



UCC

University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

Fheabhsú Cáilíochta Quality Enhancement



QUALITY REVIEW

PEER REVIEW PANEL REPORT

SCHOOL OF APPLIED PSYCHOLOGY

“To support the University’s mission and strategy for excellence in learning, research and related services through developing and embedding a culture of quality enhancement based on the outcomes of robust expert peer review and informed by ongoing analysis of key quality indicators.”

(UCC Quality Enhancement Committee)

October 2024

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Context

The School of Applied Psychology was established in 1964 and is one of the ten academic units located within the College of Arts, Celtic Studies and Social Sciences (CACSSS). It has been the first School in CACSSS to have obtained the Athena Swan Bronze Award (2022), which confirms its current engagement in EDI-informed approaches and initiatives.

Its undergraduate and postgraduate programme portfolio has considerably grown in the last sixty years and many of its programmes are accredited with the Psychological Society of Ireland (PSI). It currently offers two undergraduate programmes (both PSI-accredited) – the BA in Applied Psychology (AP) and BA in AP and Computing (the latter is jointly offered with the School of Computer Sciences & IT). It is one of the three schools contributing to the BA Early Years and Childhood Studies, which is anchored in the School of Education and approved by the Qualifications Advisory Board. It also provides a two-year postgraduate conversion course for graduates in other disciplines who intend to pursue further studies in AP – the Higher Diploma in AP (level 8). Of the six postgraduate programmes, four are also accredited by the PSI – the MA in AP, the Higher Diploma in AP, the MA in AP Work and Organisational Psychology and the Doctorate in Clinical Psychology (level 10) that is co-designed and co-delivered with the Health Service Executive (HSE). In addition, it offers a MA in AP Mental Health, a MA in AP Work and Organisational Behaviour, a MA AP Positive and Coaching Psychology and a structured PhD programme pathway. Its programme portfolio includes the Master's in Integrative Psychology and Psychotherapy, a Dublin-based collaborative programme designed and delivered by Turning Point Institute. The latter was subjected to a quality review in 2021/22 and has had its [Quality Enhancement Plan](#) approved by the UCC's Quality Enhancement Committee in September 2024. Finally, the School of Applied Psychology provides service teaching across the four colleges and partners with Adult Continuing Education (ACE) in offering a range of lifelong learning courses.

Student numbers have been comfortably above 500 FTEs over the last five years, with 525.5 registered students in 2023/24 (respectively divided into 338 UGs and 187.5 PGs).

The total staff headcount of the School is 42 of which slightly above 2/3 are female. These are divided as follows: 29 academics, 6 professional services, 2 technical officers and, finally, 5 researchers (project-specific on fixed-term contracts). The current staff profile indicates a considerable increase in the number of senior roles within the Unit since the publication of the last Panel Report (2014). Indeed, it currently includes three professors and thirteen senior lecturers. Finally, also thanks to the outcomes of the last quality review and the ensuing staff hiring campaign, the Staff Student Ratio (SSR) has dramatically dropped from 31.7 to 18.8 in 2023/24.

Methodology and Site Visit

A model for conducting site visits virtually was developed in 2020 to enable completion of Quality Reviews under the prevailing public health restrictions due to the COVID-19 pandemic. This model ensured continuity in the operation and delivery of quality review and enhancement activities. In 2022 the model moved to a hybrid review comprising of a 2 day on-campus site visit and 2 half-day virtual meetings.

This review took place under the hybrid review process over 2 weeks from the 2 to the 10 October 2024. During the site visit the Panel met with staff, students, senior officers and relevant stakeholders.

During the virtual meetings the Panel focused on writing the Report with a particular emphasis on the commendations, recommendations and observations. The sequencing of meetings was organised to ensure coherence and progression in the conduct of the review. The platform used for the virtual meetings was MS Teams. The timetable for the site visit afforded appropriate time to engage with a broad variety of stakeholders. The timetable is included as Appendix B.

The Panel brought together internal and international peer reviewers (Panel profiles can be found in Appendix A). The internal reviewers provided knowledge of institutional and organisational structures with the external Panel members contributing their peer expertise. The student Panel member brought valuable insights and perspectives on student issues. At the end of the site visit, the Panel presented its initial findings - commendations, recommendations and observations- to the staff of the School.

To support the Peer Review Panel and facilitate effective engagement throughout the site visit, additional guidance and support was provided by staff of the Quality Enhancement Unit (QEU) in UCC. This included technical support, as well as briefing and advisory support prior to and throughout the review. Review coordination was provided throughout by a Review Coordinator to facilitate the review process and to support the Peer Review Panel in formulating and agreeing the final Panel Report. The Panel agreed on the outcomes of the Report. The Report was compiled collaboratively and the entire Panel contributed to the production of the final Report.

Panel Members

Refer to Appendix A for detailed Panel profiles.

Name	Position/Discipline	Institution
Professor Mark F. McEntee	Vice Head Learning and Teaching, College of Medicine and Health	University College Cork
Professor Ruth Ramsay (Chair)	Zoologist (and former Dean of Graduate Studies), School of Biological Earth and Environmental Sciences	University College Cork
Professor Richard Roche	Former Deputy Head, Department of Psychology	Maynooth University
Ms Isobel Sheahan (Student Reviewer)	UG Student, College of Arts, Celtic Studies and Social Sciences	University College Cork
Professor Danaë Stanton Fraser	Professor in Human Computer Interaction, Department of Psychology	University of Bath

Review Coordinator		
<i>Dr Silvia Brandi</i>	<i>Quality Enhancement Unit</i>	<i>University College Cork</i>

<i>IT and Logistics Coordinator</i>		
<i>Ms Sheila Ronan</i>	<i>Quality Enhancement Unit</i>	<i>University College Cork</i>

Objectives of Quality Review

The overarching objectives of academic quality review at UCC are to enable Schools, through evidence-based self-evaluation, to:

1. Reflect on and promote the strategic enhancement of their academic activities to ensure an outstanding learning experience for all students (enhancement dimension);
2. Evaluate the effectiveness of their processes for assuring academic standards and provision, in line with the University's academic mission and strategy (assurance dimension).

Thus, peer review goes beyond quality assurance to also embrace continuous quality enhancement. The Peer Review Panel Report reflects these objectives in the recommendations and commendations outlined to support the School of Applied Psychology in further refining its priorities and optimising its activities in the pursuit of its ambitious drive for excellence within the international and national arena of higher education.

