

University College Cork
National University of Ireland, Cork

Quality Improvement/Quality Assurance

Peer Review Group Report

Department of Education

Academic Year 2005/06

4th January 2006

Members of the Peer Review Group (PRG):

Professor Steve Hedley, Department of Law, UCC (Chair)

Dr. Neil Buttimer, Department of Modern Irish, UCC

Mr. Frank Martin, Department of Law, UCC

Professor John Marshall, Dean, Faculty of Arts, NUI Galway

Professor Anne Moran, Dean, Faculty of Social Sciences, University of Ulster, Northern
Ireland.

Timetable of the site visit

The timetable for the site visit is attached as Appendix A.

The Reviewers were satisfied that the timetable facilitated the review process in an adequate manner and that a very comprehensive programme had been planned. The schedule provided the PRG with the opportunity to meet a range of staff from the Department and at senior management levels within the university, undergraduate and postgraduate students, in addition to significant stakeholders, including representatives from the State's Department of Education and Science and school principals. The PRG were especially appreciative of the efforts made by the stakeholders who had travelled considerable distances to attend the meeting.

PEER REVIEW**Methodology**

All members of the review team participated in all meetings and discussions. The external review members took the lead in matters affecting teaching and learning, research and scholarly activity; and all members engaged with management and external relations issues.

Site Visit

Arrangements for the visit were exemplary. The site visit included a visit to the core facilities of the Department of Education, comprising the Education Resource Centre, the Microteaching facility, the Science Education Room at Bloomfield Terrace and the UCC Library. The site visit was satisfactory and any additional information requested was accommodated. The PRG would particularly like to compliment the Library on its provision of detailed information concerning services it makes available to the Department.

Peer Review Group Report

The PRG prepared a preliminary draft of the report on site during the afternoon and evening of the second day of the site visit. The report was finalised using e-mail communications following the site visit. All members of the PRG agreed to the final draft of the report.

OVERALL ANALYSIS

Self-Assessment Report (SAR)

The PRG complimented the Department on the quality of the SAR, and found the documentation to be very thorough and well-prepared. The PRG noted in particular the student and staff questionnaires and the valuable way in which these contributed to the finalisation of the SAR. The PRG visit was facilitated greatly by the welcome from the staff of the Department, their engagement with the process, and their willingness to assist the PRG in their deliberations. The PRG was impressed by the range of individuals and groups that made presentations to the PRG including students, all academic staff, stakeholders, support services and administrative support staff. The high calibre of these contributions was recognised by the PRG. Additional material was sought and provided by the Department and by central administration during the site visit in a satisfactory manner.

The PRG noted the efforts of the Systems Administration section of the Registrar's Office to cope with the evolving modularity of programmes. A particular issue was raised in relation to the computation of *MEd Modular* FTEs. It is the understanding of the PRG that the Department will continue to liaise with Systems Administration to ensure the validity of the figures issued by the Registrar's Office. The PRG fully understood that in the absence of such guidance and dialogue, Systems Administration may not be in a position to furnish accurate data for other purposes.

SWOT Analysis

The PRG noted the very comprehensive SWOT analysis completed by the Department and commended the inclusivity of the process. The PRG found the analysis presented by the Department to be an honest reflection on its strengths, weaknesses and opportunities.

Benchmarking

The PRG commended the fact that the Department benchmarked against both a national and an international institution. The PRG noted that the benchmarking exercise focused on physical facilities and on the delivery of academic programmes and made comparisons in these areas, along with staff and student number comparisons.

The PRG is of the opinion that the benchmarking exercises will be of significant benefit to the Department as it develops its plans and strategies for the next five years, in particular with regard to the *Postgraduate Diploma in Education*.

FINDINGS OF THE PEER REVIEW GROUP

The PRG noted the strategic importance of the Department of Education to the education community and the University. The PRG is of the opinion that the Department has responded very positively to meet the needs of the teaching profession as they emerged by developing a suite of academic programmes at both undergraduate and postgraduate

levels, including the *B.A. (Early Childhood Studies)* and the modular *M.Ed.* The Department has contributed significantly to the raising of the public profile of the University and the professional development of teachers. The Department has assisted notably in highlighting the importance of teaching within the University itself and thereby in the realisation of a key element of the institution's mission. Towards that end, it has participated in valuable in-service courses of instruction in third-level teaching.

The Department has secured funding in a number of major research areas. The PRG commended the number of staff in the Department who have doctorates and those who are engaged in completion of studies for a PhD. The PRG recognised the importance of the doctoral qualification for the future development of the research output of the Department and for the future strategic direction of the University.

