogging, use of social media in learning, running effective discussion boards online and so on. The topics are based on staff identified needs. <http://instructionaldesign.ucc.ie/training/> The Instructional Design team is also co-ordinating research into and funding for 'Next Generation Learning Spaces' at UCC and runs regular seminars on the topic as well as demonstrations on new learning spaces (physical and virtual) such as the recently launched self—service video and audio recording facility available free of charge to all UCC staff and students. OVPTL is also leading research (by staff and by students) into the study of space design in the new 'Student Hub' building on UCC's campus <https://www.ucc.ie/en/teachlearn/designoflearningspaces/hubresearch/>

The Centre for CPD plays a significant role in the governance of ECTS and non-ECTS CPD activities, ensuring curriculum quality and consistency through its policies and procedures. These policies and procedures ensure that the Office of the Vice President for Teaching and Learning has visibility of the full portfolio of CPD activities throughout the University. From a teaching and learning perspective, these CPD activities ensure that we support our graduates in their chosen profession, continuing the University's commitment to lifelong learning.

The Office of the Vice President for Teaching & Learning celebrates excellence in Teaching and Learning through annual institutional Staff awards (www.ucc.ie/en/teachlearn/staffawards/), and it plays a pivotal role in providing support for the development of online learning and instructional design (Instructional Design Team), lifelong learning provision inclusive of continuing professional development for professionals (Centre for CPD), and Quercus the Talented Students Programme.

The Office of the Vice-President for Teaching and Learning, in collaboration with the Student Experience Office and the Quality Enhancement Unit, is responsible for a review of student surveys at UCC. This project on *'Connecting, Listening and Enhancing: placing student perceptions of their educational experience at the heart of decision making at UCC'* reviewed

student surveys at UCC, including the Student Experience Survey, the Irish Survey of Student Engagement, individual Module Surveys and surveys related to quality reviews of academic and support departments. This review considered the policy context; governance; survey tools; data storage and dissemination; closing the loop; and associated resources. This review is informing the development of an institutional policy on student surveys aimed at minimising duplication of effort and survey fatigue and at enhancing the effectiveness of student involvement and engagement, thus ensuring that student surveys at UCC are coherent and meet the needs of all stakeholders in the feedback landscape. Parallel with this, the Office is co-ordinating an institution-wide mapping of student engagement (non-curricular) opportunities at UCC.

One way in which UCC has responded to feedback provided via student surveys is in the establishment in 2017 of the [Skills Centre](http://skillscentre.ucc.ie/) which provides workshops, one-to-one appointments and drop-in sessions for students in presentation skills, critical thinking skills, note-taking organisation etc.: <http://skillscentre.ucc.ie/>

An Academic Council Standing Committee on Teaching and Learning is responsible for bringing forward strategy and policy in support of the University's learning and teaching agenda and for advising on national and international good practice in these matters. The Committee provides a general forum for debate on learning and teaching and for developing the University's overall approach to assuring high quality research-informed teaching within the context of the University's Strategic Plan. The Committee is therefore the lead body with oversight responsibility for learning, teaching and good practice in assessment. The purpose and Terms of Reference for the Committee are set out

(www.ucc.ie/en/media/support/academicsecretariat/Handbook.pdf). Examples of policy that the Committee developed in 2017 include a university-wide policy on student group work.

An Academic Council Academic Staff Development Committee responsible for overseeing and advising on academic staff development and policies in accordance with international good practice. The Committee provides a forum for debate on current issues relating to staff development in line with international standards and for the proposal and support of initiatives that enhance staff development. The Committee is therefore the lead body with oversight responsibility for staff, the formation and/or review of academic and research staff development strategies and policies to ensure that the provision of staff development is high quality, relevant and informed by international good practice. The purpose and Terms of Reference for the Committee are set out in the Academic Council Committee Handbook.

(www.ucc.ie/en/media/support/academicsecretariat/Handbook.pdf)

Resources and Support

-Do you have a Policy/Procedure in place for Resources and Support?

Yes

-Links and/or text relating to the Policy/Procedure for Resources and Support:

The Student Experience Office <http://www.ucc.ie/en/studentexperience/welcome/> co-ordinates student services and leads the strategic development and direction of policy and practice related to the UCC Student Experience in a wide range of functions and activities.

Student policies and procedures include: Student Charter, Student Mental Health Policy, Student Alcohol Policy, Fitness to Continue in Study Policy, Support for Pregnant Students Policy, Procedure for Responding to Reports of Missing Students, and Code of Practice for Students with Disabilities are available on: <http://www.ucc.ie/en/studentexperience/policies/>

The Student Experience Office uses a thematic approach to supporting and developing the student experience. These themes include developing cross-service projects (such as improving the use of technology across all services), supporting transition into UCC, supporting students to

progress and achieve their potential, facilitating high levels of engagement in student life, providing a focus on employability and transition to the world of work, and supporting student health and wellbeing. They place a high value on student feedback, and the UCC Student Experience survey is conducted every 2 years. Data from this survey is used to inform on-going development of the student experience.

