



QUALITY ENHANCEMENT UNIT



REVIEW PANEL REPORT

ADULT CONTINUING EDUCATION

Date: April – May 2019

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

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

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Panel Report Template

Part 1 - Overall Analysis

1.1 List of Panel Members

Name	Position/Discipline	Institution
Dr Niamh Connolly	Director of Projects, President's Office	University College Cork
Mr John FitzGerald <i>[Chair]</i>	Director of Information Services & University Librarian	University College Cork
Dr Cliona Hannon	Director, Trinity Access 21	Trinity College Dublin
Mr Eamon Nash <i>[Student Reviewer]</i>	MSc in Voluntary and Community Sector Management	University College Cork
Ms. Christina Paulus	Head of Lifelong Learning	University of Natural Resources and Life Sciences (Vienna)
Professor Bernhard Schmidt-Hertha	Professor in Educational Science	Institute of Education, University of Münster (Switzerland)
Dr Kay Taaffe <i>[Secretariat Support]</i>	Quality Enhancement Advisor	University College Cork

1.2 Context and Overview

Review Context: Adult Continuing Education (ACE) reports to the Office of the Vice President for Learning & Teaching (OVPLT). The recent quality review of OVPLT included ACE in terms of the overall organisational structure; a separate review of ACE was undertaken to focus on its academic programme portfolio for adult and continuing education.

Overview of The Centre: ACE has a long history at UCC, having been founded over 70 years ago by the then President Alfred O'Rahilly, with a vision to provide adult and community-based educational services for people in Cork city and the region who might not otherwise have access to Higher Education (HE). ACE maintains a strong mission of social inclusion, through expanding access to and participation in Lifelong Learning (LLL). Partnership is a key mode of action by ACE, which has internal collaborations across all four Colleges of the University and 52 outreach centres in 15 towns around Ireland. All ACE programmes¹ are anchored within a relevant UCC academic school or department. Currently, approximately 1,770 ACE students currently take accredited programmes, with a further 930 on non-accredited programmes. ACE offers seven Springboard programmes, one online and one distance learning programme. It also has an international focus and an international student cohort through its online programmes (e.g. Autism Studies, Trauma Studies). ACE has a broad range of

¹ The terms "programme" and "course" are used interchangeably to reflect the breadth of ACE's offerings which incorporate a range of accredited and non-accredited programmes and courses

collaborative partnerships with other providers, industry, community, professional and statutory bodies. ACE has 29 core staff members and between 2,600 – 2,800 full-time and part-time students variably registered across its suite of programmes. ACE delivers programmes across Levels 6 to 9 on the National Framework of Qualifications (NFQ). It currently has 96 different cohorts of students; the majority of its delivery is at Certificate/Diploma (L6 – L7) and Higher Diploma levels (L8). Since 2001, 16,760 students² have graduated from ACE programmes, with over 1,500 progressing from ACE to mainstream programmes within UCC.

1.3 Methodology, Site Visit and Timetable

The Panel met over three days and the timetable enabled comprehensive engagement with staff, students, internal and external stakeholders, and senior University management (see Appendix 1 for a copy of the timetable). There was significant complementarity in the composition of the Panel which facilitated broad coverage of the key functions of ACE; external Panel Members were selected for their expertise and experience in comparative units within Irish and European universities, while internal reviewers brought knowledge of institutional and organisational structures within UCC. All Review Panels at UCC include a Student Representative as a full Panel Member; the student representative brought experience as an adult learner, but also had considerable professional insight into community education.

The Site Visit was well organised with a full schedule and included a tour of the Centre's main offices at The Laurels on Western Road. Secretariat support from the Quality Enhancement Unit (QEU) was provided to the Peer Review Panel throughout, to facilitate the review process and to support the Review Panel in formulating and agreeing the final Panel Report. The Panel wishes to thank the staff and management of ACE for their engagement with the review process before and during the Site Visit. The excellent external engagement of ACE was evident throughout the process and a recurring theme of the meetings with various stakeholders. The Panel wishes to thank the management at UCC for their excellent preparation and hospitality throughout.