The PRG acknowledges the potential of the Department to build on these strengths in order to ensure its continued success in a dramatically changing environment. The comments and findings of the PRG contained in this report are made with the objective of assisting the Department in the prioritisation of its future actions and activities.

The PRG recognised that the staff of the Department, in preparing so thoroughly for the review, also considered the future direction of the Department and to that end made a number of excellent suggestions for improvement. The PRG has included comments on these recommendations in this report as well as making some additional recommendations of its own.

Department Details

The PRG visited the departmental facilities and noted that these are spread across a number of various locations. The PRG observed that the Department had focussed in its SAR on physical facilities as one area requiring action by both the Department and the University, as a matter of priority. The PRG endorsed the concerns raised by the Department in the SAR that this separation of the elements of the Department has the potential to give rise to the fragmentation of staff activities. The advantages of

integration were obvious to both the Department and the PRG and were well documented in the benchmarking exercise conducted by the Department.

The PRG recommends that a fully integrated central location for the Department be found by the University, with planned and dedicated space for all departmental activities.

The PRG recommends, for health and safety reasons, that the manifestly inadequate toilet and adjacent washroom/kitchenette facilities in Leeholme Building must be dealt with as soon as possible.

The PRG were also concerned at the lack of provision of facilities for the part-time members of staff (fifty-four in number). These staff provide a core support to the teaching practice supervision of students in particular as well as supporting other programmes offered by the Department. The reviewers found that part-time staff had no access to facilities, like computers, desk space, or certain library-based services such as photocopying. The PRG also noted that there is no space for all categories of staff to meet regularly to exchange views and to share experiences.

The PRG recommends that the Department and the University, as a priority, make arrangements for the provision of space to allow staff (including part-time) to meet on a regular basis, and that access to facilities be provided to part-time staff.

The PRG considered the need for provision of adequate and appropriate facilities for the support of science education, including space to be used for the development of secondary-school science teaching. The PRG was very conscious of the shortage of space and, in particular, laboratory space in UCC; however, the reviewers were of the opinion that every effort should be made to acquire space for this purpose. The PRG noted the concerns of the Irish Government at the decreasing uptake of science subjects at secondary level. There is both an opportunity and a requirement for the training of qualified and expert science teachers for the secondary education system. The PRG was

strongly of the view that there is a need for consideration of the development of a Science Education Centre in UCC. The PRG noted that expertise already exists in the Department in the area of secondary science education and considered that the Department has the potential to become a national centre of excellence in this field.

The PRG recommends that the Department and the University consider the development of a Science Education Centre.

The PRG visited and noted the contents of the Education Resource Centre. It recommends that an inventory and upgrading of resources in this Centre be undertaken with a view to considering the value of the contents of the current Resource Centre and whether it represents the best use possible of the resources (space, personnel) at the present point in time.

The PRG recommends that an inventory and upgrading of the resources in the Education Resource Centre be undertaken.

Department Organisation and Planning

The PRG considered that there is an urgent need for the full involvement of the Department in the change agenda of the University. It is clear that structures are required to implement change. The PRG were of the view that the need to consider the management structure of the Department is equally urgent, and that any changes should involve the full participation of all staff (including administrative and support staff) in policy-making and the development of new departmental processes and procedures. Such a development will enhance communication in the Department at all levels and facilitate contribution to the unfolding of agendas for change. Participation in university committees by staff of the Department as a means of gaining insight into how the University is managed and organised and in the emerging College of Arts, Celtic Studies and Social Sciences is strongly to be encouraged. This participation should also enable staff to articulate their vision of education in a university context. The PRG considered that the Department needs to develop a strategy in line with the University Strategic Plan,

focussing on the potential of the Department and how it can contribute to the overall University Plan.

The PRG endorses the Department of Education's recommendation that it develop a strategic plan for the next five years as a matter of immediate urgency.

The issues that this new management structure must address immediately include the prioritisation of activities within the Department. The PRG viewed with concern the decrease in student FTEs in 2005/06. They were of the opinion that the Department should seriously consider whether the imposition of quotas in certain programmes is in its best interest. It is necessary to examine modules delivered across all programmes with a view to establishing efficiencies in economies of scale. This could also enhance the range of options available in different programmes and facilitate the use of modules as building blocks. The PRG recommended that the Department should assess in a holistic way student intake, offering programmes on a cyclical basis, the temporary suspension of programmes, the avoidance of duplication of effort and the sustainability of programmes according to needs and cost analysis. A rigorous appraisal of offerings in each programme with a view to reducing the degree of optionality might be contemplated. The PRG also strongly recommends that the Department engage proactively with outside agencies such as Department of Education and Science and the General Teaching Council when reviewing the *Postgraduate Diploma in Education* so as to allow these key stakeholders an opportunity to influence curricular developments which affect the Department and its course offerings.