Commendations and Recommendations

Commendations

Based on the information obtained from the Self-Evaluation Report and meetings with multiple internal, as well as external stakeholders to the School of Applied Psychology, the Panel commends the School for the following:

1. Clear, accessible and thorough SER, reflective of an enthusiastic, inclusive and participatory approach of staff and students to the self-evaluation process and positive engagement with the Panel during its site visit to UCC;
2. The School is extremely valued as one of the high performing Schools within the College of Arts, Celtic Studies and Social Sciences and for its contributions to the University and its wider stakeholder groups;
3. Academic, technical and professional services staff integration and collegiality;
4. School's leadership for the well-developed workload model, which is inclusive of the full range of academic staff activities and commitments;
5. Extensive and diversified community engagement by School's staff and students in a range of activities and participatory endeavours for the psychological wellbeing of society, community groups and services;
6. External stakeholders' unanimous praise of the value of the collaboration between School and themselves in research, teaching and service development, which included a strong reciprocity, communication and value for all parties; this encompasses partnerships with industry, community and clinical practices;
7. Plans to deepen student involvement in the School (including the establishment of a Student Council);
8. Placements are an important part of research training in some of the School's programmes and this is a clear strength;
9. Strong commitment to EDI, reflected by the School's Athena Swan Bronze award (the first in CACSSS) and by the establishment of a School's EDI Committee to embed EDI principles into all of the School's provision and practices;
10. Excellent case study of good practice exemplifying the School's pioneering integration of Work-Integrated-Learning (WIL) approaches into its curriculum, with plans to further embed this innovative framework into all module offerings;
11. Long-term partnership with Adult Continuing Education in a comprehensive range of course offerings that support lifelong learning, industry-focused options for upskilling, neurodiversity- and mental health focus and with potential for access to higher education for under-represented groups in society;
12. Efforts to strategically channel School's research activities into three main thematic areas, while also engaging with the UCC Futures Framework and fostering research culture and capability within the School;
13. Excellent student supervision and inspiring examples of innovative approaches to curriculum development, Teaching, Learning and Assessment to enhance student learning experiences (including teaching by experts with lived experience and assignments with a strong applied-focus and community engagement and impact approach).

Summary Recommendations

1. The Panel recommends that the infrastructural challenges faced by the School be addressed as a priority in the short to medium and long-term, having regard for both strategic and operational priorities identified in the SER.
2. The Panel recommends that a range of learning supports and student facilities be provided for students based in the satellite North Mall Campus so that they are not disadvantaged vis-à-vis their colleagues on the UCC main campus.
3. The Panel recommends that student involvement in the School's activities be deepened, a Student Council be established and decision-making and communication structures and processes be reviewed, in consultation with student representatives, to ensure that the student voice is heard in its diversity.
4. The Panel recommends the development of a range of staff support measures to enable academic, clinical and PMSS staff to identify and pursue suitable Personal & Professional Development pathways and promotion opportunities.
5. The Panel recommends that the School leadership continue its workload management initiative to address increasing staff workload and morale implications.
6. The Panel recommends that inclusivity and accessibility tools be progressively incorporated and utilised in Learning, Teaching and Assessment within the School.
7. The Panel recommends that the School continue reviewing its programme and module portfolio offerings to maintain their continuing relevance.
8. The Panel recommends that the School pursue its SER recommendation and progress its strategic efforts to enhance and embed research activities into all its domains.

Recommendations – Further Detail

The Panel considers all its recommendations as equally important, although the timeframes for implementation and action owner/s may differ depending on specific bullet points. Thus, it has opted for the indication of timeframes¹ and action owners against each bullet point when these differ from the general formulation.

1. The Panel recommends that the infrastructural challenges faced by the School be addressed as a priority in the short to medium and long-term, having regard for both strategic and operational priorities identified in the SER.

The Panel supports the School of Applied Psychology (SoAP) in their efforts to ensure that their physical infrastructures at UCC's North Campus (Cork Enterprise Centre and Distillery House) are not only adequate to the learning, teaching, research and wellbeing needs of a growing staff and student population in a high performing academic unit, but also EDI-proof and fully compliant with the UCC's health and safety guidelines (including the connecting routes between UCC's main and satellite campuses). In the medium to longer term, the Panel is also of the view that the School would benefit from a strategic co-location either at the Cork Enterprise Centre or in a purposely built new campus. Specifically, the Panel encourages the Head of School and School Manager, with the support of the Senior Executive Management Committee (SEMC) and the Equality Diversity and Inclusion (EDI) Committee, to implement this recommendation through the following actions:

- Develop a plan for the School in terms of its infrastructure, cognisant of both operational and strategic considerations, with short, medium and long-term implementation details (short-term);
- Carry out the planned EDI audit of its physical infrastructures to ensure that buildings are fully accessible for students and staff with disabilities (short-term);
- To enhance student experiences, identify suitable space/s within the Cork Enterprise Centre (CEC) and engage with the DPR Office to repurpose those to provide multipurpose study/social areas with food preparation facilities at the North Mall Campus for undergraduate students, considering the satellite campus' distance from the Boole Library and Hub; this needs to be equipped with kettle and microwave equipment, lockers, as well as with study facilities (e.g. desks and chairs), as deemed appropriate (short-term);
- Engage with the Director of IT Services, Buildings and Estates and the Head Librarian to discuss either the refurbishing or the decommissioning and repurposing of the UCC Open Access Computer Lab located on the first floor of the Cork Enterprise Centre, whose computers, desks and chairs not only are obsolete but also constitute a health and safety hazard (short-term);
- Engage with the Head Librarian and the VP for Learning and Teaching to establish basic library facilities at the Cork Enterprise Centre with study spaces and pertinent library services - e.g. book drop-off facilities (short-term);
- Engage with the Director of IT Services to establish a laptop loan scheme for students based at the UCC North Mall Campus (CEC), similar to the one in place at the Boole Library (short-term);
- In light of the concern expressed by students during the site visit about the security of the walkway between the North Mall campus and the main UCC campus, the Head of School, in

¹For the purpose of clarity, timeframes commence at the moment of publication and official circulation of the Panel Report; short-term implementation end within 12 months; medium-term lasts until two years after and, finally, long-term is any time longer than that.

collaboration with other users of the North Mall Campus, needs to liaise with the Director of Buildings and Estates and the Director of Enterprise Risk Management (OCLA) to pursue the establishment of a 'Risk Management Group', as already discussed in the past. This group would be entrusted with pursuing a multi-agency approach to this long-lasting issue and implement a range of measures to enhance the security of the walkway, in order to protect the health, safety and well-being of all the UCC students and staff while commuting between UCC campuses (short-term);

- Engage with the CACSSS's Head of College and the College Financial Analyst to identify financial solutions to allow the School to carry over funds from one year to the next to upgrade or extend its physical infrastructures and facilities (short-term);
- Engage with UCC Buildings and Estates to pursue existing plans for continuing the upgrade of the School's physical infrastructures at the Cork Enterprise Centre (medium-term);
- As a matter of priority, engage with the ULT and Buildings and Estates to develop a master plan for repurposing Distillery House, whose current sub-standard conditions represent a health and safety hazard, and rehouse the School's staff and students in an alternative suitable building (medium-term).