1.4 Overall Analysis of Self-Evaluation Process

1.4.1 Self-Evaluation Report (SER)

The Panel commended the extensive self-evaluation process engaged in by ACE as part of the quality review process and the comprehensiveness of the documentation which was presented. A coordinating committee was established to manage the self-evaluation process; the SWOT, which was externally facilitated, encapsulated a design-thinking approach (including Lightning Decision Making). The comprehensiveness and high standard of presentation of the SER was noted by the Panel; it provided appropriate detail on the activities of ACE, with clarity around the mission, delivery, partnership, staff development etc., along with data on students and programmes.

1.4.2 Benchmarking

Benchmarking was undertaken against University of Oxford and National University of Ireland Maynooth (NUIM). The key findings from the benchmarking with University of Oxford centred around the following themes: ACE as a centre for “intellectual incubation” (developing new areas of study, interdisciplinarity); ACE leveraging the UCC brand more; increasing online delivery and developing increased access through blended learning models.

NUIM's Department of Adult and Community Education was selected for benchmarking by virtue of being “the only specialist academic department for the education of adults in Ireland”. The key

² Student headcount

learning from this benchmarking exercise was around fostering internal collaboration; cultivating staff development and cultivating ACE as a centre for scholarly assessment in the area of adult and continuing learning.

1.4.3 Developments since last review

The Panel noted significant advances within ACE since the last quality review in 2012 – 2013. These improvements spanned areas from financial to programme development which will be outlined below. The Panel noted that ACE now implements rigorous quality processes, which have led to good practices in relation to curriculum development, programme delivery and assessment.

1.5 Good Practice Case Study

The Case-Studies of Good Practice presented to the Panel were interesting and engaging, and demonstrated highly innovative practices; the Panel agreed that these transferable practices could be piloted for other initiatives across the University and beyond. Amongst the examples of good practice presented were the West Cork Dairy Farmers' Project, which implemented group RPL (Recognition of Prior Learning) recognising the farmers' acquired knowledge, skills and competences as evidenced through the Carbery Greener Dairy Farms Project (CGDF). This was an excellent example of ACE's contribution to implementing and fulfilling the UN Sustainable Development Goals (SDGs). An example of partnership was demonstrated through a joint initiative with Mental Health Ireland in delivering a Certificate in Mental Health in the Community.

It was agreed that the QEU will work with colleagues in ACE with a view to publishing the Good Practice Case Studies on the QEU webpage.

Part 2 – Findings of the Panel

2.1 School Overview

The Panel commended the outward-facing orientation of ACE through its highly effective social inclusion and community engagement mission. ACE is a cornerstone of UCC's heritage and legacy in this regard, and remains a key enabler of UCC's HEA compact in relation to external engagement.

ACE is now entirely self-funding and has reversed a considerable deficit in the past five years, due to its innovation and responsiveness to market requirements. As an outcome of this reversal in financial status, ACE now makes a significant financial contribution back to its partner academic units across the University. However, recent migrations of programmes back to their "home" Schools has highlighted a vulnerability for ACE arising from the absence of a "guaranteed stability clause that allows for ordered withdrawal of programmes by mutual agreement"³. The Panel agreed it would be beneficial to develop a protocol for the migration of programmes, which does not compromise ACE or the programmes which have been incubated within ACE, and which continue to draw on the expertise within ACE. Consideration could be given, for instance, to compensating ACE financially for loss in earnings over a number of years; or for ACE to be engaged on a consultancy basis to ensure that the programmes, and students within those programmes, remain supported in the initial stages of the migration.