The Student Experience Office coordinates an array of supports for students and encompasses Disability Support, the Mature Students Office, the UCC Plus+ Office, Student Counselling & Development, Careers, Peer Support, Chaplaincy, the Granary Theatre, Student Health, Sport & Physical Activity, Clubs and Societies, all of which provide a range of specialised services to students. <http://www.ucc.ie/en/studentexperience/areas/>

The UCC Strategic Plan for the Student Experience is available at: <https://www.ucc.ie/en/media/support/hr/briona/StrategicPlanfortheStudentExperience2013-17.pdf>

Students are also well served by the UCC Library. The mission of UCC Library is to deliver excellent information services to meet the needs of the University and regional scholarly community; to support the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence; and to contribute to the preservation of the cultural heritage of the region.

In addition to the main Boole Library, the Library has four off campus locations; the Boston Scientific Health Sciences Library located in the Brookfield complex, the Libraries located in the Cork University Hospital and Mercy Hospital, and an offsite repository at Pouladuff Road, Togher, Cork.

The Library has a stock of 900,000 volumes and fulfils 2.5 million full text article requests and 300k electronic book requests per year.

Opening in the Boole Library in February 2017 is a Skills Centre which will provide a range of tutorials and workshops, complimenting those offered by the Colleges, to all students. This student centred learning environment, along with the provision of development supports, will facilitate and promote social and academic integration for students, enhancing their student engagement.

The [Assistive Technology Unit](#), supporting students with a disability, is located within the Library.

The innovative and flexible Creative Zone opened in the Boole Library in late 2015 and offers a technology-rich space for all students and staff in UCC. A wide range of events organised in association with the schools, societies and Blackstone Launchpad, are fully available to all the student body.

The Library Studio has recently opened in Boole Library. This self-service studio offers a new video and audio recording facility and is fully bookable by all students and staff.

Service to all library users is at the core of the Library strategy. This strategy has at its heart a clear focus on, and commitment to, the provision of high quality information resources and achieving excellence in the delivery of highly valued services in our physical and virtual spaces and their continuous improvement.

The Library Strategy is focused on the delivery of an excellent service that is proactive, innovative, timely and responsive to user needs. Central to this is a clear commitment to

enhancing the student experience thereby inspiring teaching and learning. Providing the opportunity to discover and use high quality information resources will contribute to creativity and innovation, especially in supporting leading-edge research. Contributing to society, both nationally and internationally, will enhance the University's reputation and add to the intellectual capital in the region and globally. All this is predicated on developing and optimising our staff, financial and physical resources.

The Library maintains active links with a range of local public, voluntary, and private organisations, many of whose information and preservation requirements we readily support through advice and helpful intervention.

Cork Peer Assisted Learning (PAL) is a cooperative agreement between all the main libraries in Cork city and county, with a view to ensuring wider access to learning materials for all the people of Cork and beyond.

Cooperation and collaboration includes developing programmes of formal cooperation with European and Chinese libraries in support of the international students who come to UCC from these countries. The Library invokes the excitement of learning and discovery through the interpretation of both the University and the Library's heritage collections.

The Library provides a number of learning supports and training resources to students. The [College Liaison Librarians](#) provide a suite of face-to-face and online classes for students and staff throughout the year. Approximately 13,000 person-hours of information literacy training was received by users. The dual role of [Special Collections](#) is to facilitate research and to ensure the care and conservation of UCC Libraries unique and distinctive materials. The [Archive](#) service provides access to archival collections and facilities which have been developed to satisfy the research and information needs of the Library's users.

The [Careers Office](#) provides a professional service in supporting students in the identification of employment destinations and opportunities.

Information Management

-Do you have a Policy/Procedure for Information Management?

Yes

-Links and/or text relating to the Policy/Procedure for Information Management:

Records and Data Management

UCC's records management programme details what records the University maintains in order to function and carry out its responsibilities. It details how long those records have to be retained, and the final disposition of those records, through controlled destruction, permanent retention, or transfer to the University Archives. UCC has 9 general disposal authority documents representing the main functional areas of activity of the

University. <http://www.ucc.ie/en/ocla/univarch/records/disposal/>

The records management policy assigns responsibilities and provides practical instructions to University staff to ensure the efficient management of records

<http://www.ucc.ie/en/media/support/ocla/universityarchives/documents/RecordsManagementPolicyDocument.pdf>

Best practice guidelines are also provided on related areas, e.g., filing systems, email guidelines.