This recommendation should be initiated within 6 months of receipt of the Panel report and completed within 12 months following receipt of the Panel report; instead, the actions whose bullet points indicate a medium-term timeframe should be completed within two years of receipt of this report.

2. The Panel recommends that a range of learning supports and student facilities be provided for the students based in the satellite North Mall Campus so that they are not disadvantaged vis-à-vis their colleagues on the UCC main campus.

In implementing this recommendation, the Head of School and the School Manager, with the support of the Teaching and Learning and EDI Committees, need to:

- Ensure that all of the relevant School staff is up-to-date with current policies and procedures to implement locally special accommodation measures (e.g. extensions; examination accommodations; Panopto lecture-recordings and so on) granted to students registered with the DSS and beyond (short-term);
- Ensure that forms of support are established at School level to meet the specific needs of an increasing international student population. These may include the designation of specific staff member/s as first point of contact for international students in the School and as interfaces with the relevant services provided by the University at central level and by the International Office (short-term);
- Monitor that the quality enhancement actions arising from the TPI quality review (2022) concerning student experiences are implemented to ensure that students can benefit from comparable learning support and facilities available for UCC students enrolled in the other programmes offered by the School. Specifically, access to Student Health assistance, DSS support, library, sport facilities, clubs/societies and others, as provided by UCC, should be offered also to TPI students (medium term);
- Engage with Cork City Council for the location of a TFI self-service bike rental station in proximity of the North Mall Campus to facilitate sustainable commuting between the North Mall campus and UCC's main campus (short-term).

This recommendation should be initiated within 6 months of receipt of the Panel report and completed within 12 months following receipt of the Panel report. The actions whose bullet points indicate a medium-term timeframe should be completed within two years of receipt of this report.

3. The Panel recommends that student involvement in the School's activities be deepened, a Student Council be established and decision-making and communication structures and processes be reviewed, in consultation with student representatives, to ensure that the student voice is heard in its diversity.

The Panel supports the SER recommendation to deepen and extend student involvement in the School's activities (including the planned establishment of a Student Council) and recommends implementing this recommendation through the following actions:

- The Head of School, with the support of the SEMC, to set up student partnership structures and processes to enable undergraduate and postgraduate students' proactive engagement in decision-making processes concerning the areas identified for staff-student partnership - e.g. curriculum review and design, Learning Teaching and Assessment approaches, student supports and facilities provision, infrastructural plans, EDI-informed initiatives, WIL opportunities (medium-term);
- The School Manager and Teaching and Learning Committee to clearly disseminate among staff and students, a school-wide handbook that points at university and local procedures to deal with all student matters including complaints, appeals, mitigation, extensions, support and DSS matters;
- Head of School and School Manager, with support from Teaching and Learning Committee, to implement training and formal guidelines for staff in terms of responding to student issues so that they are effectively integrated into School practices. All communications should be recorded and processed in accordance with these guidelines;
- Head of School and School Manager to ensure that student reps taking part in the School Assembly and all other committees with student representation receive adequate instruction on their roles and are provided with the appropriate level of information and understanding to effectively take part in discussions;
- Head of School and Chair of the Graduate Studies Committee to establish a Postgraduate Student Committee (including representation from MA Research, MA Taught, Doctoral students and HDip Students);
- Head of School and Chair of the Graduate Studies Committee to ensure that the School's structures and processes for doctoral student representation and communication include, for example, local induction, regular meetings, communication about changes in University-level processes and opportunities for training;
- Head of School and Chair of the Graduate Studies Committee to establish a joint PhD-D Clin Psych Student Forum as a consultative and practice-exchange structure;
- Head of School and School Manager to ensure the School website clearly indicates that the Doctorate in Clinical Psychology is structured as an HSE/Cork Prison Service staff programme and, as such, requires a work-visa for international non-EU applicants. It should be made very clear that student enrolment into the School's undergraduate and master's programmes does not offer international non-EU students an automatic career pathway into the D Clin Psych.

Having reviewed the School's SER and engaged with staff and students during the site visit, the Panel is of the view that staff-student communication and student representation structures and processes

work more effectively for undergraduate students, whereas there appear to be some disconnects between staff and student perceptions at postgraduate level, especially with regards to research students. In addition, in its view, it would be beneficial to offer regular opportunities for communication and collaboration between PhD by research and Doctorate in Clinical Psychology students, to overcome their current isolation from each other, ensuing from their programmes' different emphasis (academic vs clinical), separate infrastructural location and lack of a common postgraduate student representative body. Finally, it became evident to the Panel that international non-EU undergraduate and postgraduate students may need specific communication efforts and supports.

This recommendation should be initiated within 6 months of receipt of the Panel report and completed within 12 months following receipt of the Panel report (apart from the action whose bullet point indicates a different timeframe).

4. The Panel recommends the development of a range of staff support measures to enable academic, clinical and Professional Management & Support Services (PMSS) staff to identify and pursue suitable Personal & Professional Development (PPD) pathways and promotion opportunities.

Having engaged in extensive discussions with staff members during the site visit, the Panel acknowledges the efforts made by the Head of School to mentor and support staff in their personal and professional development. Despite this, staff mentoring emerged as an area of ongoing relevance for School staff, despite the existing practices of early career mentoring and informal peer mentoring through thematic research clusters co-membership. More specifically, an area largely discussed during the site visit concerns staff promotion rates within the School, together with the polarised outcomes between academic (100% success rates) and PMSS staff (0% success rate), coupled with the lack of the reiteration of a promotion round for the latter since 2022.

Hence, it recommends the Head of School, with the support of the SEMC, to engage with the College Business Manager and, more generally, the UCC HR department, and implement the following actions:

- Establish a structured long-term individual mentoring support system for all staff in addition to existing early career and informal collective mentoring practices (short-term);
- Seek support from the CACSSS HR Business Manager to make a business case assessment with the College and ULT for the recruitment of strategic posts, including:
 - a Chief Technical Officer - a role which would fit within the quota allowance for the School (medium-term);
 - a Placement Officer for the embedding of UG and PGT work placements and WIL opportunities within the School enabling them to grow their placement provision (medium-term);
 - PGR Placement Officer/s to carry out the administrative duties connected with the planned growth in Doctorate of Clinical Psychology intake (medium-term).

This recommendation should be initiated within 6 months of receipt of the Panel report and completed within 12 months following receipt of the Panel report (apart from the actions whose bullet points indicate a different timeframe).

5. The Panel recommends that the School's leadership continue its workload management initiative to address increasing staff workload and morale implications.