2.1.1 Mission, vision, aims and objectives

The Panel also found that there was significant appreciation amongst senior management of the University for the work of ACE. However, the ACE mission is not clearly and widely understood and needs to be communicated more clearly and widely. The absence of a readily available strategic plan was noted, and this would be remedied by initiating a new strategic planning process. Commitment by the staff within ACE to the shared values of unit was evident to the Panel.

Innovation is critically important to the Unit, and ACE has enjoyed considerable success in this regard. This innovation would be enhanced by taking place within a more structured strategic framework. The Panel recommends that ACE develops a strategic plan which identifies and ranks the actions required to deliver the plan. This process would involve, among other things: an assessment of ACE's current external arrangements and partnerships in line with its mission and strategic objectives; an evaluation of the success of the current blended delivery model; and a focus on succession planning.

The Panel noted that the current financial model for the Unit involves "a balanced portfolio, which includes programmes with relatively high fee income"⁴. It would be beneficial for ACE, working with the Bursar, to review the funding model to ensure that ACE can continue to deliver on its and the University's social inclusion agenda. This is also in line with Objective 3 of Cinnte⁵ and the University's policy for access, transfer and progression.

The Panel recommends that the Vice President for Learning and Teaching considers establishing an Institute of Lifelong Learning which would accommodate ACE, the UCC Plus+ Programme and the Centre for CPD, thereby consolidating and growing critical mass while preserving autonomy. This entity would ideally maintain a strong student-centric focus and be benchmarked against existing European models.

³ ACE SER, p.5

⁴ *Ibid* p.9

⁵ QQI (2017), Cinnte, Handbook for the 2017-2023 Review Cycle of Designated Awarding Bodies
<https://www.qqi.ie/Publications/Publications/CINNTE%20Review%20Handbook%20DAB%20website.pdf>

2.1.2 Unit details including staff profile

ACE has a core staff of 29 divided into four teams, consisting of management, course coordinators, administration, and finance. It also employs over 300 lecturers on a part-time occasional basis each year. The Panel agreed that the Director's academic and scholarly connection with UCC provides enormous capital for ACE and commended the leadership and senior management of the Unit in turning around the fortunes of ACE while still delivering on its social inclusion mission. In many cases, the course coordinators have considerable expertise within the disciplines of the programmes which they coordinate, while also making worthwhile scholarly contributions to the field of adult and continuing education.

2.1.3 Unit organisation and planning

The Panel found that ACE employs embedded and rigorous quality processes which have led to very good practices in relation to curriculum development, programme delivery, and assessment; and that operating along the lines of a social enterprise model, it manages its autonomy in a very responsible way. ACE has an internal Academic Standards Board (ASB) with oversight of quality assurance for the academic activities of ACE, which links into the main University academic structures (e.g. the Academic Development and Standards Committee). For example, all of ACE's initial programme proposals are approved by the ASB before progressing to full programme approval in line with UCC's Office of Academic Programmes and Regulations. Many of the processes within ACE may be replicable across the University; conversely, ACE would benefit from further alignment of its administration and business processes with those of the University, and with the Connected Curriculum concept of the University's Academic Strategy.

2.2 Evaluation of Academic Standards

2.2.1 Student "life-cycle"

ACE takes a highly responsive and reflective approach to adult education, the requirement for which is constantly changing and in flux. As one ACE staff member stated, "making an impact in the world is why we exist". Adult learner lifestyles frequently do not enable learning to happen along traditional progression routes, with students often taking undulating, as opposed to linear, pathways across the NFQ. What was evident, and rather surprising, was the number of students, who, once engaged with education via ACE, became committed and passionate about lifelong learning. With people engaging at different levels on the NFQ, it is important to have more flexible progression pathways and supports. It would be beneficial for the wider University and ACE to collaborate to develop policies on coherent progression pathways from UCC-accredited programmes, as delivered through ACE to degree programmes within the University, with derogation for accredited candidates from potential barriers such as MSAP (Mature Students Admission Pathways). Furthermore, given the social inclusion mission of ACE, provision of some forms of financial supports could be explored, such as fee waivers for courses in specific locations and for specific cohorts or individuals; and/or scholarships for people who are progressing from ACE to mainstream University courses.