<http://www.ucc.ie/en/ocla/univarch/records/bestpractice/>

The data protection policy details how the University performs its responsibilities under the legislation in accordance with the Data Protection

Acts. <http://www.ucc.ie/en/ocla/comp/data/dataprotection/#d.en.333432>

Records and Data Management policies and procedures are presently under review, as part of UCC's Digital Records Management (DRM) Project. In response to a rapidly changing digital environment, this project seeks to ensure that records and data in all formats are managed effectively through policies, procedures, and systems which

- support business processes,
- enable legal and regulatory compliance, and
- preserve archives of the University's history,

while protecting the security and integrity of records and data, including personal data. The review is informed by the EU's new General Data Protection Regulation (GDPR), which takes effect on 25 May 2018.

In 2018, it is intended to publish the following new documentation:

- Records and Data Management Policy (to replace the existing Records Management Policy and Data Management Policy);
- procedures and guidelines;
- records retention schedules (to replace the general disposal authority documents referred to above).

[The DRM Project is governed by a University-wide steering group, led by UCC's Corporate Secretary, and involves collaboration with staff and offices throughout the University, and close cooperation with IT Services.]

Records management at UCC informs and is informed by relevant/related policies (and procedures) throughout the university. These include:

Data Classification Procedure;

<https://www.ucc.ie/en/media/support/itpolicies/procedures/DataClassification.pdf>

Data Management Policy;

<http://www.ucc.ie/en/media/support/itpolicies/policies/DataManagementPolicy.pdf>

Research Data Management Policy;

<http://www.ucc.ie/en/media/research/researchatucc/policiesdocuments/ResearchDataManagementPolicy.docxLet>

Acceptable Use Policy;

<https://www.ucc.ie/en/media/support/itpolicies/policies/AcceptableUsagePolicy.pdf>

[Externally Hosted Personal Data Policy;](#)

<http://www.ucc.ie/en/it-policies/policies/>

Records maintenance and retention - Quality

Records and archives are maintained by the Quality Enhancement Unit (QEU) for quality review-related records inclusive of quality reports, improvement plans, operation of the Quality Enhancement Committee including agendas, papers and minutes since the inception of the quality review processes. Early records are retained in hard copy and electronically, more recently records are archived wholly electronically. Reports for all quality reviews conducted are published on the University website at <https://www.ucc.ie/en/qeu/>.

Records related to the quality policies and procedures for the academic affairs of the University governed by Academic Council are managed by Academic Secretariat and held on the University intranet.

Information Technology

University College Cork has a distinguished digital legacy stretching back to the mid-18th century, George Boole, the architect of Boolean logic was Professor of Mathematics. Ireland's first website was www.ucc.ie and one of the first international networks in Cork, was built in UCC. Building on

this tradition of innovation and value creation, IT Services in UCC wants to enable and develop a digital University for the 21st century student. One that is centred around the needs of our present and future students. IT Services in UCC is focused on building exciting digital products and services to support the student experience and student learning outcomes.

The current team within IT Services is one of the largest in the region, with 51 IT professionals. We provide services and support for 20,000 students and 5,000 staff. Our campus spans over 100 Acres at the centre of Cork City. We are focused on building and developing our digital services to support our students journey from application to graduation.

The IT Services department in UCC is part of Information Services, this unit was formed in 2007 when the Library, IT Services and Audio Visual Services were merged. IT Services also manage the IT and Audio Visual services across UCC, it is comprised of 51 staff with additional contract resources. We support the corporate systems (Finance, HR, Student), the largest private network in Cork (Wi-Fi, VOIP), 2 data centres, over 7000 desktops, we support 300+ websites and social media presence, 190 large classrooms, including the teaching technology and also research infrastructure.

The University is embarking on a number of strategic projects to help transform our digital services. Enhancing and modernising the services to our students is central to these proposals. We want to develop agile, intuitive IT solutions. Embracing concepts such as DevOps, Agile product Development, Infrastructure as a Service as key enablers to achieving this suite of IT Systems. A full list of IT policies in UCC can be found at <https://www.ucc.ie/en/it-policies/>

Self-evaluation and Monitoring

-Do you have a Policy/Procedure for Self-evaluation and Monitoring?

Yes

-Links and/or text relating to the Policy/Procedure for Self-evaluation and Monitoring:

Self-evaluation and monitoring takes place at many levels throughout the university, under the direction of the Quality Enhancement Committee in respect of periodic quality processes and under the direction and oversight of the Academic Council for academic affairs of the University.

Academic Council

Academic Board is an executive committee of Academic Council and has delegated authority and an oversight function which encompasses regular periodic monitoring and self-evaluation of academic affairs activity. Its specific responsibilities are outlined in the Academic Council Handbook available at

<http://www.ucc.ie/en/media/support/academicsecretariat/Handbook.pdf>.

