University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

QUALITY ENHANCEMENT UNIT

REVIEW PANEL REPORT

OFFICE OF THE VICE-PRESIDENT FOR LEARNING & TEACHING

Date: 26th to 28th March 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)

Contents

Panel Report Template

Part 1 - Overall Analysis

1.1 List of Panel Members

Name	Position/Discipline	Institution
Dr Louise Crowley	Senior Lecturer	University College Cork
Professor Dr Daniel Halter	Vice President for University Development	Northwestern University of Applied Sciences and Arts, FHNW, Switzerland
Ms Beatrice McCarthy [Student Reviewer]	Final Year BSc (Government)	University College Cork
Dr Fiona Strawbridge	Head of Digital Education	University College London
Professor Chris Williams [Chair]	Head of the College of Arts, Celtic Studies and Social Sciences	University College Cork
Professor Philip Winn	Research Professor of Neuroscience	University of Strathclyde
Dr Kay Taaffe [Panel Secretariat]	Quality Enhancement Unit	University College Cork

1.2 Context and Overview

The Office of the Vice-President for Learning and Teaching (OVPLT – hitherto referred to as the Office) comprises six units or functions: Adult Continuing Learning (ACE); the UCC Language Centre; Centre for the Integration of Research, Teaching & Learning (CIRTL); Centre for CPD (CCPD); Centre for Digital Education (CDE); and the University Exams Appeals Unit (EAU). Four of these units come under the remit of this review, namely CIRTL, CDE, CCPD and EAU. ACE is undergoing a separate quality review in the coming months, and the Language Centre underwent a quality review in early 2018, an outcome of which was its integration into the OVPLT in December 2018. It was noted that the EAU is a recent addition to the portfolio having come under the Office's remit as recently as 2018.

The review of the OVPLT is taking place during a period of transition, with a new Vice-President for Learning & Teaching (VPLT) in place since December 1st 2018. The self-evaluation process was initially led by the interim VPLT, who led the authorship of the Self-Evaluation Report (SER). In formulating this Report, the Panel wishes to situate the peer advice and recommendations arising from the review in the context of the current transitionary period of the OVPLT, to enable the key issues for strategy and capacity building for the Office to be addressed going forward.

1.3 Methodology, Site Visit and Timetable

The Panel met over three days and the timetable enabled comprehensive engagement with staff, students, 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 the Office; external Panel Members were selected for their

disciplinary expertise, while internal reviewers provided knowledge of the institutional and organisational structures within the University. All review panels at UCC include a Student Representative as a full Panel Member and the student member ably represented peer interests. The Panel was impressed by the enthusiasm and engagement of the undergraduate and postgraduate students they met during the Site Visit.

The Panel experienced a very welcoming atmosphere throughout the whole visit. The Panel met with a broad variety of stakeholders in what was a tight, full schedule. The schedule took in a tour of some of the Office's facilities which are across several locations of the campus. The Panel suggests that, for the future, more time is built into the schedule for private Panel discussion and reflection between meetings. 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 the Office for their engagement with the review process before and during the Site Visit.

1.4 Overall Analysis of Self-Evaluation Process

1.4.1 Self-Evaluation Report (SER)

The presentation of the SER, with electronic clicks to appendices, was an innovative one and a useful approach for the presentation of substantial amounts of information and documentation which could be replicated for other reviews. The self-evaluation process was inclusive and a coordinating committee was established with representation across the four units involved in the review. A number of Office staff contributed to writing the SER and engagement with a range of stakeholders was evidenced through the qualitative data contained therein.

There was a lack of quantifiable data in the SER relating to the Office's impact. The Panel was of the opinion that there was an overreliance on completion figures for the Office's accredited programmes as a measure of impact, and the Office should look also to other metrics and mechanisms to measure impact and ensure agility into the future. There was a missed opportunity to conduct a University-wide survey with all staff which could have provided more concrete data on the numbers of current staff who hold CIRTL qualifications and/or engage with the OVPLT. The Panel noted an absence of student voice in the SER which was an omission of a key stakeholder group.