The Panel noted the enthusiasm of student and graduate stakeholders, many of whom travelled long distances to meet with the Panel and share their praise for ACE. Many wanted to "give back" based on the opportunities that they had received, and the Panel noted an opportunity to use alumni across the regions by recruiting and training them to conduct peer mentoring.

2.2.2 Programme delivery and curriculum planning

ACE courses have acted as a nursery or incubator for many programmes, for example, within the disciplines of Applied Psychology, Applied Social Studies, and Management and Marketing. The Panel agreed that ACE does not always profile its successes in this regard. The process of incubation – whereby evening courses develop into effective and highly rated degree programmes – is often followed by migration back to the academic discipline School. This is an important role for ACE, and

the Panel recommends the Colleges of the University in particular to support ACE's incubation role with appropriate structures and resources, such as seed funding for RPL and UN SDG-related courses.

The breadth and extent of ACE's outreach courses demonstrate outstanding examples of innovative approaches to enable access for non-traditional groups (e.g. RPL farmers' programmes and progression opportunities within UCC). The Panel agreed that these could be profiled as exemplars of innovation and good practice at national and international level. Based on these examples, it would be beneficial to ACE to explore opportunities for further partnerships with Schools and Colleges, such as the seminars it conducts in collaboration with the School of Biological, Ecological and Earth Sciences (BEES). ACE displays impressive agility in terms of its course development processes. There is an opportunity for ACE to further explore the potential to accredit its short courses.

It is clear that in developing and embracing new business undertakings, ACE is required to be both strategy-driven and opportunity-led. However, its core mission was not always understood by the stakeholders whom the Panel met (especially internally). In addition to clarifying its mission and developing a strategic plan, the Panel recommends that ACE develops an Opportunities Assessment Framework to guide its decision-making on academic programme development and partnership.

2.2.3 School communication structures

Systems for communication internally within ACE appear to be quite developed with a democratic and collegiate approach to knowledge- and information-sharing. External communication with local communities also appears to operate effectively. Two-way communication within the University community, however, is not optimal and requires improvement. It is in ACE's interest to raise awareness so that its work is understood and acknowledged, and that its contribution to the University's mission is leveraged and rewarded.

2.3 Evaluation of Student Learning Experience

2.3.1 Teaching and learning

It is evident that the programmes delivered through ACE are high quality accredited programmes. The Panel noted that several of the coordinators within ACE are engaged in, or would be willing to engage in, research-led teaching, which is not currently recognised by current contractual arrangements.

2.3.2 Assessment

ACE's quality assurance practices in some areas were highly evolved, in particular the monitoring and analysis of assessment quality and standards as evidenced by the Composite External Examiner Reports.

2.3.3 Student support

The student representatives and graduates who met with the Panel were strong in their praise for staff in ACE, for the academic and pastoral support that they receive, and the opportunities for learning that ACE provides. The particular skills and attributes of ACE's programme coordinators, in providing support for non-mainstream students, are unique within the University context and are worthy of recognition and acknowledgment as a significant component of their professional roles. There is potential for staff within ACE, as exponents of good practice, to play key roles on the University's access, social and community-education agendas, through capacity-building and knowledge-sharing among colleagues across the University.

2.3.4 External links, community engagement and employability

ACE's external links with communities and with industry are evidently very strong. Many students within ACE are workplace-based, with career advancement providing the motivation to return to education. Others typically avail of the chance to redress missed opportunities with "second chance"

learning. The Panel formed the strong opinion that ACE's community-based initiatives (i.e. bringing the University to communities rather than *vice versa*) were empowering people to learn who had not previously perceived that Higher Education was an option for them.