The [Academic Development & Standards Committee](#) is a standing committee of [Academic Council](#) which is responsible for bringing forward policy and procedures to maintain the quality and standard of UCC awards and for ensuring internal and institutional compliance with the National Framework of Qualifications. The Committee also advises Academic Board on the impact of national and international developments on UCC arrangements underpinning academic standards. It is responsible for the efficient conduct of the University External Examiner Sub Committee which develops an annual monitoring report for Academic Council on the key issues arising from External Examiner Reports. The Committee provides an important forum for debate on the National Framework of Qualifications, the Bologna Process and their impact on UCC awards and standards and on curriculum innovation at UCC.

Quality Enhancement Committee

All periodic quality review reports and recommendations are considered by the Quality Enhancement Committee and senior management on an on-going and annual basis. On an on-going basis, recommendations arising from periodic quality review are responded to by the area under review and are subject to a follow-up process. On the recommendation of Peer Review Panels, certain key issues are reporting on an ongoing basis to the senior management team. On an annualised basis, key issues arising from all reviews are analysed and reported to the Quality Enhancement Committee and the University Management Team Strategy as part of the integration between quality and strategic planning actions and processes. Annually, the QEC delivers a report to Governing Body, this report is referred to Academic Council for further consideration and review. The annual report outlines all recommendations and improvements made arising from quality reviews. <https://www.ucc.ie/en/qpu/>

The University conducts a periodic, whole institution, Research Quality Review process (2009 & 2015). The outcomes of the Research Quality Review process are subject to internal monitoring and follow-up through the preparation and monitoring of Quality Improvement Plans at College and University level. These reports inform the development of strategy and the annualised strategic plan process. The key recommendations arising from the Research Quality Review are analysed and published in Section A of the [Report of the RQR](#).

Strategic Planning

The Strategic Planning cycle ensures that UCC is supported in decision making and planning at University and College levels through the provision of information on Key Performance Indicators [KPIs]. The Strategic Planning process analyses performance comparators with other institutions to monitor and highlight national and international trends in higher education and ensure that decisions in UCC are consistent with best international practice.

Student evaluation and feedback

Student evaluation and feedback policies and procedures are in place, these include:

- a University-wide module survey;
- a biennial University student satisfaction survey;
- a range of local feedback processes including lecturer customised surveys, in-class feedback and student fora.

Student evaluation feeds into annual and periodic monitoring processes at University, School and programme level.

Stakeholder Engagement

-Do you have a Policy/Procedure for Stakeholder Engagement?

Yes

-Links and/or text relating to the Policy/Procedure for Stakeholder Engagement:

Stakeholder engagement takes place at a wide range of levels within the University and in the spirit of the University's mission for knowledge creation to enhance the intellectual, cultural, social and economic life regionally, nationally and internationally. Across a wide spectrum these engagements occur at intra- and inter-institutional level, as well as through the institutional and disciplinary processes. Indicatively examples of stakeholder engagement include: participation in the South West Regional Skills Forum; strategic engagement with city and region; research and knowledge transfer; formal institutional processes such as strategic planning, quality review and programme approval, and community engagement.

Southwest Regional Skills Forum

As part of the Government's Action Plan for Jobs strategy, a national network of Regional Skills Fora has been created to provide a more systematic way for employers and the education and training system to work together to build the supply of skills to support job creation and the growth and development of each region. Participating organisations in the South West are:

Education and Training partners:

- CIT, UCC, IT Tralee, Cork Education and Training Board (ETB), Kerry ETB, Skillnets

Business/employer organisations:

- IBEC, Cork Chamber, Cork Business Association, ISME, Small Firms Association, Tralee Chamber Alliance, Killarney Chamber of Commerce, Network Cork, Kerry Women's Network

Agencies/ Local Authorities:

- IDA, EI, Local Enterprise Offices, SOLAS, Faille Ireland, City/County councils

The Regional Skills Forum will:

- Provide a cohesive structure for employers and the further and higher education system to work together in building the skills needs of their regions;
- Help employers better understand and access the full range of services available across the education and training system;
- Enhance links between education and training providers in planning and delivering programmes, reduce duplication and inform national funding decisions.

Since July 2015, the South West Regional Skills Forum has been established, funding secured for a Regional Skills Forum Manager, who has been hired, and steady-state operation of the Forum has been achieved. Steering Group meetings are held quarterly at alternate locations in Cork and Kerry and a series of industry workshops are underway. Two sector-focused subgroups have been established to date: manufacturing/engineering and bio-pharma.