The SER provided considerable detail of the history of the development of the Office but it didn't make clear at the outset what the functions of the individual units were. This presented particular challenges for the external panel members who needed more clarity and explanation of the 'as is' structure and remit. There was a reliance on the strength of the past record, with unnecessary detail relating to the history dating back beyond the period of the last period of review (2012), and a reluctance to look forward and outward where local and national strategic initiatives should be prominent.

1.4.2 SWOT Analysis

An externally facilitated SWOT analysis was held in September 2018 and was representative of all the units who were part of the Office at that time. The SWOT identified key strengths as: the Units' shared value system; connectivity and engagement across the University; and innovation and creativity. Challenges included insufficient resources and space; incoherent systems and processes in certain units; and a lack of specialist skills in certain areas, such as financial management, website maintenance, marketing and sales. The OVPLT continues to respond to the priorities of the Academic Strategy; there is an opportunity for the OVPLT to build on UCC's internationalisation objectives and to engage in "ground-breaking change initiatives and transitions at UCC",[1] particularly in the light of the Academic Strategy.

[1] SER p.10

1.4.3 Benchmarking

The benchmarking, referred to in SER as "organic" and desk-based was effective in identifying potential models to adopt into practice; TCD's Assessment Framework; UCD's Teaching Fellows to advance connectivity; and UCL in terms of the "Connected Curriculum", research-based education and learning spaces.

1.4 Good Practice Case Study

The Good Practice Case Study presented was entitled: *Learning Spaces: physical, virtual and metaphorical*. The Case Study content had already been presented as part of the SER. It left the Panel with the impression that there was a missed opportunity to show-case other areas of good practice within the Office. The QEU will work with the OVPLT to publish the case-study on their website.

Part 2 – Findings of the Panel

2.1 Office Overview

2.1.1 Strategic Planning, Mission and Vision

The work of the Office delivers significant and appreciable benefit to teaching staff at UCC, which was particularly evident from meetings with peers, who spoke highly of the OVPLT's support for teaching and learning. The Panel commended the Office's introduction of the idea of the Scholarship of Teaching and Learning (SoTL) in their work and its service delivery, notably their role in developing supportive courses that enable staff to develop their skills in teaching. The Times Higher Education Europe Teaching Rankings 2018 placed UCC at 47th in Europe – much of the credit for this goes to the OVPLT, and demonstrates a historical commitment to academic development in the area of Learning and Teaching at UCC.

As outlined above, the Office comprises a group of distinct units with clearly and appropriately delineated roles. Having undergone a period of significant change, there is now a need for a clearly articulated shared vision for the Office, which is not yet sufficiently evident. This was reflected somewhat in confusion over the title of the Office – moving from Teaching & Learning to Learning & Teaching – which continue to be used interchangeably in different units (e.g. CIRTL) and is not reflected in others (e.g. Digital Education). In developing its mission, the Panel suggests that the Office should consider renaming the OVPLT. While suggesting the title Office of the Vice-President for Education, the Panel suggests that the Office may wish to make appropriate comparisons with other relevant HEIs with a view to identifying a title which is internationally recognised, situated in the context of a research intensive HEI, and which conveys the full breadth of activities and the synergies between the office functions.

The Panel encourages the Office to think innovatively in order to assert its distinctive identify. There appeared to be a lack of strategic ambition in outlining how important the Office is in delivering the mission of the University and there is a need to articulate their activities in the light of University policy, and national policy and strategy. It is imperative that the OVPLT articulates a vision for the Office which would justify investment in space and human resources. This should include the development of a dedicated Strategic Plan, matched to University and National priorities, which addresses and prioritises the actions required to deliver on the Office's vision. This should be accompanied by a clear road-map for the Strategic Plan which addresses the business and operational aspects of implementing the Plan.