During the site visit the Panel heard about the recent advancement in workload management led by the current Head of School with the introduction of a new well-developed workload model, which is transparent and inclusive of the full range of academic staff activities and commitments. Yet, workload was discussed in the SER and at the site visit as an ongoing concern for all staff for its impact on their morale, despite the incredible collegiality level in the School. The Panel tried to unpack the many factors concurring to increasing workload, including the growth in clinical/work placement/WIL offerings, growth in PhD/Doctoral student numbers, professional accreditation requirements, student supervision, teaching and assessment duties, an expansion in community engagement, research activities and others. Specifically, the projected growth of the Doctorate in Clinical Psychology requires adequate staffing to support the administration of clinical placements, which constitute a core component of the programme (in this regard see Recommendation 4 above).

In light of this, the Panel supports the SER recommendation to address workload. More specifically, the Panel advises the Head of School with the support of the SEMC to lead on the following actions:

- The Head of School and T&L Committee to ensure consistency in marking practices across the School so that there are no instances of double or triple marking on CA submissions apart from the agreed percentage of cross-marking (short-term);
- Verify whether the School's workload model for academics aligns with the current criteria for promotion - 50% Research: 30% Teaching: 20% Leadership (medium-term);
- Provide guidance on the research component of the workload (medium-term);
- Provide guidance on the leadership component of the workload (medium-term);
- Develop rules regarding buying out of teaching (medium-term);
- Make a business case for the recruitment of additional staff members to support the placement and WIL components of School programmes, which are currently carried out by academic staff (medium-term).

This recommendation should be completed within 2 years following receipt of the Panel report (apart from the actions whose bullet points indicate a different timeframe).

6. The Panel recommends that available inclusivity and accessibility tools be progressively incorporated and utilised in Learning, Teaching and Assessment within the School.

In consideration of the expanding range of Inclusivity and Accessibility tools being currently developed by the University (e.g. Inclusive UCC and CIRTl), the Panel recommends that the School Teaching and Learning Committee, in conjunction with the EDI Committee, leads on a school-wide initiative to implement a range of actions that benefit student learning experiences. These include the following:

- For new modules, ensuring the use of the UCC Inclusive Design templates (short-term and ongoing) while engaging the Centre for Digital Education (CDE) and Inclusive UCC to implement the transition into these templates for existing modules, as they are updated (medium-term);
- Considering duplicating multi-staff module delivery methods at undergraduate level, to expose students to a variety of teaching styles and approaches, as well as to allow for staff flexibility for sabbatical leave or engagement in other professional activities (medium-term);

- For multi/dual lecturer (aka "split") modules, considering structuring them in blocks of teaching for each lecturer, rather than alternating lecturing staff within the same week; this will provide a more consistent experience for students and a contingency in case of staff illness/unavailability (short-term);
- Promoting expansion of lecture-recording availability across modules for all students (short term);
- Ensuring that all staff know where they should direct students to obtain the up-to-date implementation procedures in place for DSS-related processes of accommodation, appeal and mitigation (short-term);
- Leading on a school-wide review of assessment practices – their quantity, type and clustering of assignments within busy semester periods (short-term);
- Considering alternative assessment modalities to a three-hour formal written exam, especially in consideration of DSS-registered students who are allocated additional 30 minutes (medium-term);
- The Head of School and their nominee in the TPI Joint Board of Studies ensure that TPI staff involved in the programme anchored in the School are granted UCC credentials to access the library, utilise the University's Virtual Learning Environment (Canvas) for Teaching, Learning and Assessment purposes and any other practices to monitor and assure the quality of academic standards and provision within the programme (short-term);
- The School Manager to lead on a review of timetabled teaching and tutorial hours to ensure that there are no clashes or overlaps and that commuting distances between the main and North Mall campuses are taken into account (medium-term);
- Ensuring that all postgraduate students engaging in part-time teaching have the required skills for the material that they are teaching (short-term);
- Advising lecturers to further integrate their own/UCC-based research into modules and teaching to provide further opportunities for students to learn about and participate in School research, as well as fostering a sense of School pride, identity and awareness of research as a major facet of School's activities (medium-term).

This recommendation should be completed within 2 years following receipt of the Panel report (apart from the actions whose bullet points indicate a different timeframe).

7. The Panel recommends that the School continue reviewing its programme and module portfolio offerings to maintain their continuing relevance.

The Panel acknowledges the substantial strategic restructuring of the undergraduate and postgraduate programme portfolio that was completed after the last quality review. It is also supportive of its continuing engagement with current developments at local, national and international level. Locally, these include the recent adoption of the WIL framework at institutional level; the UCC-led pioneering establishment of the apprenticeship degree programme model; the School's withdrawal from its substantial contribution to the BA programme, due to its impact on SSR and workload. Nationally, the imminent introduction of a regulation process for the psychology profession by CORU, bears significant implications for the accreditation status of the School's programmes. CORU regulation will most directly impact upon the accreditation and regulation of the D. Clin. Psych. programme. This may result in a separate process to existing PSI accreditation (with clear workload implications for staff). The remit of CORU regulation may extend further to

accreditation of the undergraduate and masters-level programmes, and, potentially, a necessity of academic staff to be registered with CORU in order to lecture on psychology modules².

In light of these developments, the Panel encourages the Head of School and the SEMC to implement the following actions:

- Establish a School Curriculum Review Working Group to address the CORU developments and liaise with the Deputy-President & Registrar to ensure that University leadership provides support to find sustainable solutions to this issue that may have serious repercussions on the School's programmes' external accreditation status and currency (short, medium and long-term);
- Considering the disciplinary relevance of Applied Psychology and students' interest in this discipline, engage with the Head of College of Arts, Celtic Studies and Social Sciences to identify creative and sustainable solutions for the School to resume its contribution to the BA programme, without detrimental impact upon staff workload or SSR (medium-term);
- Continue the engagement with relevant stakeholders to establish the innovative apprenticeship master's degree programme in Clinical Associate in Psychology (medium to long term);
- The Head of School, in conjunction with the SEMC and the Teaching and Learning Committee, to develop a phased plan to pursue the embedding of WIL approaches in all the curriculum offerings, following one of the core recommendations in the SER. Particular attention should be paid to undergraduate options, since there are currently only a few placement/research/internship opportunities for a large cohort of students (medium to long term). In doing so, special attention should be paid to the FTE staffing needed to implement the plan (see recommendations 4.2 and 5.6 on staffing above);
- Assess the possibility of introducing postgraduate programme offerings in AP and Computing, as a follow-up from the BA AP and Computing which was successfully established in recent years (medium to long term);
- Pursue its planned review of all module offerings with a view of discontinuing no longer viable, relevant or under-subscribed modules, reducing duplication and freeing time and resources for new module offerings or other core activities such as research (medium to long term);
- Ensure that student feedback on modules is systematically considered and that support systems are put in place for modules that are perceived as particularly challenging, especially for PG students with no prior or recent research experience (e.g. AP6061 'Qualitative Research Methods and Data Analysis' (medium to long term);
- Ensure that the module review is carried out in partnership with the student body and with due consideration for EDI-principles, as indicated in the SER (medium to long term).