Strategic Planning

External stakeholder groups are engaged in consultations underpinning the development of the University's Strategic Plan. These include:

- The Alumni Board
- IDA
- Enterprise Ireland
- Business organisations (IBEC, Cork Chamber, American Chamber of Commerce)
- Arts, Culture & Heritage organisations
- Community & voluntary organisations
- Local Authorities (Cork City and County Councils, Kerry, Tipperary, Waterford and Limerick County Councils)
- Parents and representatives of second level school
- Cork and Kerry Education & Training Boards
- HEA, IUA and Institute of Technology partners
- Science Foundation Ireland
- Department of Jobs, Enterprise and Innovation, Department of Education and Skills and other government departments
- Public Representatives

External stakeholders are also engaged in an audit of UCC's reputation amongst key stakeholders locally, nationally and internationally.

These consultations allow structured exploration of external needs/perceptions/requirements of such important groups to be integrated into the formulation of the Strategic Plan.

Quality processes

Stakeholder consultation and engagement is a vital facet of the quality of the University's educational provision and all quality processes, including periodic quality review, programme approval, review and monitoring processes involve stakeholder feedback and participation. During periodic quality review stakeholders meet with Peer Review Panels.

<http://www.ucc.ie/en/qeu/guidelines/>

Community Engagement

It is UCC's mission to prepare students to contribute fully to society as globally engaged civic leaders. This will be achieved through engaged teaching, engaged research and engaged service. In 2016 UCC achieved the significant milestone of completing 50 community engagement projects under the CARL (Community Academic Research Links) programme. UCC also completed a UCC-wide staff survey to research the level of engagement across the University to inform the future roadmap for enhanced future community engagement practices. This research focused on mapping activities of UCC staff members in the realm of community engagement (CE), including community-based research (CBR) and community-based learning (CBL). The online survey received 1,129 responses from across all parts of the university (academic, technical, administrative and research), with a total of 902 valid responses (33% response rate). Nearly two-thirds of respondents (64%) reported that they had been involved in activities relating to CE as part of their role as a UCC employee in the last 2 years. Almost a third (29%) indicated that they had not undertaken such activity. Specific recommendations from the survey are now being addressed.

In 2016 UCC also submitted a self-evaluation of its Community Engagement activities for external assessment under the framework of the Carnegie Community Engagement Classification. The report from Carnegie found that "University College Cork has embraced a vision of community engagement in a way that is both contextualized to its deep and renowned research culture and as a way of creating innovation in that culture. At the same time, as was described in the application, "community engagement (CE) at UCC is currently a bottom-up form of piecemeal, voluntary activities that needs to be fostered and supported from the top-down (senior management) and embedded within the strategy and institutional culture, fabric and identity of UCC, with each academic and research unit producing its own CE strategic plan (global, national and local) – defined around its own understanding of CE – that informs school, college and university strategic thinking and planning." UCC is poised to become a model of a community engaged research university in Ireland."

Engagement with other Bodies

-Do you have a Policy/Procedure for Engagement with other Bodies?

Yes

-Links and/or text relating to the Policy/Procedure for Engagement with other Bodies:

The University engages with other educational institutions in the development of research and provision of education, as well as appropriate professional statutory bodies or learned organisations in accordance with its objectives as a research intensive and comprehensive university.

External peer review

External peer review is a central part of the University's overall approach to quality and in this regard the University engages extensively with other higher education institutions, nationally

and internationally. Objectivity of external peer review for periodic quality review and external examining is preserved through the rigorous application of criteria to ensure that peer reviewers have appropriate expertise and experience to fulfil their roles. All peer reviewers must be free of any conflicts of interest including current or recent prior close association with the University including as a student, staff member, or peer.

Educational collaboration

Current activities for programme collaboration are guided by the overarching principles of the IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision

http://www.iheqn.ie/fileupload/File/IHEQN_Guidelines_Collaborative_Provision_FINAL_21May13_55218605.pdf

There is a systematic process for the approval of new academic programmes developed and delivered by UCC and a partner degree-awarding body. Due diligence of the proposed curriculum to be delivered by the partner institution must be performed as outlined in the UCC curricular approval handbook <https://www.ucc.ie/en/apar/curriculumapproval/handbook/>

The UCC-CIT Joint Academic Standards Board [JASB] is a joint board of the Academic Council of the Cork Institute of Technology (CIT) and the Academic Board of University College Cork (UCC). Part of its function is to ensure that the academic standards and procedures applying to collaborative and joint programmes delivered in partnership between CIT and UCC satisfy the requirements of both institutions.