Because education is a central pillar of University strategy, the OVPLT should continue to play a proactive role in all relevant University committees which impact learning and teaching. Taking leadership and owning the strategy for learning and teaching across the University is critical. There is an opportunity to revise the existing Strategic Plan 2017 – 2022 Teaching and Learning[2] policy to align with the University's Strategic Plan, the Academic Strategy, and with national strategies which pertain to learning and teaching. The CDE should feed into and advise the e-learning sub-committee of Academic Council to provide direction on university-wide investment in technologies in education. In addition, the Office should consider developing a learning space technology function within the CDE that will support staff and students.

There is an opportunity to create new frameworks and approaches as appropriate. The Panel noted, for example, the extensive sphere of influence of the Office, which extends across the University. Consideration might be made, for example, on how best to leverage the Office's impact through expanding links with colleagues working within the Colleges in related areas. There was also

[2] https://www.ucc.ie/en/media/support/ovptl/documents/StrategicPlanTeachingLearning2017.pdf

considerable enthusiasm amongst graduates of CIRTL programmes - including external graduates - to expand the learning networks and opportunities for knowledge-sharing (beyond the existing teaching fellows programme). A suggestion was made, for example, to have an alumni association which would create communities of practice internally and across the city, enabling intra- and inter-institutional knowledge sharing, and opportunities for research and publications in L & T.

At University level, the Office's role in supporting the implementation of the new VLE, Canvas, in nurturing the development of online programmes, and their lead role in implementing certain priorities of the Academic Strategy, was evident. The Panel notes an opportunity for the Office to take a more central role in policy formation to inform other service professionals (e.g. space, digital) in relation to L & T issues.

2.1.2 Office details including staff profile

The four Units included in this review comprise 21 staff in total; many straddle academic and administrative roles – occupying the domain of "third-space professional" – and two of the posts within CIRTL are academic posts. The Panel commended the highly committed and engaged staff who "box above their weight" in delivering a service across the University which far exceeds their allocated resource capacity. There was high regard amongst colleagues across the University for the work of the Office and the support for staff with pedagogical development across different disciplines.

It was noted that some staff in key roles have part-time contracts and insecure tenure – while others are time-sharing across different functions. The commitment and dedication of staff in the circumstances was remarkable, however, the Panel had concern around long-term vision and sustainability when staff cannot plan beyond their finite contracts. The Panel would recommend that staff contracts are regularised as a matter of priority. Positions that are in principle permanent, should be permanent in practice.

As part of the operational aspect of the Office's Strategy, account should be taken of the workloads and human resources required to enable the various functions to continue to provide a high level of service to academic development across the campus. The Panel had concerns around the redeployment of staff (e.g. for the implementation of Canvas) which takes from the core work of supporting the University's ambition for Digital Education, with attendant lack of capacity and associated reputational damage in relation to supporting existing digital projects. The Panel strongly recommends that backfill is immediately provided for staff who are seconded to the Canvas implementation (and other central projects) to ensure the continued support for online learning and Digital Education across the campus, and to be able to continue to fulfil the mission and vision of the Office.

2.1.3 Office organisation and planning

There is an opportunity to create an appropriate organisational structure and identify a new managerial framework to best support the integration of the Office units based on the revised strategic and operational plans. The Office should consider how best to leverage its impact across the University, through for example, delegated roles and responsibility which would sit within the Colleges, but with a link to the Office. The Panel recommends the establishment of educational developers (with strong digital skills) at College level, with shared budget lines between the College and the Office and with dotted-line reporting to the Office, who will promote and support the Office's mission for learning and teaching. In considering the new structures within the Office, a useful structure might involve the merger of CPD, CDE and CIRTL with the appointment of one Director (Grade 8) to oversee the three complementary functions. The Office should also consider the "fit" of its current portfolio and consider, for example, incorporating the Skills Centre under the OVPLT. To further advance and enable the integration of the Office functions, the Panel recommends that an

Office Manager is appointed which would ensure cohesion across all of the Units of the Office. In the reorganisation of the structures within the Office, staff should be encouraged to engage in leadership training as aspiring leaders.