This recommendation involves actions to be pursued within different timeframes (as indicated) ranging from short to long-term. More generally, it is ongoing and, as such, should be a recurring item for consideration on the agenda of the Senior Executive Management Committee.

²While this may be possible under a grandparenting mechanism for Strand 4 ("Practitioner Psychologist"), the Panel feels that a pre-emptive discussion of these issues for all programmes will put the School in a stronger position when these changes come into being in the near future.

8. The Panel recommends that the School pursue its SER recommendation and progress its strategic efforts to enhance and embed research activities into all its domains.

The Panel acknowledges the intensification of the School's research activities in recent times. It also supports the SER recommendation to focus on strategic alignments with the UCC Futures framework and other competitive national and international calls, embedding research in all aspects of the School and at all levels, deepening the involvement of UG and PG students, as appropriate.

As part of this, it recommends the Head of School with the support of the SEMC to lead on the implementing the following actions:

- The Research Committee to map all current staff research activities to identify strategic strengths and areas of capacity to leverage increased grant capture and research strengths in the context of the UCC Futures landscape and other relevant national and international opportunities (medium-term);
- Engage with the University to source financial support for funding small research/internship schemes to subsidise undergraduate and postgraduate students' temporary involvement in research projects conducted by the School (medium-term).

This recommendation should be completed within 2 years following receipt of the Panel Report.

Observations

Additional to the recommendations, the Panel identified certain observations for consideration, which the Panel believes fall outside of the School's remit. The Panel suggests that these observations be shared with the appropriate functions to agree on a plan for addressing these observations accordingly.

Observations to the University Leadership Team (ULT)

During its site visit to UCC, the Panel became aware of a range of issues whose resolution relies on the effective engagement and support of the ULT. These include financial and budgeting policies and procedures that affect units' strategic planning and investment of their funding in infrastructural projects; implementation of national legislation on remuneration for PhD students' contribution to Teaching and Assessment, among others. Specifically, the Panel advises the ULT to:

- Consider addressing the absence of a long-term budgetary strategy and how it presents challenges for supporting longer-term resource investment in the discipline, as well as limiting the potential for incentivising income-generation locally;
- Consider that there are some aspects of communication with the postgraduate research community regarding contracts that could be enhanced. This includes, for example, how changes to Postgraduate Student Stipends/Teaching contracts are communicated to the postgraduate community to avoid confusion, hearsay and ill-feeling (for example, the differing accounts received regarding the timing of the withdrawal of funding from PhD students following the decoupling of teaching commitments linked to stipends/scholarships).
- Address as a matter of priority, the infrastructural decline of Distillery House, where part of the School staff and students are housed. Specifically, it suggests liaising with the Head of Buildings and Estates and the School of Applied Psychology's Head to develop a master plan for repurposing Distillery House, whose current sub-standard conditions represent a health

and safety hazard, and to rehouse School's staff and students in an alternative suitable building.

Observation to Chief People and Culture Officer

- The Panel exhorts the Chief People and Culture Officer to consider the possibility of establishing consultation mechanisms that include College HR Business Managers to feed into the new promotion schemes.

During the site visit the Panel heard on various occasions about the high rate of unsuccessful applications at the last promotion round for PMSS staff within the School and about its dampening effect on the morale of this very dedicated staff group. They also became aware that a new PMSS promotion scheme is currently being elaborated, without consultation with College HR Business Managers. The Panel believes that it would be beneficial to include inputs also from these professionals who are very familiar with the sector.

Observation to Academic Council (Teaching and Learning Committee)

- The Panel encourages AC Teaching and Learning Committee to ensure that, while reviewing the University's Assessment Policy, the introduction of anonymous marking of CA assignments is considered.

During the Site Visit to the School of Applied Psychology and UCC the Panel discussed with various stakeholders, Learning Teaching and Assessment practices. As part of this, it became aware that anonymous marking currently is not covered under the University's assessment policy, although it is occasionally applied in a discretionary manner at local level. In light of this, the Panel would like to draw the AC's attention to the advantages of this marking approach. In particular, it can be used as a way of ensuring that the grounds for any perception of marking bias are removed for students. This consideration is particularly relevant when the latter are parts of small, easily identifiable cohorts and happen to express criticism on existing arrangements variously impacting upon their student experiences.

Observation to the Director of IT Services and the Director of Buildings and Estates

- The Panel advises the above stakeholders to support the Head of School with either the refurbishment or the repurposing of the UCC Open Access Computer Lab located on the first floor of the Cork Enterprise Centre, whose computers, desks and chairs not only are obsolete but also constitute a health and safety hazard (short-term). Respectively, the Director of IT Services could support the decommissioning of the lab, while the Director of Building and Estates could contribute towards completing the necessary building upgrade.

During the Site Visit to UCC, the Panel was accompanied on a tour of the current infrastructures and facilities at the School of Applied Psychology on the UCC North Mall Campus. The Panel was startled by the poor conditions of some of the facilities, such as the UCC Open Access Computer Lab.

Observation to the Director of Buildings and Estates and the Director of Enterprise Risk Management (OCLA)

- The Panel advises the Director of Buildings and Estates and the Director of Enterprise Risk Management (OCLA) to pursue the establishment of a 'Risk Management Group' including the designated stakeholders in the SOAP and School of BEES. This group would be entrusted with pursuing a multi-agency approach to ensure the security of the Leaside walkway for staff and

students by implementing a range of measures to protect the health, safety and well-being of all the UCC students and staff while commuting between UCC campuses (short-term).

During the Panel Site Visit at UCC the Panel heard about students and staff's concerns about the security of the Leaside walkway which connects the North Mall Campus (where the School is based) with the main UCC campus. The Panel believes that the University has legal obligations towards its staff and students in terms of protecting their health and safety while at UCC. This includes their commuting between the main campus and satellite campuses.

Overall Analysis of Self-Evaluation Process

Self-Evaluation Report (SER)

The Peer Review Panel perceived the Self-Evaluation Report as a clear, accessible, well-structured and thorough document, which demonstrated the collegial, participatory and inclusive approach to self-evaluation adopted by the School.

Despite this, the Panel is of the view that the SER would have benefited from greater detail on the structures and processes in place to enable students to collectively engage with staff in two-way communication. This applies especially to postgraduate research students and D Clin Psych students who spend a significant amount of their time on placement (as HSE employees). Furthermore, the section on student feedback could have more closely captured differences in perspectives from the various student cohorts, especially with respect to the undergraduate/postgraduate taught/research programme divides. These emerged more clearly during the Panel Site Visit to UCC and are addressed in the Panel Report.