There is a significant opportunity to harness the commitment of alumni, many of whom expressed a willingness to become advocates or to provide support for others returning to education or accessing HE for the first time. The Panel recommends that ACE leverages that commitment of alumni across the regions by recruiting and training them to conduct peer mentoring. In addition, it would be worthwhile for ACE to engage in market research as part of their Opportunities Development Framework and develop a plan in conjunction with the University's Office for Marketing and Communications to enhance its marketing and social media impact.

2.4 Staff

2.4.1 Staff Profile

The Panel identified a significant concern around professional recognition among the staff of ACE employed as 'course coordinators', who are recruited to the administrative Senior Executive Assistant (SEA) grade. This arises from the fact that many course coordinators consider their own disciplinary expertise, where this might exist, to be important in the effective discharge of their role. While disciplinary expertise is not a formal requirement of appointment to this role, and academic 'programme directors' are assigned from the academic units where the courses are based, there is an apparent expectation for disciplinary expertise amongst course coordinators, as evidenced by the most recently advertised posts.

Both course coordinators and ACE management believe that current grading and progression arrangements applying to course coordinator positions do not reflect the full scope of their work. The Panel agreed that the configuration of the course coordinator role is deserving of a comprehensive review. There is an urgent requirement for a review of this situation to be led by the Vice President for Learning & Teaching, with ACE management and the HR Department. There is also an apparent gender imbalance in favour of females in the Unit.

2.4.2 Staff Development Objectives

The Panel learned that while staff within ACE identify objectives for career progression, there is an apparent absence of processes to achieve individual objectives. The Panel recommends that staff are provided with opportunities by ACE management to develop scholarly assessment of their best practice examples.

2.5 Collaborative partnerships

It is clear to the Panel that ACE cherishes the partnership model as a way of working – both within the University and beyond. ACE has played a key role, along with other city institutions (in particular CIT and Cork ETB), in advancing Cork as a Learning City, engaging with such projects as Cork Learning Neighbourhoods and the hosting of UNESCO's Conference for Learning Cities. Given the extensive external relationships already formed by ACE, the Panel recommends that ACE be central to the development and implementation of UCC's ongoing and future Civic Engagement Plans.

The Panel recommends that the University, in particular the Vice President for Learning and Teaching in association with the Vice for External Engagement, undertakes a social return on investment study to evidence the broader societal value of ACE into the future.

Part 3: Commendations and Recommendations

3.1 Commendations (Summary)

The Panel commends:

1. The outward-facing activity of ACE - its social inclusion and community engagement mission, which it delivers so effectively – investing in future generations
2. ACE is now entirely self-funding and has reversed a considerable deficit in the past five years, due to innovation and responsiveness to market requirements
3. Excellent leadership on the part of the Director, Senior Management Team and staff in turning around the fortunes of ACE, while still delivering on its social inclusion mission
4. The Director's academic and scholarly connection with UCC which provides significant capital for ACE
5. The breadth and extent of the outreach programmes and outstanding examples of innovative approaches to enable access for non-traditional groups (e.g. RPL farmers' programmes and progression opportunities within UCC); these could be held up as exemplars at national and international level
6. ACE is a cornerstone of UCC's heritage and legacy and with 23% of the University's intake through access routes in 2018, ACE remains a key enabler of UCC's HEA compact in relation to the University's national targets for part-time and flexible education
7. The highly responsive and reflective approach to adult education which is constantly changing and constantly in flux – "making an impact in the world is why we exist"
8. ACE's partnership way of working – both within the University and beyond; e.g. Learning City; Learning Neighbourhoods etc., with a commitment that all partners benefit from the relationship
9. The extensive self-evaluation process engaged in by ACE as part of the quality review and the comprehensiveness of the documentation which was presented
10. Students and graduates were warm and effusive in their praise for staff in ACE, for the academic and pastoral support that they receive, and the opportunities for learning that ACE provides
11. The evidence of commitment and collegiality across the staff
12. ACE's role as a nursery/incubation for many programmes and disciplines
13. The rigorous quality processes which have led to very good practices in relation to curriculum development, programme delivery and assessment; ACE manages its autonomy in a very responsible way
14. The course coordinators – the "silent powerhouse" of ACE