2.1.4 Office communication structures

Communication within the Office is clearly effective and informal, however, it is made difficult by the dispersal of staff across the University and because the Office does not have a designated meeting or teaching space. Opportunities for developing more effective communication would be greatly facilitated by having shared space; because staff are often working away from their desks, a solution might lie in the creation of an agile shared space.

2.2 Evaluation of Academic Standards

2.2.1 Impact on student learning

The Panel noted the high uptake across the University of the Office's accredited Postgraduate (PG) Certificate and Diploma programmes in Teaching & Learning. There was, however, some evidence that the Office's services are not universally translating into value for the student learning experience and that students continue to experience widely varying degrees of effectiveness in relation to pedagogical practice. Ultimately, the most important impact of the work of the Office should be measured by the added value that it brings to the student learning experience. To support this objective, the Office should develop an appropriate set of valid, reliable and transparent quantitative and qualitative metrics which demonstrates impact on staff practice and student experience. The Office should set minimum identifiable standards and articulate baseline norms that students can expect in relation to, for example, staff usage and engagement with Panopto and Canvas. There would be, for example, an opportunity to have "Canvas Champions", drawn from student cohorts, who would drive a student agenda for a widespread and effective use of Canvas.

2.2.2 Programme delivery and curriculum planning

CIRTL has been delivering a PG Certificate, Diploma and Masters in Teaching & Learning in Higher Education since 2004. In that time 673 people have graduated to a minimum of Certificate level from these programmes, across all four Colleges and including external participants; the SER represents this figure as 70% of the academic staff of the University. The uptake has increased in recent years since the programme is delivered online, and the Office should work to ensure that these numbers continue to increase. It has previously been mentioned that there was a missed opportunity to undertake a university-wide survey to validate or update this data to ensure that these figures are current.

A Masters in Higher Education Administration, Management & Leadership is planned for September 2019, which will complement the existing portfolio of programmes through developing leadership skills and with potential to develop the role of the "third space" professional within the University and beyond.

Alumni spoke highly of their experiences on the accredited programmes (including external participants) and expressed a desire to continue this engagement informally on completion of the programmes. There are opportunities to harness the enthusiasm and interest of CIRTL alumni by establishing a community of practice to facilitate on-going knowledge-sharing. More broadly, there is an opportunity for the Office to expand its service provision for learning and teaching, and academic support across the University beyond the accredited programmes.

In addition, the Office should consider CPD offerings for internal staff and alumni to enable continued engagement with current educational technologies. The development of CPD in Higher Education is a significant national strategy in which UCC could be a sector leader, building on its well-established current provision. This might include opportunities that would complement existing certificate

programmes through light touch, stand-alone, digitally-badged opportunities and interventions to sustain accessible on-going engagement with pedagogical development (e.g. a Menu of Learning Opportunities). In addition, the Office should take a lead role in broadening more informal approaches to academic development, through for example, voluntary peer observation.

2.3 Impact on Student Body

2.3.1 Learning and teaching, including the impact of research on teaching

The impact of the work of the Office in promoting Learning and Teaching can be evidenced in many ways, including through the President's Awards and in the high regard for the work of the Office amongst peers in the University. The commitment to the integration of research, teaching and learning is evidenced in CIRTL's title and the Office has had considerable success is landing research awards and generating research income in recent years.

2.3.2 Learning resources

The absence of communal space for knowledge-sharing and visibility within the campus has already been referred to and remains a critical issue for the Office. The Panel sees an opportunity for the Office to leverage its goodwill and standing, and the University's commitment to educational excellence, to advocate for additional resources for the work of the Office. The Office should articulate clearly its impressive offering and potential in order to make compelling meritorious business cases for resources (space and staff). In addition, work is needed on the Office's branding, marketing and communication to increase visibility and engagement across the University

2.3.3 Student support

Colleagues commended the Office's engagement with some student support services, for example with the Disability Support Service. The Panel was, however, of the opinion that the Office needs to incorporate a more direct student-facing outlook in their activities. There is opportunity for a much greater role for student involvement in the work of the Office; for example, in upskilling on digital capacity. The Office should plan mechanisms to engage undergraduate students as partners for supporting staff in developing their practice and as co-creators for curriculum development.