This notwithstanding, the SER's reflective and honest approach led to the identification of a range of commendations, as well as key recommendations for the quality enhancement of the School's strategic objectives and operations that are endorsed by the Panel in this Quality Enhancement Report.

SWOT

The SWOT session and analysis was conducted in-person by a facilitator within UCC QEU, external to the School of Applied Psychology, as appropriate, and all categories of staff in the School (academic, research professional services and technical) were invited to, first, contribute to an online feedback exercise on Padlet - a collaborative web platform - and, subsequently, attend the in-person workshop held in October 2023. The session had a good attendance rate (roughly half of the invited staff). This was further enhanced with systematic data collection from internal and external stakeholder groups, including students and occasional hourly staff and contract researchers.

The Panel considered that the SWOT exercise provided a foundational point to develop the SER and identify some of the existing critical areas for the School such as staff's workload and morale, coupled with scarcity of time for research and mentorship opportunities, AI-impact upon assessment and academic integrity and the drawbacks from the decoupling of PhD stipends from teaching, poor quality and limited space capacity, just to name some.

Benchmarking

The School of Applied Psychology focused its benchmarking on the specific aspect of supporting a sustainable growth of doctoral programmes, one of the areas identified for enhancement as part of the self-evaluation process. In doing so, it engaged with two comparable institutions, one national – the University of Galway’s School of Psychology – and the other international – Northumbria University’s Department of Psychology (UK). The three criteria considered as part of this process were the mechanisms adopted for structuring, managing and supporting doctoral programmes; the integration of doctoral programmes and students in the School; and, finally, the approaches, aspirations and challenges to their growth.

The Panel acknowledged the high degree of engagement with benchmarking and supports the School in its pursuit of the enhancements ensuing from this exercise.

Developments since previous Quality Review

The previous internal periodic quality review of the School of Applied Psychology was held during the academic year 2013/14. At that time the Unit received a total of thirteen recommendations from the Peer Review Panel, which could be grouped in the following areas: School’s organisational structures consolidation; staffing issues and high Staff Student Ratio (SSR); programme portfolio development and greater connection between Learning and Teaching and Research; student experience-related improvements; research specialisation clustering support and strategic funding; enhancement of School’s infrastructures and facilities; greater support and opportunities for staff development. The School’s SEC revisited the recommendations as part of the self-evaluation process and commented on them all having been addressed. Particularly significant are the ensuing increase in the staff’s seniority levels – currently 13 senior lecturers and three professors, a dramatic reduction of the SSR (from 31.7 to 18.8), research specialisation into three research areas, partial refurbishment of some physical spaces and other improvements which are accounted for in the table included in the SER.

Good Practice Case Study

The School’s case study of good practice focuses on Work-Integrated Learning (WIL) practices across a range of programmes offered by the School. It was chosen in recognition of the pioneering engagement by the School’s staff in what has recently become prominent at University level as an innovative framework for development and integration of theory and practice within all modular offerings institution-wide. The School of Applied Psychology engages in approximately 46 placement provision partnerships with an increasing number of organisations that collaborate at the confluence of teaching and learning. With a growing number of degree pathways and student intake, the School is committed to the integration of WIL as intentional and requisite aspects of the curriculum across undergraduate (BA AP), taught postgraduate (MA AP), and doctoral postgraduate (Doctorate of Clinical Psychology) programmes. As exemplars of WIL design and implementation across each level, the Good Practice Case Study highlights three educational units of learning: ‘Psychology of Childhood & Adolescence’ (AP2045), ‘Service Design & Evaluation’ (AP6173), and ‘Placements’ in the Doctorate of Clinical Psychology.

- AP2045 is a community engaged learning (CEL) module, co-produced with a student partner (2nd year BA Applied Psychology), the module coordinator Dr Sharon Lambert, Dr Ruth Hally

from CIRT, and with community partners Let's Grow Together (LGT), an infant and child partnership in Knocknaheeny, Cork. An area categorised by Pobal Deprivation Index as 'Extremely Disadvantaged', LGT's aim is to 'work in partnership with everyone important in children's lives, sharing knowledge, skills and resources, empowering families and enabling children through their relationships and in their communities to be nurtured, fulfilled, achieving and learning'.

- AP6173 aims to enable students to experience and develop a critical understanding of the roles that applied psychologists can play in the design and evaluation of services. External partners contribute by (1) scoping and facilitating the project work that individual students carry out and (2) by sharing their expertise and insight through guest lectures, workshops, and seminars. External partner feedback has been positive, with partners who have sought to maintain the connection to the module over the years and to provide ideas and input on projects for each annual cohort.
- Placements are a core component of the D Clin Psychology programme. The external partners are clinical, educational and counselling psychologists. They mentor, teach and supervise the trainee clinical psychologists whilst on placement. They also assess performance and give the course team feedback on the competence development of each trainee. Core training in clinical psychology enables trainees to translate and generalise psychological knowledge and skills with clinical populations across the life span, with a range of cognitive abilities (e.g. intellectual disability and autism) with problems that range from acute to severe and enduring, and across a range of service settings (e.g. community, in-patient and residential).

The Panel was impressed with the presented case study of good practice and is very supportive of the planned phased incorporation of WIL approaches into all the programmes offered by the School in the medium to long-term.

Overall Appraisal

The Peer Review Panel for the quality review of the School of Applied Psychology found the review process to be thorough, insightful and grounded on an honest self-reflection and meaningful and enthusiastic engagement with quality enhancement principles and processes. Indeed, the Panel acknowledged most of the Self-Evaluation Report's findings and endorsed the recommendations identified by the School in its Self-Evaluation Report.

The Peer Review Panel was pleased to discover, during the sessions with internal and external stakeholders, that the School's staff, students and graduates are held in great esteem within the University and among the greater stakeholder groups. In light of this extremely positive appraisal, the Panel also believes that there is scope for further strategic and operational growth of the School and of its reputation locally, nationally and internationally going forward.

The Panel concluded that the staff across all categories are a great asset for this Unit and acknowledged the professional commitment, integration, collegiality, commitment to EDI-informed initiatives and their dedication to 'giving psychology away' to benefit the psychological wellbeing of communities, professional development of professionals within the industry, healthcare, education and community sectors, lifelong learning and wider society.

The Panel has made constructive recommendations based on their findings from the School's SER, combined with evidence from discussions with stakeholders throughout the Site Visit, as well as existing good practices at their institutions and elsewhere. The recommendations made by the Panel in this report are meant to enable the School's fulfilment of its aspiration to continually enhance its educational, clinical, research and community engagement provision and pursuit of strategic goals.

