



UNIVERSITY COLLEGE CORK

QUALITY ASSURANCE/QUALITY ENHANCEMENT

DEPARTMENT OF GOVERNMENT AND POLITICS

PEER REVIEW PANEL REPORT

ACADEMIC YEAR 2017-18

NOVEMBER 2017

Contents

List of Panel Members	3
Peer Review	3
Methodology and Timetable	3
Site Visit.....	3
Self-Evaluation Report (SER) and SWOT.....	4
Benchmarking	4
Developments since last review	4
Overall Analysis.....	4
Findings of the Panel.....	5
Recommendations for Enhancement.....	11
Recommendations for the Department:.....	11
Recommendations for the School:	12
Recommendations for the College:	12
Recommendations for the University.....	12
Appendix 1 Timetable.....	13

List of Panel Members

DEPARTMENT OF GOVERNMENT AND POLITICS

PANEL MEMBERS

Name	Position/Discipline	Institution
Professor Kathy Hall (Chair)	School of Education	University College Cork
Professor Gail McElroy	Department of Political Science	Trinity College Dublin
Dr David O'Connell	Director of Research Support Services	University College Cork
Professor John Peterson	Professor of International Politics	University of Edinburgh
Ciara Quinlan (Student Reviewer)	Business Information Systems	University College Cork
Dr Kay Taaffe (Secretariat Support)	Quality Enhancement Unit	University College Cork

Peer Review

Methodology and Timetable

The Panel met over three days and the timetable enabled comprehensive engagement with staff, students, stakeholders and senior management at University, College and School levels (see Appendix 1 for a copy of the timetable). The composition of the Panel provided good coverage across the disciplines of International Relations and Political Science. Internal reviewers provided knowledge of the institutional and organisational structures within the University, while the student reviewer brought valuable insights and perspectives on student issues. The Panel commented on the great value of having the involvement of a Student Representative as a full Panel Member. Secretariat support from the Quality Enhancement Unit (QEU) was provided to the Peer Review Panel throughout, to facilitate the conduct of the review and support the Review Panel in formulating and agreeing the final Review Report.

Site Visit

The Panel, in the first instance, wishes to thank the staff of the Department of Government and Politics for their open and constructive engagement with the review process before and during the Site Visit. The Site Visit itself was well-organised and while the schedule was very full, it did enable some flexibility when required by the Panel. The Panel welcomed the engagement with senior representatives of the School, College and University, which provided insights into the Department's new position within University structures and the attendant opportunities for the Department's future. The Site Visit took in a tour of the facilities available to the Department and it was noted that in some cases they were located at some distance apart.

The Panel recommends that, where the academic unit under review is a Department within a School, a meeting with the Head of School is included in the timetable as a standing item. In addition the Panel suggests that, for future reviews, a separate meeting with administrative staff within the Department/School should be facilitated in the timetable.

Self-Evaluation Report (SER) and SWOT

The Self-Evaluation Report (SER) was well-structured and succinct, providing clear and helpful information, evidence and analysis. The process of developing the SER involved comprehensive consultation with Department staff (including facilitated away-days), and with internal (UCC) colleagues, students and external stakeholders. The SER provided clear insights into the recent history of the Department in terms of its relocation within the University, and the challenges and opportunities that this new phase brings. The document would have benefitted from additional data relating to finances, staff/student ratios, non-EU students and so on, especially in relation to comparative performance measures across the University. The detail provided on the SWOT was descriptive and would have benefitted from more specific identification of, and analysis of, KPIs (Key Performance Indicators).

Benchmarking

The benchmarking exercise took place against the University of New South Wales. While it was ambitious and aspirational, the Australian institution operates in a significantly different funding environment. The Department at UCC would have benefitted from an additional exercise with a more comparable institution, operating in a similar environment, although the Panel acknowledges the limited resources available for such an exercise.

Developments since last review

The steps taken since the last review have been well summarised in the conclusion of the SER and supported by information in the appendices, namely:

- the structural position of the Department has been resolved;
- the rebranding of the Department is on-going;
- the administration support has been increased¹;
- the appointment of a work-placement officer has been achieved;
- processes are in place to regularly review modules (although the Panel would view the aftermath of this Review as an opportune time to revisit the module delivery).

Some issues in the previous review are still live and merit revisiting, for example, the shortage of physical space (including space and facilities for postgraduates and postdocs), and the appointment of a Professor for Government and Senior Lecturers, the absence of which has led to a flat organisational structure within the Department.