2.4 External links/community engagement

External stakeholders highly commended the Office's leadership and commitment to partnership in advancing Cork's Learning City agenda. There was significant evidence of external engagement with partner organisations across Cork city. These include the UNESCO Conference on Learning Cities which was hosted in Cork in 2017; and the Learning Neighbourhoods project.

Internationalisation is a key theme in the University's Strategic Plan and Academic Strategy and the OVPLT supported the development of a University-wide module on Internationalisation which is due to be delivered from 2019. The Office is committed to engaging with the European University Network and has been involved with the EUA Thematic Peer group to encourage the sharing of best practice in Learning and Teaching amongst Vice-Rectors and equivalent staff across Europe.

Part 3: Commendations and Recommendations

3.1 Commendations and Opportunities

Commendations (Summary)

a) Highly committed and engaged staff who "box above their weight" in delivering a service across the University which far exceeds their allocated resource capacity
b) An explicitly scholarly approach to educational development
c) High uptake across the University of the Office's accredited Postgraduate Certificate and Diploma
d) Regard amongst colleagues across the University for the work of the Office; it was noted that it provides support for staff with pedagogical development across different disciplines
e) The value of the role of the Office in supporting the Disability Support Service
f) Significant external engagement in liaising with partner organisations across the city for Life Long Learning, as acknowledged by external stakeholders
g) The Office's role in supporting the implementation of the new VLE, Canvas, nurturing the development of online programmes and the roll-out of the Digital Badges with impressively high levels of engagement
h) The role of the Office in elevating the prestige of learning and teaching within the culture of the University

Opportunities (Summary)

- To leverage the goodwill and standing of the Office (and the University's commitment to educational excellence) to advocate for additional resources for the work of the Office
- To take a more central role in policy formation to inform other service professionals (e.g. space, digital) in relation to learning and teaching issues
- Reputational benefit for excellence in education, and the student learning experience, is critically important to the University
- Pursue the Masters in Higher Education Administration, Management & Leadership and market to an internal and external audience
- Opportunities to develop staff CPD that would complement existing certificate programmes

3.2 Recommendations

Recommendations to the Office

Vision and Strategy

1. Articulate a vision for the Office which would justify investments in space and human resources. Develop a Strategic Plan which addresses and prioritises the actions which are required to deliver on the vision. Outline a clear road-map for the Strategic Plan which addresses the business and operational aspects of implementing the Plan.
2. Revise the Learning and Teaching policy to align with the University's Strategic Plan, the Academic Strategy, and with national strategies which pertain to learning and teaching
3. Because education is a central pillar of University strategy, the OVPLT should continue to take a prominent and proactive role in all relevant University committees which impact Learning & Teaching
4. Review the remit of the e-learning committee to provide advice and direction on investment in technologies in education

Structures

5. Restructure the organisation of the Office based on the Strategic Plan
6. Consider the coherence and scope of the current portfolio and consider, for example, incorporating the Skills Centre under the OVPLT; a reconfiguration might include, for example, a merger of CPD, CDE and CIRTL, with the appointment of a Director at Grade 8
7. Consider the appointment of College-located educational developers (including the digital agenda), with dotted-line reporting to the Office, who will promote and support the Office's mission for learning and teaching
8. Develop a learning space technology function within the CDE
9. Appoint an Office Manager which would ensure cohesion across all of the Units of the Office
10. Regularise staff contracts, as a matter of priority, to ensure that positions that are in principle permanent, should be permanent in practice.