Facilities

The Panel undertook a guided tour of the North Mall Campus - the Cork Enterprise Centre (CEC) and Distillery House - where the School is located. The Panel was pleased to learn about the recently concluded retrofitting of the CEC. However, it expressed its concern at the security risks posed by the Leaside walkway connecting the two UCC campuses, the very poor state of some of the spaces used by the School staff and students in both buildings and at the lack of student facilities and learning supports in this satellite campus vis-à-vis those offered in the UCC main campus. Some of the recommendations address in great details the enhancement interventions that the Panel recommends in terms of both physical infrastructures and student facilities, considering their distance from the Boole library, Hub and Student Union headquarters.

Conclusion

The enthusiasm and collaborative engagement of the School with the quality review process was greatly appreciated by the Panel. The Panel wishes to thank the School's Self-Evaluation Committee for their enthusiastic, democratic and thorough work on the self-evaluation process and all staff and students for their welcoming and responsive attitudes to the Panel during its site visit to UCC.

The Panel also gained a greater understanding of a previous Head's crucial contribution to the strategic refocusing of the School's programme portfolio, as well as the current Head's innovative and transparent approach to workload management to account for staff's multiple activities and support greater uptake of research opportunities. The Panel found the School to be a very strong unit with a strategic and relevant programme portfolio, with most programmes being accredited by the Psychological Society of Ireland (PSI), an extensive placement capability for postgraduates and an ambitious plan to further embed WIL into the entire curriculum for undergraduate and postgraduate students. The Panel also engaged with the challenges being faced by the School in the national context such as CORU's new professional registration requirements.

Finally, the Panel members were grateful for the excellent support provided by staff of the Quality Enhancement Unit in the planning of the review, the practical supports during the site visit and in writing this report.

Next Steps

The Panel Report will next be presented to the Quality Enhancement Committee (QEC), chaired by the President, and subject to QEC approval, will be subsequently published on the Quality Enhancement Unit (QEU) website.

The School will implement the recommendations within the timeframes outlined and provide a detailed report on their progress via a Quality Enhancement Plan (QEP). The QEP will be considered and approved by the QEC and published on the QEU website.

Appendix A – Panel Profiles

Professor Mark F. McEntee	Professor McEntee is one of the world's top medical radiation scientists; his publications involve exploring novel technologies and techniques that enhance the detection of clinical indicators of disease whilst minimising risk to the patient. He is recognised as a leader in the clinical translation of medical imaging optimisation and radiological perception. His research has been disseminated through major international imaging meetings, including the annual meetings of the Radiological Society of North America, the European Congress, the UK Radiological Congress, the International Society of Optical Engineering and the Medical Imaging Perception Society.
Professor Ruth Ramsay (Chair)	Professor Ruth Ramsay is a zoologist, whose research focuses on the behaviour of vertebrate animals in the wild and captivity (and environmental enrichment), intertidal marine ecology and the impact of climate change, as well as the biology and ecology of exotic aquatic species and their potential impact on native fauna. Her animal behaviour research is strongly linked with Fota Wildlife Park, Cork where she is a member of their Research Ethics Board. She carries out research also on the scholarship of teaching and learning. Her research has resulted in >125 publications (as RM O'Riordan) in internationally peer-reviewed journals and books, as well as the supervision to completion of 23 PhD and five Research Masters students, with another ten currently. Her previous leadership roles in UCC included being Dean of Graduate Studies, Chair of UCC's Student Discipline Committee, Vice-Chair of UCC's Athena SWAN Steering Group, Vice-Head of the College of Science, Engineering and Food Science (SEFS), Head of the Graduate School of SEFS and Vice-Head of the School of Biological, Earth and Environmental Sciences (BEES). She has previously been involved in three Quality Reviews in UCC, as well as leading the Reference Group and then co-authoring the chapter on the Quality of Postgraduate Research Programmes in UCC's Institutional Self-Evaluation Report for CINTE's Institutional Review in 2023. She has a BA Mod. (Zoology) (TCD), PhD (Zoology) (UCC) as well as a BA (French & Italian) (UCC) and is an <i>Aurora</i> alumna.
Professor Richard Roche	Professor Richard Roche is Professor and former Deputy Head of the Department of Psychology, Maynooth University, where he has been employed since 2005. His areas of interest are cognitive neuroscience/neuropsychology, particularly memory, ageing, dementia and neuroaesthetics, with recent research focus especially on lifestyle-based interventions for cognitive decline in ageing and dementia and on reminiscence-based approaches. Professor Roche has published thirty-nine research articles, over a hundred conference posters, several book chapters and three academic books. He has to date accrued over €1.4 million in research funding and has graduated nine PhD students and three MSc students. He has served as President of Neuroscience Ireland and was Founding President of the Irish Brain Council. He is also strongly committed to both Patient Public Involvement (PPI) and science outreach and public engagement approaches. He has been Chair of the FENS Communications Committee since 2022, having joined the Committee in

	2020. He recently acted as Principal Investigator on three projects with a strong PPI component, which were funded by the Irish Research Council (New Foundations and COALESCE) and in partnerships with the Alzheimer Society of Ireland (ASI).
Ms Isobel Sheahan (Student Reviewer)	Ms Isobel Sheahan is a second-year BA student at the College of Arts, Celtic Studies and Social Sciences at University College Cork. She is currently studying for a Bachelor of Arts Degree. In her first year at UCC, she was an active member of the Students Union as an academic representative of Arts English. In this role, she liaised with her peers and the staff of the University to ensure the resolution of issues that arose throughout the academic year. She communicated proactively with the student body via social media and created polls to collect student feedback and assess their engagement. She was awarded a 'UCC EmployAgility Award' for her contributions. Ms Sheahan also works part-time in a pharmacy, adhering strictly to safety procedures and regulations. Thanks to this and her experience as an academic representative, she has garnered invaluable insights into both effective organisational approaches and the diversity of student needs and experiences.
Professor Danaë Stanton Fraser	Professor Danaë Stanton Fraser is a cognitive psychologist who directs the CREATE Lab in Psychology at the University of Bath. Her area of expertise is human-computer interaction with a focus on the design and evaluation of immersive technologies. Professor Stanton Fraser's work is underpinned by a process of co-design with end users and industrial partners. Professor Stanton Fraser publishes in high-impact international journals and conferences including ACM CHI, DIS, CSCL and Ubicomp as well as in JEP Applied, Behavioural Brain Research, Ergonomics, Computers in Human Behaviour, Memory and Cognition and Nature Scientific Reports. She has obtained research grants from InnovateUK, UK research councils (EPSRC, ESRC, AHRC), charities and industry. She is currently an investigator on UKRI REPHRAIN and InnovateUK/UKRI MyWorld . Internally at Bath Danaë has sat on a large number of committees including Senate, Council and Academic Staff Committee, she was also Associate Dean Research for 4 years. She has held a number of external advisory roles including for the UK research councils on the EPSRC Strategic Advisory Network and the EPSRC ICT Strategic Advisory Team.