3.2 Recommendations

Recommendations to ACE

Strategic:

The Panel recommends:

1. ACE to produce a mission statement in conjunction with the VPLT, which clearly encapsulates its role within the University community.
2. ACE needs to undergo a strategic planning process which delivers a strategic plan identifying and ranking the actions required to deliver on the plan. This process could include, for example:
 - critical assessment of current external arrangements and partnerships in line with the mission and strategic objectives;
 - evaluation of the success of the current blended delivery model, with consideration to developing further online delivery;
 - a focus on succession planning.
3. In parallel with the strategy, a comprehensive review of processes and roles in ACE, including benchmarking against practices in other similar institutions.
4. ACE to develop an approved Opportunities Assessment Framework to guide its decision making on academic programme development and partnerships. This would include clear lines of consultation with and approval by relevant stakeholders.
5. ACE to continue to align its administration and business processes with those of the University, and with the Connected University strategy in particular.
6. ACE to continue to develop further partnership opportunities with academic units in UCC (as it has been doing through, for example, seminars with the School of Biological, Ecological and Environmental Sciences (BEES)).

Staffing:

The Panel recommends:

7. ACE, working with the HR Department, to review all current and future staffing requirements, including the configuration of posts and the deployment of staff within the Unit.
8. ACE management needs to facilitate the opportunity for staff to develop scholarly assessment on ACE's best practice examples, such as RPL, innovative community education examples, etc.

Marketing and communication:

The Panel recommends:

9. A marketing and communication plan to be developed in conjunction with the University's Office of Marketing and Communications to enhance ACE's marketing and social media presence.
10. ACE needs to highlight both its community engagement and incubator roles within the University, by establishing a compatible profile for both activities.
11. ACE to work to harness the potential of its alumni by recruiting and training them to conduct peer mentoring.

Finance and sustainability:

The Panel recommends the following in order to place ACE on a more sustainable footing:

12. ACE, working with the Alumni & Development Office, to explore opportunities for philanthropic funding.
13. ACE, in association with the Bursar, needs to review the redistribution of income to Colleges, with a view to retaining a greater share in ACE.
14. ACE to maintain a balance between its objectives of revenue generation and social/community inclusion.

Social Return on Investment:

The Panel recommends:

15. ACE Management should work with the Office of the Vice President of External Relations to undertake a social return on investment study of ACE.

Recommendations to the University

The Panel recommends:

1. The Vice President for Learning and Teaching to consider the establishment of an Institute of Lifelong Learning which would accommodate ACE, UCC's Access function (UCC Plus+ Programme), and CPD – to consolidate and grow a critical mass.
2. The Vice President for External Engagement to ensure that ACE is central to UCC's future Civic Engagement Plan.
3. The University, in particular the Bursar and Vice President for Learning and Teaching in association with the ACE Director, to review the effectiveness of the ACE funding model, including whether multi-annual core funding could be provided to enable ACE to deliver on the University's social and access agendas. Consideration also to be given to how key posts might be core funded.
4. The University, in particular the Bursar and Vice President for Learning and Teaching, to review options to support ACE's incubation role with appropriate structures and resources, such as seed funding for RPL and UN SDG-related courses.
5. ACE Director to work with the Deputy President and Registrar to develop a protocol for the migration of courses, which have been incubated within ACE. Consideration to be given to possible compensation over a period of a number of years and engagement of ACE on a consultancy basis to ensure that the courses remain supported in the initial stages and that students are supported.
6. ACE Director to work with the Deputy President and Registrar to develop policies on progression and coherent pathways from accredited courses delivered through ACE to degree courses within the University, with derogation for accredited candidates from MSAP (Mature Students Admission Pathways).
7. The Bursar to explore the opportunity for the University to waive fees for ACE courses in specific geographical locations and for specific cohorts or individuals.
8. The President to consider options for scholarships for people without access to SUSI funding to progress from ACE to mainstream University courses.