Overall Analysis

The history of the Department of Government and Politics, which will celebrate its 20th anniversary in 2018, has been somewhat contested and fragmented. Having resided for many years within the Commerce Faculty and latterly the College of Business and Law, the Department has recently relocated from the Cork University Business School (CUBS) to the College of Arts, Celtic Studies and Social Sciences (CACSSS), and now sits within the School of Philosophy, Sociology, Criminology, Government and Politics. The Department has been

¹ Note that the 0.7 FTE administrator for the Politics programme is currently on 1 year leave of absence and has not been replaced

renamed to include “Politics” in the title, which opens up opportunities for programming, visibility and marketing.

Currently the Department’s main undergraduate programmes are the BSc in Government (which the Department now plans to relaunch as the BSc Government and Political Science) and the BA in Politics (through CK101), which is taught jointly with History and Philosophy. The Department also contributes to a number of programmes in Commerce and Arts, including the BComm and the BComm (International); and to modules in the BSc International Development and Food Policy; BSc Public Health and Health Promotion; and BA Asian Studies.

Student numbers fell during the years of austerity (a factor which the Department attributes to reduced employment opportunities in the public sector) but began to pick up after 2014. The MSc in Government and M.Comm have had mixed fortunes with enrolments falling in both recently. On the other hand, numbers on the MSc in International Public Policy Diplomacy (IPPD) have been on an upward trajectory in recent years and the Panel sees opportunities for increased enrolment on this programme. The restructured MComm (previously by research) now includes online modules and is to be renamed as MRes in Government and Public Policy.

The Panel highly commended the Department’s comprehensive work-placement practices, which are unique when compared to similar undergraduate programmes within Ireland and beyond. The Department contributes widely to public policy and debate and has strong community engagement as evidenced by the links to CARL (Community Action Research Links). It has three established research clusters with staff having focused research agendas and dedicated research days. The Department’s performance in the University’s Research Quality Review (RQR) (2015) would indicate that research activity is of a very good standard by international standards and likely to have a significant impact on research and on policy agendas.

Like other areas of the University, the Department has been impacted by the public sector employment control framework, which has hugely curtailed new recruitment and promotion for staff. Other challenges highlighted by the Department include “ambivalence” towards the discipline within CUBS and the protracted issue of the Department’s relocation within the University, the decision on which has taken several years. However, the move to CACSSS is envisaged as an opportunity for increased autonomy for the Department, with the potential to leverage the sense of optimism, energy and enthusiasm in relation to the Department’s future.

Because of the recent move to CACSSS, the central issue for the Department over the next numbers of years will be the integration of Government and Politics into the new School and College. This review is therefore coming at a good time with the opportunity for expert peer advice to support and guide the Department in constructing and evolving a stronger political science identity within the University and across the island of Ireland.

Findings of the Panel

Unit details including staff and student profile

The Panel noted that the Department has progressed through a difficult transition over several years and commended colleagues on emerging with a positive attitude and renewed enthusiasm and energy. The highly respectful and collegial environment, which extends to dealings with all peers and students, was clearly evident.

The Department has not been immune to the impact of austerity, which has imposed cuts across the University. While the Department has ten full-time lecturer posts and two administrative staff, it was noted that there remains a vacancy in the Professorship of Government and there has been a serious lack of progression to senior posts. One result has been that early career staff have had to take on significant leadership roles. However, the recent sanctioning of a new professorship within the Department is to be welcomed.

Unit organisation and planning

The Head of School informed the Panel that the Department has *de facto* been part of the School since 2015 and reported that this move has worked well. Synergies are good between the different disciplines and there are many possibilities for sharing of resources. While operational issues remain the remit of Departments, and there are committees at College level, the School Executive meets infrequently (approximately twice per annum) and support for Departments at School level has largely been administrative. The Panel recommends that the Department looks for synergies across the School, with potential streamlining of academic and administrative functions arising from economies of scale. In particular, a School identity should be clarified and School Plans (especially operational plans) should align with the UCC Strategic Plan 2017 - 2022. The Panel acknowledges the potential for increased visibility for the Department of Government and Politics within the School and CACSSS. However, a united voice for the School will be essential for having issues heard at College and University executive level.