<https://www.ucc.ie/en/media/support/academicsecretariat/Handbook.pdf>

The first Irish Management Institute (IMI) programme was approved in July 2010. The Joint UCC/IMI Programme Development and Approval was established to advise the Academic Boards of both institutions on matters concerning programme development, approval and delivery and to oversee the implementation of agreed procedures governing quality assurance and the academic standards of UCC awards. UCC, as the degree-awarding body, retains final authority on all academic-related matters concerning UCC accredited programmes delivered through the UCC/IMI Alliance. The academic governance arrangements concerning programme development, approval and delivery under the Alliance is outlined in Appendix 1 of the IMI handbook <https://www.ucc.ie/en/apar/curriculumapproval/handbook/>. A merger between UCC and IMI was announced on 19 January, 2017.

The University College Cork-Turning Point Training Institute (UCC_TPTI) Joint Academic Standards Committee is responsible for the governance and academic quality of the programmes offered under this partnership.

<https://www.ucc.ie/en/media/support/academicsecretariat/Handbook.pdf>

Professional Registration & Statutory Bodies/ Recognition Bodies

The University engages with a range of professional, statutory and other bodies in the provision of the educational portfolio. The outcomes of professional accreditation inform on-going programme development, monitoring and review processes through curriculum committees at School and College level which in turn report to Academic Council. The University Quality Committee has agreed as a matter of policy, that wherever possible alignment between external professional quality processes and internal periodic quality review processes should be achieved with an emphasis on streamlining and rationalisation whilst maintaining robust external peer review processes.

Relevant bodies

The University is actively engaged with a range of higher education institutions, bodies and agencies internationally and nationally. University staff engage nationally and internationally in peer esteem activities through their participation in disciplinary networks for education and research, and through acting as external examiners, external peer reviewers and external advisers. The University engages with international, European and national agencies for education, research and funding purposes.

Provision and use of Public Information

-Do you have a Policy/Procedure for Provision and use of Public Information?

Yes

-Links and/or text relating to the Policy/Procedure for Provision and use of Public Information:
The [undergraduate prospectus](#) contains a comprehensive range of information on the full range of undergraduate programmes. Detailed information on all modules is available in the [Book of Modules](#). The [Graduate Studies](#) website provides information on all available postgraduate courses.

The University [Guidelines for Periodic Review](#) and the [peer review reports](#) arising from the reviews are published on the Quality Enhancement Unit website.

Further public information is provided on the [UCC website](#) and via the [Marketing and Communications](#) Office.

Linked Providers

-Do you have a Policy/Procedure for Linked Providers?

Yes

-Links for Policy/Procedure relating to Linked Providers (DABs only)

A Linked Providers procedure was approved by the Quality Enhancement Committee in November 2016. Under the Linked Providers procedure, the first review of Turning Point Training Institute will commence in 2018.

This procedure will form part of Framework for Collaborative Provision which is currently being developed.

Collaborative Provision

-Do you have a Policy/Procedure for Collaborative Provision?

Yes

-Links for Policy/Procedure relating to Collaborative Provision

UCC adopts a systematic process for the approval of all new collaborative academic programmes offered in collaboration with other degree awarding bodies or programmes involving external partners. This aligns with the process followed for UCC wholly owned awards, namely Stage 1 which comprises Outline Programme Approval by Academic Board and Stage 2 which comprises the quality assurance procedures for full programme approval by a Programme Approval Panel. In addition a Memorandum of Agreement in relation to academic cooperation for inter-institutional joint programmes or programmes involving external partners, (inclusive of annexes/consortia agreements concerning detailed programme management arrangements) is considered during Stage 2 of the approval process. The MOA signing authorities are the Senior Vice-President Academic and Registrar and the Academic Secretary.

A Linked Providers procedure was approved by the Quality Enhancement Committee in November 2016. This procedure will form part of Framework for Collaborative Provision which is currently being developed.

Additional Notes

-Do you have any additional notes?

-Additional Notes:

Internal Review Schedule

The internal review schedule may be revised to ensure that all programmes are reviewed, including those that do not belong to any one school.

Collaborative Programmes

The date of last review as given is the date on which a programme was approved. As there is insufficient space in the template to insert numerous dates for co-related programmes we have given the date when the largest programme in a cluster of programmes was approved. Dates are available for all programmes and are held internally.

In accordance with UCC's Due Diligence Policy governing collaborative programmes, changes to the participating institutions' and UCC's curriculum are review annually by the relevant College. The quality of the programmes is reviewed as part of UCC procedures for periodic quality review (academic) which includes all taught provision on campus, off campus and collaborative.

ARRANGEMENTS WITH PRSBs, AWARDING BODIES, QA BODIES

If you have data for this section 'Arrangements with PRSBs (Professional, Regulatory and Statutory bodies), Awarding Bodies, QA Bodies' please indicate below the TOTAL number of arrangements you have in place in the appropriate boxes.

Total Number of...