Branding and Visibility

11. Articulate clearly the impressive offering and potential of the Office in order to make compelling meritorious business cases for resources (space and staff)
12. Develop an appropriate set of valid, reliable and transparent quantitative and qualitative measures which demonstrates impact on staff practice and student experience
13. Work on the Office's branding, marketing and communication to increase visibility and engagement across the University

Service Provision

14. Consider CPD offerings for internal staff and alumni to enable continued engagement with current educational technologies
15. Harness the enthusiasm and interest of CIRTL alumni by establishing a community of practice to facilitate on-going knowledge-sharing
16. Develop light touch, stand-alone, digitally-badged opportunities and interventions to sustain on-going engagement with pedagogical development (MOLO – Menu of Learning Opportunities)
17. Plan mechanisms to engage undergraduate students as partners for supporting staff in developing their practice and as co-creators of the curriculum

Recommendations to the University

In line with the University's commitment to Teaching and Learning as articulated through the Strategic Plan and Academic Strategy, the Panel recommends that the University:

- Ensure backfill for staff who are seconded to the Canvas implementation to ensure the continued support for online learning and Digital Education across the campus
- Support the OVPLT to increase awareness and visibility for its work across campus by prioritising space in a central location as it becomes available; this might include, for example, a bespoke space in the Hub to support creative and innovative pedagogies
- Consider developing a teaching and learning promotional track for Teaching Professorships

Appendix 1: Timetable

OFFICE OF THE VICE-PRESIDENT FOR LEARNING AND TEACHING

PEER REVIEW PANEL SITE VISIT

Tuesday 26 March 2019 **Venue: Tower Room 1**	
12.00 – 14.00	Convening of Panel members and initial briefing by Ms Elizabeth Noonan, Director of Quality Enhancement. Panel discussion and identification of issues to be explored. Followed by lunch.
14.00 – 15.30	Professor Paul McSweeney, Vice-President for Learning & Teaching To be joined by Dr Marian McCarthy, former Interim Vice-President for Learning and Teaching, at 14.30 To be joined by the Office Administrator, Ms Mary O'Rourke, at 15.10
15.30 – 16.00	Tea/coffee *Panel agree tasks and prepare for meetings with Heads of Units and Stakeholders*
16.00 – 16.50	Meeting with Heads of Units of the OVPLT Mr Daniel Blackshields, Exam Appeals Office Dr Catherine O' Mahony, Centre for Integration of Research, Teaching & Learning Mr Tom O'Mara, Centre for Digital Education Dr Griffin Murray, Adult Continuing Education Centre Manager Ms Katie Sandham, Centre for Continuing Professional Development
17.00 – 18.00	Meeting with External Stakeholders Mr Denis Barrett, Cork Learning City Co-ordinator, Cork City Council Ms Deirdre Creedon, Access Officer, CIT Ms June Hamill, Coordinator, Before 5 Family Centre, Churchfield, Cork Professor Larry Malone, Visiting Fulbright Scholar, Hartwick College Mr Willie Mc Auliffe, Cork Learning City Chair Dr Caroline O'Reilly, Head of Department of Management and Enterprise, CIT Professor Roy Sleator, Senior Lecturer, Department of Biological Sciences, CIT Ms Marianne Wall, Counselling Psychologist, HSE
19.00	Informal dinner for members of the Panel & staff members of the Office The staff members attending the meal are: Dr Marian Mc Carthy, former Interim Vice-President for Learning and Teaching Professor Paul McSweeney, Vice-President for Learning and Teaching Dr Catherine O' Mahony, CIRTL Director Mr Tom O'Mara, Centre for Digital Education Director Ms Mary O'Rourke, Office Administrator Ms Katie Sandham, CCPD Director