Although comprising several Departments, the School has a very strong intellectual voice with significant external community, national and international engagement. The Panel commends the timely cross-School engagement around research, as a mechanism for bringing together the different disciplines (as demonstrated by the School's forthcoming research symposium), and suggests that the establishment of a School-wide research committee would help forge interdisciplinary engagement and continue to strengthen formal and informal opportunities for knowledge-sharing across the disciplines.

Strategic and curriculum planning

Although the Department of Government was not entitled to use the word "Politics" in its title until recently, the main programmes delivered by the Department are the BSc in Government and the BA in Politics. The Panel particularly commends the strong focus on work placement at undergraduate level, which is unique in Ireland for such programmes. Structures and assessment for work-placement were clearly well-considered and well-structured, and the process was coordinated and managed highly effectively under the Placement Coordinator. Because the placement takes place in the third year, the Panel recommends that additional consultation with students takes place in their second year to enable them to prepare for placement.

The external Panel members were of the opinion that the numbers on undergraduate and postgraduate programmes should be higher, particularly when compared to demand for similar programmes in other Irish and UK universities. The Department is not currently filling its CAO allocation and some of the Masters programmes have very low numbers. The introduction of political science into the Leaving Certificate curriculum presents an opportunity to raise the profile of the discipline at second level, which should transfer to greater uptake at third level. The Panel was of the view that there are potential synergies for programme development with other disciplines within the University which would in turn attract students with different profiles: namely through programme offerings combining Economics and Politics; Law and Politics; History and Politics.

An area that still remains contested is the Centre for International Relations, which will be inter-disciplinary and the Directorship will be held on a rotating basis. The Panel was of the view that there is considerable potential, with the support of the College, for interdisciplinary work and initiatives with the Schools of History, Economics and Law in the area of International Relations.

The MSc PPD appears to be a successful brand and is on an upward trajectory, attracting some international students. A rationalisation and merging of the programmes at Masters level is underway (with approval for programme change having been received from CACSSS) and programme marketing should be a top priority over the next few years.

Teaching, learning and assessment (ESG² 1.3)

The Department, in its SER, describes itself as a national leader in pedagogical research with many staff participating in external specialist teaching groups. 50% of staff in the Department have qualifications from the University's Centre for the Integration of Research Teaching and Learning (CIRTL). The Panel recommends that postgraduate students who are delivering tutorials to undergraduate students should be required to undertake training modules for teaching.

There was considerable evidence of good practice in teaching, learning and assessment; for example, the publication of the "Government Times" which is edited by undergraduate students, and the employment of an undergraduate research journal. However, it was of concern to the Panel that some initiatives (such as PBL – noted in the SER) have been discontinued due to resource issues. On the other hand, there is evidence of reflection and evaluation of teaching, learning and assessment and continuous assessment is widely used. Having dedicated committees for programme review and development is a positive initiative, with the Department showing adaptability in relation to on-line delivery and timetabling to enable access for mature students.

The Panel saw opportunities to enhance the student experience by offering more guidance in certain modules by, for example, equipping them to write case studies (Public Law) and would view the Skill Centre as providing an opportunity to develop communication and project management skills.

Research insofar as it impacts on teaching

The list of staff publications was impressive, indicating effective outreach to the wider community for policy impact. However the Panel was of the opinion that there are further possibilities for research-led teaching. The concept of a "shell" module is proposed by the Panel (for instance, with suggested titles: "Contemporary Issues in Political Science"; and/or "Contemporary Issues in International Relations"); such modules would allow academic staff to respond to current national and global issues and would provide increased opportunities for research-led and research-informed teaching. The Panel recommends that the Department explores, for example, opportunities presented by the University's Frontier Programmes and Modules initiative to further this objective.

Student support (academic and pastoral) (ESG 1.6)

Students reported positively on the accessibility and approachability of all staff, and on student support at both undergraduate and postgraduate level. The Department has, for

² ESG – European Standards and Guidelines

example, adopted “a strong mentoring programme that assigns a staff member to each individual student in first year”.³ There is concern around lack of appropriate space for postgraduate students, both for social and academic interaction, and the lack of an identifiable space for the Department may lead to undergraduate students not having a distinctive disciplinary identity.

Some undergraduate modules have very large numbers with no tutorials and this issue needs to be addressed. The Department’s SER stated that the progression rate within undergraduate programmes was “relatively strong”; however, the Panel disagrees as the available data indicate progression to be below the norm for retention within UCC and for undergraduate student progression in Politics courses at other Irish universities. While there are some examples of good practice for student support within the undergraduate programmes (such as the “thinking skills” module in first year), the Panel recommends that the Department undertakes an audit to establish the reasons for the high attrition rate at undergraduate level.