Appendix 1: Timetable

ADULT CONTINUING EDUCATION (ACE)

PEER REVIEW PANEL SITE VISIT

Tuesday 30 April 2019	
Venue: Tower Room 1	
12.00 – 13.30	<p>Convening of Panel members.</p> <p>Briefing by Ms Elizabeth Noonan, Director of Quality Enhancement & Dr Kay Taaffe, Quality Enhancement Advisor, followed by lunch.</p>
13.30 – 15.00	<p>13.30 - Dr Séamus Ó Tuama, Director, ACE</p> <p>14.00 - to be joined by ACE Management Team members, Dr Griffin Murray, Ms Lyndsey El Amoud and Ms Sinead O'Neill</p> <p>14.45 – to be joined by Mr Tom Mallin, Financial Administrator</p>
15.00 – 15.45	Professor Paul McSweeney, Vice President for Learning & Teaching
15.45 – 16.15	Tea/coffee
16.15 – 16.45	<p>Meeting with academic representatives from ACE Academic Standards Board</p> <p>Mr Daniel Blackshields, Lecturer, Cork University Business School (CUBS)</p> <p>Professor Alastair Christie, former Head, School of Applied Social Studies</p> <p>Dr Birgit Greiner, Masters Director, School of Public Health</p> <p>Professor Anthony McDonnell, Head, Dept. of Management & Marketing, CUBS</p> <p>Dr Barry Monahan, Lecturer, Department of Film and Screen Media</p> <p>Dr Denis Ring, Lecturer, School of Engineering</p>
17.00 – 18.00	<p>Meeting with External Stakeholders</p> <p>Ms Siobhan Bradley, Manager, Regional Skills Forum</p> <p>Ms Ann Corcoran, Adult Education Director, College of Commerce</p> <p>Dr Tony Daly, HR Operations Support Manager, Pfizer</p> <p>Ms Patricia Delaney, Graduate (Diploma in Psychology of Criminal Behaviour)</p> <p>Ms Bridget Fitzgerald, Economic Development Officer, Kerry County Council</p> <p>Mr Ger Fitzgerald, Graduate (Higher Diploma in Health, Safety and Welfare at Work)</p> <p>Ms Margo Hayes, Education Officer, Cork City Partnership</p> <p>Ms Kay Looney, Graduate (Diploma in Psychology of Criminal Behaviour)</p> <p>Mr Willie McAuliffe, Chair, Cork Learning City</p> <p>Ms Siubhán Mc Carthy, Coordinator, Cork Lifelong Learning Festival</p> <p>Mr Stephen O'Donoghue, Safety and Environmental Compliance Engineer, Heineken</p> <p>Mr Robert O'Driscoll, Senior Addiction Counsellor, Arbour House</p> <p>Ms Susan Scannell, Graduate (MSc in Personal and Management Coaching)</p> <p>Ms Jessica Sweetnam, Graduate (Higher Diploma in Coaching Psychology)</p> <p style="text-align: right;">Venue: Staff Common Room</p>
19.00	Informal dinner for members of the Panel & staff members of ACE