Wednesday 27 March 2019 **Venue: Tower Room 1** *(unless otherwise specified)*	
08.45 – 10.45	**Venue: Council Room**
08.45 – 09.00	Convening of the Panel in the Council Room
09.00 – 10.00	Meeting with Office Staff *Discuss issues such as strategy, communications, research & education, staffing.*
10.00 – 10.45	Meeting with Internal Stakeholders (Service) Ms Kathy Bradley, Skill Centre Ms Emma Connolly, International Strategy Officer, International Office Mr Tadhg Crowley, Senior Curator (Education & Community), Glucksman Gallery Ms Sylvia Curran, Wellbeing and Development Advisor, HR Ms Linda Doran, Head of Disability Support Service Ms Áine Flynn, Head, Graduate Studies Office Mr Aaron Frahill, Education Officer, Student Union Mr Kilian Murphy, Head of Audio-Visual Media Services Ms Grace O'Leary, Learning Technologist, Learning Technologies Unit Mr Paul Prendergast, Building Officer, Buildings and Estates
10.45 – 11.15	Tea/coffee (Move to the President's Office afterwards)
11.15 – 12.00	Professor Patrick O'Shea, President **Venue: President's Office**
12.00 – 12.45	Tour of facilities (arrive back to **Tower Room 1**)
12.45 – 13.15	Panel Meeting with students from the four colleges Ms Amy Dorney, BA IV (Economics) Mr Aaron Frahill, Education Officer, Student Union Ms Laura Gleeson, Postgraduate Student in Medicine & Health Ms Kayla Konakis, PhD (Study of Religions) Mr Gearoid O'Donovan, BSc IV (Business Information Systems) Ms Jennifer O'Rourke, BA I (Study of Religions) Mr Aidan O'Sullivan, BSc II (Business Information Systems) Mr Alexander Reynolds, BA III (Economics –International) Ms Grainne Ryan, BA IV (Sport Studies & Physical Education) Ms Una Sheedy, BSc III (Economics) Ms Ayfa Twomey, MA I (Philosophy)
13.15 – 14.00	Lunch and private meeting of the Panel
14.00 – 14.45	Meeting with Internal Stakeholders (Academic) Dr Teresa Barbosa, Lecturer and Researcher, School of Pharmacy Dr Eugenia Bolado-Colina, Department of Spanish, Portuguese and Latin American Studies Dr Eileen Hogan, Lecturer, School of Applied Social Studies Dr Eric Moore, Lecturer, School of Chemistry

	Dr Niall O'Leary, Cert/Dipl/MA Graduate and CIRTL Fellow, School of Microbiology Professor Tony Ryan, Consultant and Associate Professor, Paediatrics & Child Health Dr Ed Shinnick, Chair, Exam Appeals Committee Dr Catherine Sweeney, Lecturer in Medical Education, Medical School
14.45 – 15.15	Professor John O'Halloran, Deputy President & Registrar Dr Jennifer Murphy, Director of Recruitment and Admissions
15.15 – 15.45	Tea/coffee
15.45 – 16.30	Enhancing Learning – Case Study of Good Practice Mr James Cronin, CIRTL Lecturer and ACE Programme Coordinator (Presenter) In attendance: Mr Daniel Blackshields, Exam Appeals Officer Dr Marian McCarthy, former Interim Vice-President for Learning and Teaching Dr Catherine O' Mahony, CIRTL Director Mr Tom O' Mara, Head of Digital Education Ms Katie Sandham, Manager, Centre for CPD
16.30 – 17.30	Meeting with Senior Officers of the University: Dr Fiona Chambers, Head of Academic Committee Teaching & Learning Mr John Fitzgerald, Director, Information Services & University Librarian Professor Ursula Kilkelly, Head of College of Business and Law Professor Anita Maguire, Vice-President for Research & Innovation Ms Collette McKenna, Director of Library Services, Boole Library Mr Mark Poland, Director Buildings and Estates Professor Helen Whelton, Head College of Medicine and Health
19.00	Working private dinner for members of the Panel to commence drafting the report. **Venue: Meeting Room 6, River Lee Hotel**

Thursday 28 March 2019 **Venue: Tower Room 1**	
08.45 – 09.30	Convening of the Panel
09.30 – 10.30	Professor Paul McSweeney, Vice-President for Learning & Teaching *Clarification and discussions of main findings by Panel.*
10.30 – 11.30	Tea/coffee and private meeting of Panel
11.30 – 12.00	Closing presentation **Venue: Council Room**
12.00 – 15.00	Further work on drafting the final report (lunch)