While there appears to be a very broad offering of modules being delivered, a critical issue for students was timetabling. There were reports of students not being able to take combinations of modules which they had been “promised” when enrolling on to the programmes (such as language options). The Panel recommends that the Department considers rationalising its programme offerings in terms of efficiency and overlap, and in so doing, that the wider issue of timetabling is looked at, across the School and College.

The student evaluation process, previously undertaken centrally through the University, is currently under review (and suspended). The Panel strongly recommends that the Department put in place a process for student and module evaluation locally. This process should provide visible evidence of Departmental responses by closing feedback loops and communicating these responses through, for example, the student committee mechanisms.

Student achievement and employability

The engagement with external stakeholders, most of whom were employers of graduates or facilitated work placement, was very positive. The feedback to the Panel in relation to the employability of graduates and graduate attributes was excellent and presents a very positive asset for the Department. There is potential for the Department to capitalise on this positive reputation by identifying the core skills sets of graduates that should, in turn, be made explicit for prospective students and widely available to all stakeholders.

Staff development (ESG 1.5)

The issue of lack of promotion and disciplinary leadership at professorial level has been a considerable challenge for the Department, resulting in a flat staff management profile. Junior staff are required to take on leadership roles and programme development initiatives, which in turn, impact on their own space for research with potential knock-on effects on career development. Workloads are currently very high for some staff and not always equally distributed. Numbers are very small in some Masters programmes and attention should be paid to the link between staff workloads and the numbers of students in sessions – especially in the case of postgraduate seminars and lectures.

In the process of rationalising modules, tutorials, continuous assessment and programme development, the Panel recommends that account is also taken of additional administrative and support workloads of academic staff, which ensures that each staff member has sufficient

³ SER, p.28

space to carry out research. Academic staff spoke very highly of their administrative colleagues within the Department; the Panel recommends that when account is being taken of staff workloads, that this account should include all staff (academic and administrative). The Panel recommends the implementation of a discretionary workload model that is transparent and visible to all staff members.

Resources (staffing, physical, technical, other) (ESG 1.6)

The Department of Government and Politics is situated across four different locations and furthermore the School is dispersed across multiple locations, The School would benefit from a central administration hub and dedicated space for postgraduate students from the four disciplines. The Panel recommends that the Department and School engages with the College and advocates for appropriate space within the College's Spatial Plan, which will enable more integration and economies of scale through the centralisation and streamlining of functions across the School. Administrative staff should be actively supported in their career development and it is recommended that there is an administrative reporting line from Department to School level. The Panel would recommend the appointment of a School Manager to support the integration of the different Departments across the School and provide leadership, coordination and support for administrative staff across the School.

Local quality assurance and enhancement activities

There is evidence of good practice within the Department in relation to consultation, evaluation and reflection, much of which has emerged from the difficult challenges faced by the team over many years. The Panel recommends that these good practices, such as consultation and away-days, will continue to be used to enhance the overall development of the Department.

Academic collaborative partnerships

The Department has identified the new move to CACSSS as providing opportunities *“to network with colleagues in its new School and College to further develop research synergies as well as service teaching and continue to build on its existing strengths as it begins its third decade”*⁴. The Panel further recognises the role of the College in ensuring that the new Centre for International Relations will present an interdisciplinary opportunity that will be permeable and genuinely open to colleagues across Departments and School.

External relations

The Department has a high external profile, engages widely with media and has effective outreach to the wider community for policy impact. In addition, the Department has alumni in influential positions (as evidenced by external stakeholders), which could add considerable cachet to the programmes. The Panel recommends that the Department tracks its graduates more closely and forms an alumni society to support the work of the Department in providing career advice, guest lecturing and motivation to students. The work placement, which is a flagship feature of the Department, provides excellent opportunities for developing external relations and the Department should leverage this more.

Case Study of Good Practice

⁴ SER p.37

The case-study which relates to Work Placement was commended by the Panel and the QEU will work with the Department in advance of publishing this as an exemplar of good practice on the QEU website.