PRSBs: 18

Awarding Bodies:

QA Bodies:

Please provide details of 5 programmes linked to arrangements with other bodies. These should be the TOP 5 programmes based on the number of students currently enrolled in them.

A typical Set of Records includes...

- **Type of Arrangement:** *(select one)*
 - PRSB?
 - Awarding Body?
 - QA Body?
- Name of the Body:
- Programme Titles and Links to Publications:
- Date of last review or accreditation: *dd-mm-yyyy*
- Next review year: *yyyy*

There are 5 sets of records available for this section

1st record

- **Type of Arrangement:** PRSB

- **Name of the Body:** Nursing & Midwifery Board of Ireland
- **Programme Titles and Links to Publications:** BSc Nursing General; BSc Nursing Intellectual Disability; BSc Nursing Psychiatric; BSc Nursing Integrated General/Children's; BSc Midwifery
- **Date of last review or accreditation:** 24-09-2012
- **Next review year:** 2017

2rd record

- **Type of Arrangement:** PRSB
- **Name of the Body:** The Medical Council
- **Programme Titles and Links to Publications:** Bachelor in Medicine, Bachelor in Surgery and Bachelor in the Art of Obstetrics
- **Date of last review or accreditation:** March 2015
- **Next review year:** 2020

3th record

- **Type of Arrangement:** PRSB
- **Name of the Body:** Pharmaceutical Society of Ireland
- **Programme Titles and Links to Publications:** BPharm
- **Date of last review or accreditation:** 2017
- **Next review year:** 2018

4th record

- **Type of Arrangement:** PRSB
- **Name of the Body:** Psychological Society of Ireland
- **Programme Titles and Links to Publications:** BA Applied Psychology
- **Date of last review or accreditation:** 2016
- **Next review year:** 2018

5th record

- **Type of Arrangement:** PRSB
- **Name of the Body:** Dental Council of Ireland
- **Programme Titles and Links to Publications:** Bachelor in Dental Surgery
- **Date of last review or accreditation:** March 2012
- **Next review year:** 2017

COLLABORATIVE PROVISION

If you have data for this section 'Collaborative Provision' please indicate, in the appropriate boxes, the TOTAL number of arrangements you have in place.

Total Number of.....

Joint research degrees:
 Joint/double/multiple awards:
 Collaborative programmes: 27
 Franchise programmes:
 Linked providers (DABs only): 2

Please provide details of 10 collaborations. These should be the TOP 10 collaborations based on the number of students currently enrolled in them. For Designated Awarding Bodies, details of ALL linked providers should be included.

A typical set of records includes...

- **Type of arrangement:** *(select one)*
 - Joint research degrees?
 - Joint/double/multiple awards?
 - Collaborative programmes?
 - Franchise programmes?
 - Linked providers? (DABs only)
- **Name of the Body (Bodies):**
For Designated Awarding Bodies, details of ALL linked providers should be included.
- **Programme Titles and Links to Publications:**
- **Date of last review:** dd-mm-yyyy
- **Next review year:** yyyy

There are 10 Sets of records available in this section

1st record

- **Type of arrangement:** Linked provider
- **Name of the Body (Bodies):** Irish Management Institute (IMI)
- **Programme Titles and Links to Publications** MBS (Business Practice); MSc (Business Practice); MSc Data Business; Pgrad in Business Finance; Pgrad Cert in Cloud Strategy; Pgrad Cert in Data Business; Pgrad in Digital Business; Pgrad Cert in Executive Coaching; Pgrad cert in High Performance Leadership; Pgrad Cert in Int Business Dev; Pgrad cert in Leadership; Pgrad Cert in Leadership Dev; Pgrad cert in Management; Pgrad Cert in Mkt Strategy with Dig Mkt; Pgrad Cert in Org Behaviour; Pgrad Cert in Org Dev and Transformation; Pgrad Cert in Strategic HR Management; Pgrad Cert in Strategy & Innovation; Pgrad Diploma in Int Business Dev;
- **Date of last review:** 12-05-2014
- **Next review year:** yyyy

2nd record

- **Type of arrangement:** Collaborative programmes
- **Name of the Body (Bodies):** Irish League of Credit Unions
- **Programme Titles and Links to Publications:** BSc (Credit Union Business); Diploma in Credit Union Governance; Diploma in Credit Union Operations; Certificate in Credit Union Governance; Certificate in Credit Union Operations
- **Date of last review:** 20-12-2012
- **Next review year:** yyyy

3rd record

- **Type of arrangement:** Collaborative programmes
- **Name of the Body (Bodies):** Cork Institute of Technology (CIT)
- **Programme Titles and Links to Publications:** BSc (Hons) Architecture; MArch Master of Architecture; BSc (Hons) Biomedical Science
- **Date of last review:** 27-02-2006
- **Next review year:** yyyy