Appendix B – Timetable

In Summary

Tue 24 September 2024 – (Online) Panel Briefing:	Panel briefing from the Director of Quality Enhancement (online).
Wed 2 October 2024 - Site Visit Day 1:	The Panel meets with the Head of School and School Management Team. This is followed by a meeting with School staff, students and visit to the School's facilities.
Thu 3 October 2024 - Site Visit Day 2:	The Panel meets with the Head of College, Senior Management, Programme Directors and key internal stakeholders of the School
Mon 7 th October 2024 - Online Day 3:	The Panel meets with external stakeholders and prepare their key commendations and recommendations
Thu 10 October 2024 - Online Day 4:	The Panel meets with the Head of School. A closing presentation is given by the Panel to all members of the School. Panel members depart.

Tuesday 24 September 2024	
11.30 - 13.00	<p>Briefing of the Panel by the Director of Quality Enhancement and the Review Co-ordinator.</p> <p><i>Objective: Presentation on self-evaluation context, methodology and process at UCC, panel roles and panel to discuss aspects of site visit and Self-Evaluation Report (SER).</i></p>

Tuesday Visit to UCC – first week

Tuesday 1 October 2024	
During the day	Panel members arrive in Cork
19.00	Dinner for Panel members hosted by the Quality Enhancement Manager

Wednesday 2 October 2024	
09.00 – 09.30	<p>Convening of Panel members – private meeting</p> <p><i>Panel agree issues to be explored in forthcoming meetings.</i></p>
09.30 – 10.30	<p>Meeting with the Head of School</p> <p>(School Manager to join at 10.15)</p>

	<p><i>Discussion on the SER; how the School undertook its SER; what it learned from the process; what it hopes to gain from the review.</i></p> <p><i>Discussion regarding School's developments to date, strategic priorities, overview of educational provision.</i></p>
10.30 – 11.15	<p>Meeting with School Management Team/Senior Administrators</p> <p><i>Discussion of management, operational priorities and practices.</i></p>
11.15 – 11.45	Coffee break
11.45 – 12.30	<p>Meeting with UG students</p> <p><i>Discussion of UG student issues, feedback and interaction with the School</i></p>
12.30 – 13.15	<p>Meeting with PG students</p> <p><i>Discussion of PG student issues, feedback and interaction with the School</i></p>
13.15 – 13.55	Lunch
13.55 – 14.00	Panel to be collected by School's staff to conduct the tour of facilities
14.00 – 15.00	<p>Tour of School's facilities</p> <ul style="list-style-type: none"> • Distillery House tour • Cork Enterprise Centre (CEC) tour (ground floor including research spaces, cafeteria, EEG lab and teaching space) • CEC's first floor tour (including admin office, computer centre, kitchen and, if required, staff offices) • Return to venue before 15.00
15.00 – 16.30	<p>Meeting with all staff</p> <p><i>Discuss issues such as communications, staffing, structures and staff development</i></p>
16.30 – 17.00	Private meeting of Panel
18.00	Informal dinner for members of the Panel

Thursday 3 October	
09.00 – 09.30	Convening of the Panel – preparation for the day ahead
09.30 – 10.15	Meeting with the Interim Head, College of Arts, Celtic Studies and Social Sciences (CACSSS)

	<p>(Finance Business Manager, CACSSS to join at 10.00)</p> <p><i>Discussion regarding College strategy and priorities, the links between College/School financial resource allocations process, staffing resources and infrastructure</i></p>
10.15 – 11.00	<p>Meeting with the Deputy President & Registrar</p> <p><i>Discussion of UCC's Strategic Plan and Academic Strategy</i></p>
11.00 – 11.20	Coffee break
11.20 – 11.45	<p>Meeting with the Co-chairs of the School's Self-Evaluation Committee</p> <p><i>Objective: Discussion on the SER – insights from the Co-Chairs on the self-evaluation process and workings of the SEC</i></p>
11.45 – 12.15	<p>Meeting with University's Senior Leadership Team members</p> <p><i>Objective: Discussion on strategy and priorities</i></p>
12.15 – 12.45	<p>Meeting with the HR Business Manager, CACSSS</p> <p><i>Discussion on staffing and recruitment contracts and structure</i></p>
12.45 – 13.15	<p>Meeting with the Dean of Undergraduate and Postgraduate Studies</p> <p><i>Objective: Discussion on strategy with regards to student recruitment, retention and student experiences</i></p>
13.15 – 14.00	Lunch
14.00 – 14.45	<p>Case Study of Good Practice</p> <p><i>"Work-Integrated Learning in the School of Applied Psychology"</i></p> <p><i>Opportunity for the School to showcase good practice and enhancements to the student learning experience with a focus on the Case Study of Good Practice</i></p>
14.45 – 15.30	<p>Meeting with Programme Directors/Chairs of Boards of Study</p> <p><i>Discussion on programme quality assurance, governance, delivery and assessment</i></p>
15.30 – 16.15	<p>Enhancing the Student Learning Experience</p> <ul style="list-style-type: none"> · Pedagogy to enhance teaching and learning for diverse student cohorts · Enhancements in assessment · Support processes <p><i>Objective: Discussion on programme enhancements to student learning experience</i></p>
16.15 – 17.00	<p>Private meeting of Panel</p> <p><i>Summative meeting to discuss key emerging themes and topics of importance for report</i></p>

Online meetings – second week

Monday 7 October 2024	
09.30 – 09.45	Convening of the Panel – preparation for the day ahead
09.45 – 10.30	Meeting with External Stakeholders <i>Objective: discussion of external stakeholders' views and experience of the School</i>
10.30 – 10.45	Meeting with the Dean of Doctoral Studies <i>Objective: Discussion on strategy with regards to student recruitment, retention and student experiences</i>
10.45 – 11.30	Panel meeting to draft the recommendations and commendations
11.30 – 12.00	Break for Panel
12.00 – 13.30	Panel meeting to draft the recommendations and commendations

Thursday 10 October 2024	
09.00 – 10.15	Meeting of Panel to finalise recommendations and commendations
10.15 – 10.45	Head of School and Head of College meeting <i>Clarification and discussions of main findings by Panel</i>
10.45 – 11.15	Break for Panel
11.15 – 12.30	Panel meeting to discuss feedback from Head of School; consider and finalise the closing presentation
12.30 – 13.00	Closing presentation <i>Closing 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.</i>
13.00 – 13.30	Panel – wrap up meeting