Confirmation that programme provision is still located correctly on the National Framework of Qualifications (NFQ)

The Department of Government and Politics currently delivers the following undergraduate programmes:

- B.Sc in Government

The Department of Government and Politics contributes to the following undergraduate programmes:

- BA in Politics (jointly taught with Schools of History and Philosophy)
- B Comm
- B Comm (International)
- BSc International Development and Food Policy
- BSc Public Health and Health Promotion
- BA Asian Studies

The Department of Government and Politics delivers the following postgraduate programmes:

- MSc in Government
- MSc in International Public Policy and Diplomacy
- MComm (Government and Public Policy)

The School is compliant.

Compliance with European Standards and Guidelines for Quality Assurance in the European Higher Education Area – Part 1.

The School is compliant.

Recommendations for Enhancement

Recommendations for the Department:

The Panel recommends that the Department:

1. Identifies and documents its strategic and business priorities for the next 5 years, aligning with UCC's Strategic Plan 2017 - 2022; in doing so, the Department should proactively engage and agree an implementation strategy for this Plan with the School and College. The Plan should address issues relating to:
 - Space
 - Staff – promotions and succession planning
 - Workloads for both academic and administrative staff
 - Programme development and rationalisation
 - Marketing and targets for recruitment and retention
2. Works with colleagues in History, Economics and Law to explore synergies for the development of programmes, and possible undergraduate offerings in the area of International Relations, including the Centre of International Relations
3. Clarifies the nature of existing undergraduate degree options to applicants and explores options, recruitment and entry points for new undergraduate programme offerings such as: Economics and Politics; Law and Politics; History and Politics
4. Rationalises the delivery of undergraduate modules in terms of efficiency and overlap of content (to illustrate: Irish politics is currently taught as three different modules in the 1st year)
5. Reconfigures programmes, especially at Masters level, where there are small student numbers and overlapping of modules
6. Considers the development of a “shell” module (with possible titles: “Contemporary Issues in ... Political Science and/or International Relations”) which could be responsive to current national and global issues and would provide increased opportunities for research-led and research-informed teaching
7. Identifies the core transferable skill-sets of graduates with a view to graduate employability and leverages the alumni community for mentorship and career inspiration
8. Addresses the student retention issue systematically, particularly the attrition rate between first and second year; in doing so, coordinates the undergraduate timetable so that students can avail of options including modules in language, law and other cognate disciplines; considers the reintroduction of tutorials with incentivisation for students' attendance by, for example, offering participation grades or requesting students to write a summary of a key reading (not graded) to improve the quality of discussion
9. Adopts the School's policies and procedures for communication with students by developing and implementing uniform evaluation and feedback mechanisms at module and programme level, which inform the Head of Department and enable communication back to students in a timely fashion
10. Encourages students to avail of the services of the Skill Centre and explore ways to further develop writing, communication and project management skills
11. Offers more guidance to 2nd year undergraduate students on preparation for work-placement
12. Creates opportunities for integrating the PhD students and postdocs into a research community at Department and School level, including the establishment of an induction programme and other opportunities for knowledge-sharing

13. Ensures that academic staff have sufficient time for research by, for example:
 - continuing to designate and publicise specific research days for each academic staff member
 - implementing mechanisms to facilitate staff “buy-out” for workloads relating to key rotational administrative roles and programme development etc.
14. Audits the workload of administrative staff and develops more formal administrative supports at School level

Recommendations for the School:

The Panel recommends that the School:

1. Considers the establishment of School governance structures such as a School Research Committee with a representative from each Department, which in turn works proactively at College level
2. Considers appointing a School Manager to support the integration of the Departments and disciplines within the School and to manage the School administrative team to achieve economies of scale
3. Puts informal structures in place to create a common School identity, such as induction programmes for PhDs, research seminar series, etc.
4. Continues to support seminar series to explore integration and interdisciplinarity in research, teaching and learning across the School

Recommendations for the College:

The Panel recommends that the College:

1. Engages with the Department to support the development of a Strategic Plan
2. Facilitates an approach to programme planning across cognate disciplines within and beyond the College to support the most strategic and marketable programme development
3. Works with the School to plan for and deliver on space issues for the Department (consider, for example, putting PhDs and postdocs in cognate areas together)
4. Initiates a Strategic Research Fund to attract high quality postgraduate researchers
5. Relocates the Work Placement Officer to within the Department given the unique value of work placement in both undergraduate and postgraduate degrees
6. Gives consideration to what supports may be required for marketing at College level, in particular, for the recruitment of international students

Recommendations for the University:

The Panel recommends that the University:

1. Appoints the best candidate for the Department’s professorship, irrespective of research specialism, one with a clear capacity for leadership and strategic vision
2. Recognises and retains top quality colleagues based at UCC

Appendix 1 Timetable

DEPARTMENT OF GOVERNMENT AND POLITICS

PEER REVIEW PANEL SITE VISIT

Tuesday 28 November 2017	
12.00 – 13.30	<p>Convening of Panel members.</p> <p>Briefing by Director of Quality Enhancement and Quality Enhancement Advisor.</p>
13.30 – 14.30	<p>Private meeting of Panel</p> <p><i>Panel agree issues to be explored in meetings with Head of Department, Head of College and Stakeholders.</i></p>
14.30 – 15.30	<p>Meeting with Head of Department (to be joined by the Department Administrator at 15.10)</p> <p><i>Discussion regarding developments to date, strategic priorities of the Department and overview of educational provision.</i></p>
15.30 – 16.30	<p>Panel agree tasks and prepare for meetings with Head of Department and Stakeholders</p>
16.30 – 17.00	<p>Meeting with Senior Vice President Academic & Registrar</p> <p><i>Discussion of University academic and development strategy</i></p>
17.00 – 18.00	<p>Meeting with Stakeholders</p> <p>Representative from Sherry Fitzgerald, Cork Representative from Halpin Centre for Research & Innovation, Cork Representative from Corporate Care Relocation, Cork Director of Policy and External Affairs, Cork Chamber Representative from Springboard Farnaree Community Project, Cork Representative from the Office of the Revenue Commissioners, Cork CEO Cork Foundation, Cork</p> <p><i>The Panel meets with past graduates, employers of graduates and other stakeholders as appropriate to discuss views on the quality of education received and the quality of graduates attributes.</i></p>
19.00	<p>Informal dinner for members of the Panel & staff members of the Department</p>

Wednesday 29 November 2017	
09.00 – 09.15	<p>Convening of the Panel</p>
09.15 – 10.15	<p>Meeting with Department staff</p> <p><i>Discuss issues such as strategy, communications, research & education, staffing, teaching & learning, curriculum & assessment.</i></p>

10.15 – 10.45	Meeting with Department Administrators	
10.45 – 11.30	Enhancing Student Learning Experience <i>Opportunity for the Department to showcase good practice and enhancements to the student learning experience (e.g. student feedback, staff development, graduate outcomes).</i>	
11.30 – 12.30	Tour of Department facilities	
12.30 – 13.30	Lunch and private meeting of the Panel	
13.30 – 14.00	Representatives of 1 st and 2 nd year students	Representatives of 3 rd and 4 th year students
14.00 – 14.30	Representatives of Postgraduate students Representative from MSc Government Representatives from PhD – 2 x students	
14.40 – 15.30	Meeting with Head, College of Arts, Celtic Studies and Social Sciences (to be joined by the College Financial Analyst at 15.10) <i>Panel discuss College strategy and priorities. The links between College/Department financial resource allocations process, staffing resources and infrastructure</i>	
15.30 – 15.45	Tea/coffee	
15.45 – 16.30	Meeting with Senior Officers of the University Research Officer, Research Support Services, Office of Vice President for Research & Innovation Office of the Vice President for Teaching and Learning	
16.30 – 17.30	Meeting with Programme Directors/Chairs of Boards of Studies <i>Discussion on monitoring and review of programmes to include indicatively, student progression, assessment, External Examiner reports, external accreditation /recognition (where appropriate), supports for learners, placement (where appropriate).</i>	
19.00	Working private dinner for members of the Panel to commence drafting the report.	

Thursday 30 November 2017	
08.45 – 09.00	Convening of the Panel
09.00 – 09.30	Meeting with Head of School of Sociology, Philosophy and Criminology

09.30 – 10.15	Meeting with Head of Department <i>Clarification and discussions of main findings by Panel.</i>
10.15 – 11.00	Tea/coffee and private meeting of Panel
11.00 – 11.30	Exit presentation <i>Exit presentation to all staff, to be made by the Chair or other member(s) of Panel as agreed, summarising the principal findings of the Panel. This presentation is <u>not</u> for discussion at this time.</i>
11.45 – 13.00	Further work on drafting the final report
13.00 – 14.00	Lunch
14.00 – 16.00	Further work on drafting the final report
16.00	Reviewers depart