4th record

- **Type of arrangement:** Collaborative programmes
- **Name of the Body (Bodies):** Beijing Technology and Business University (BTBU)
- **Programme Titles and Links to Publications:** Diploma in Accounting Studies; Diploma in Business Economics; Diploma in Computer Studies; Diploma in Financial Economics;

Diploma in Food Studies; Diploma in Statistical Studies; BE (Electrical & Electronic Engineering); BSc (Accounting Studies); BSc (Business Economics); BSc (Business & Financial Economics); BSc (Computer Science); BSc (Financial Economics); BSc (Food Science); BSc (Applied Statistics – Risk and Actuarial Studies)

- **Date of last review:** 21-08-2014
- **Next review year:** yyyy

5th record

- **Type of arrangement:** Linked provider
- **Name of the Body (Bodies):** Turning Point Training Institute Ltd
- **Programme Titles and Links to Publications:** MSc in Integrative Counselling & Psychotherapy
- **Date of last review:** 28-01-2014
- **Next review year:** yyyy

6th record

- **Type of arrangement:** Collaborative programmes
- **Name of the Body (Bodies):** Athlone Institute of Technology, CIT, DCU, NUIG, UL
- **Programme Titles and Links to Publications:** PhD Engineering Science
- **Date of last review:** 15-06-2011
- **Next review year:** yyyy

7th record

- **Type of arrangement:** Collaborative programmes
- **Name of the Body (Bodies):** Institut Supérieur du Commerce de Paris; University of Applied Science, Utrecht
- **Programme Titles and Links to Publications:** MBS Innovation in European Business
- **Date of last review:** 20-07-2010
- **Next review year:** yyyy

8th record

- **Type of arrangement:** Collaborative programmes
- **Name of the Body (Bodies):** NUIG, TCD, NUIM, QUB, University of Ulster
- **Programme Titles and Links to Publications:** PhD Digital Arts and Humanities
- **Date of last review:** 08-06-2011
- **Next review year:** yyyy

9th record

- **Type of arrangement:** Collaborative programmes
- **Name of the Body (Bodies):** University of Montana
- **Programme Titles and Links to Publications:** BSc (Env Sc) Int Field Geosciences
- **Date of last review:** 15-05-2008
- **Next review year:** yyyy

10th record

- **Type of arrangement:** Collaborative programmes
- **Name of the Body (Bodies):** TCD, RCSI
- **Programme Titles and Links to Publications:** PhD Health Services Research SPHeRE
- **Date of last review:** 15-03-2012
- **Next review year:** yyyy

ARTICULATION AGREEMENTS

Please list any specific articulation agreements (national and transnational).

Total Number of

Articulation Agreements:

Please provide details of 3 programmes linked to articulation agreements with other bodies. These should be the TOP 3 programmes based on the number of students currently enrolled in them.

A typical set of records includes...

- Name of the Body:
- Name of the Programme and Links to Publications:
Please enter Name of Programme followed by a semi colon and any respective links.
- Date of last review of arrangement/agreement: *dd-mm-yyyy*
- Next Review Year: *yyyy*

INTERNAL REVIEW SCHEDULE

This section concerns the internal reviews schedule or cycle at the level of unit of review within the institution. The units of review can be: module; programme; department/school; service delivery unit; faculty. The cycle will usually run over a 5-7 year period and all units should be encompassed over the full period of the cycle.

A typical set of records includes...

- Year: *yyyy-yyyy*
- Areas/Units:
- Number:
- Link(s) to Publication(s):

There are 10 sets of records available in this section

2016/17

Chemistry

Clinical Therapies

English

Food and Nutritional Sciences

Government

History

2017/18

Language Centre

OCLA (inc. Health and Safety Office)

School of Engineering

Marketing & Communications Office

Glucksman Gallery

School of Music & Theatre

CUBS

Library & Information Studies

2018/19

Development & Alumni Office
Buildings & Estates
Computer Science
School of Sociology, Philosophy & Criminology
Scoil Léann na Gaeilge
Ionad na Gaeilge Labhartha
Department of Physics
VP Teaching & Learning
Centre for Adult & Continuing Education

2019/20

Cork Centre for Architectural Education (CCAEE)
School of BEES
School of Mathematical Sciences

2020/21

UCC Institutional Review 2021

2021/22

School of Nursing
School of Applied Social Studies
Finance Office
Human Resources
VP Research & Innovation
School of Education
School of Languages & Literatures
School of Law
ASSERT

2022/23

Academic Affairs
Student Experience
School of Asian Studies
School of the Human Environment
School of Medicine
Applied Psychology
School of Biochemistry
School of Pharmacy