	<p>Ms Lyndsey El Amoud, Assistant Director (Academic Programmes) Ms Belinda Gascoigne, Senior Coordinator Ms Deirdre O'Byrne, Senior Coordinator Ms Cliodhna O'Callaghan, Adult & Community Education Officer Dr Séamus Ó Tuama, Director Ms Regina Sexton, Senior Coordinator Dr Ciara Staunton, Senior Coordinator</p>
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Wednesday 1 May 2019	
08.30 – 09.00	Convening of the Panel in Mardyke Studio 4
09.00 – 10.00	Meeting with ACE staff Venue: Mardyke Studio 4
10.00 – 10.30	Professor John O'Halloran, Deputy President & Registrar Venue: Mardyke Studio 4
10.30 – 11.30	Tour of ACE facilities <i>Dr Séamus Ó Tuama will lead the Panel on a tour of the offices in the Laurels</i>
11.30 – 11.45	Move to Tower Room 1 (Tea/Coffee will be available)
11.45 – 12.30	Enhancing Student Learning Experience Dr Ciara Staunton, Senior Coordinator, Adult Continuing Education Ms Brenda Healy, Course Co-ordinator, Cert in Mental Health in the Community Ms Sinead O'Neill, Adult & Community Development Officer Dr Pat Twomey, Coordinator of the Diploma in Social Studies
12.30 – 13.15	Private meeting of the Panel (lunch)
13.15 – 14.15	Meeting with Programme Co-ordinators* (UCC-based and outreach programmes) Ms Rola Abu-Zeid-ONeil Ms Christine Chassaide Ms Belinda Gascoigne Ms Eileen McBride Ms Deirdre O'Byrne Ms Helena O'Connor Ms Rachel O'Farrell Ms Regina Sexton
14.15 – 14.45	Meeting with Academic Programme Directors Professor John Gallagher, School of Public Health Dr Sharon Lambert, School of Applied Psychology Dr Stiofán Ó Cadhla, Department of Folklore and Ethnology Dr Carol Power, School of Food and Nutritional Sciences Dr Denis Ring, School of Engineering
14.45 – 15.45	Private meeting of the Panel (tea/coffee)

15.45 – 16.15	<p>Meeting with UCC senior administrators</p> <p>Ms Olive Byrne, Head of Access & Participation Ms Eleanor Fouhy, Head, Academic Programmes & Regulations Ms Margo Hill, Examinations Administrator, Student Records and Examinations Office Mr John McNulty, Director of Academic Services Dr Jennifer Murphy, Director of Recruitment and Admissions Mr Paul O'Donovan, Academic Secretary</p>
16.15 – 16.45	<p>Meeting with UCC senior administrators</p> <p>Ms Audrey Huggard, Office of Corporate & Legal Affairs Ms Mary Ward, HR Business Manager for ACE</p>
16.45 – 17.30	<p>Meeting with students</p> <p>Ms Isobel Brennock, Diploma in Psychology of Criminal Behaviour (Year I) Ms Aine Heffernan, Higher Diploma Coaching Psychology Ms Sinead Morrison, Diploma in Psychology of Criminal Behaviour (Year I) Ms Margaret Keoghan, Certificate in Mental Health in the Community Mr David Omojola Dada, Certificate in Process and Chemical Engineering Ms Deirdre O'Regan, Certificate in Mental Health in the Community Mr Liam O'Sullivan, MSc in Personnel & Management Coaching Ms Sile Ryall, Certificate in Autism Studies Mr Niall Sexton, Diploma in Substance Misuse and Addiction Studies (Year II) Ms Sharon Toner, Higher Diploma in Facilitating Inclusion (Disability Studies) Mr Pdraig Twohig, Certificate in Mental Health in the Community</p>
19.00	<p>Working private dinner for members of the Panel to commence drafting the report.</p> <p style="text-align: right;">Venue: Meeting Room 6, River Lee Hotel</p>

Thursday 2 May 2019	
Venue: Tower Room 1	
08.45 – 09.00	Convening of the Panel
09.00 – 10.00	Private meeting of the Panel
10.00 – 11.00	Dr Séamus Ó Tuama, Director, ACE
11.00 – 12.00	Private meeting of Panel (tea/coffee) - move to next venue
12.00 – 12.30	Closing presentation
12.30 – 12.45	Return to Tower Room 1
12.45 – 15.00	Further work on drafting the final report (lunch)