The PRG recommends that the Department should review all its academic programmes as a matter of priority.

The demographic profile of the Department is a source of concern, particularly in light of the impending retirement of a sizeable number of senior staff. This profile represents both a threat and an opportunity for the Department and the University. The PRG was concerned at the apparent absence of succession planning in UCC for the Department.

The PRG suggests that the Department reflect internally on the staffing structure they would like to see in place in an ideal situation. The Department should engage in dialogue within the University with University bodies, for example the Registrar/UMG, who will make the ultimate decisions on senior appointments. A proactive approach to succession planning is required.

The PRG recommends that the Department and the University give immediate attention to succession planning in the Department of Education.

Teaching and Learning

The PRG was very impressed with the programmes offered by the Department and with the students' positive comments on course content. There is a real need for enhanced levels of communication and consistency between tutors and lecturers to ensure greater standardisation among lecturers and tutors with regard to the delivery of teaching and assessment methodologies. The valuable role of part-time staff is fully acknowledged. However, a review of roles and employment arrangements needs to be considered, as current arrangements are unusual in a UCC context as well as very costly.

The PRG recommends that a review of the roles and employment arrangements for part-time staff in the Department of Education be undertaken.

There is a need for better communications with students, including prompt delivery of timely information regarding course details and greater use of available technologies by individual lecturers, for example, the Blackboard system, which is popular with students and was mentioned by them in discussions with the PRG. There is excellent support for the use of such technologies in UCC, and the departmental staff are encouraged to take advantage of these in their teaching. There is a very active Teaching and Learning Support Group in UCC, which provides opportunities for all staff to engage in discussions and reflection about teaching and learning.

The PRG recommends that the Department improve its communications with its students and consider the wider use of available technologies and their associated methodologies for teaching and learning.

The PRG considered that the structures involved in interdisciplinarity across departments/faculties/colleges needs to be addressed. The PRG noted that there do not seem to be appropriate formal mechanisms in UCC to support interdisciplinary programmes specifically. It recommended that the University should address this, while simultaneously acknowledging that the requirements of the Department of Education are analogous to those of other entities, such as Medicine and Health, engaged in different forms of education for the professions. The PRG recommended that the University look at the administrative requirements that should be put in place to support interdisciplinary degrees including a review of regulations and examining processes.

The PRG recommends that the University consider the administrative requirements that should be put in place to support interdisciplinary degrees including regulations and examining processes.

The PRG noted the recent very successful developments in programmes for the support of teaching at third level within UCC such as the *Postgraduate Certificate* and *Postgraduate Diploma in Teaching and Learning in Higher Education*, to which some members of the Department of Education contribute. The PRG confirms the value and necessity of university-wide staff development programmes of this kind. The PRG noted with concern the lack of formal recognition for this work for those academic staff involved from within the Department of Education.

The PRG recommends that the University review the provision of its third-level teaching programmes with respect to overall management structure and location, as well as staffing and resourcing issues.

Research and Scholarly Activity

The PRG noted that the Department is research active in a number of internationally recognised areas of educational research. To date there has been a significant amount of research funding secured by staff. The PRG would like to encourage more of this activity. The PRG was pleased to learn that a Research Coordinator has recently been appointed in the Department. The PRG endorses the planned re-establishment of the Departmental Research Committee as indicated in the SAR research programme and in its plans for securing more external funding for support of research.

The PRG is strongly of the view that a strategic approach to developing research and securing funding should be established by the Department. The PRG recommended that the Department agree and develop a distinctive focus for its research, identify themes for collaborative research, playing to the strengths of the research potential of members of the Department, including its part-time staff. Inexperienced researchers should be actively encouraged by working with more experienced researchers in the Department re making grant applications, and by availing of the advice and expertise of staff of the Office of the Vice-President for Research Policy & Support. Harvesting the research potential of the Department is essential for the future consolidation of the Department as a leader in the field of education.

The PRG recommends that the Department seek to develop and agree a distinctive focus for the research of the Department and use the specific expertise available within UCC in the preparation and the making of formal grant applications.

The PRG noted that the Department is not credited with research by central university authorities unless it appears in the Research Information System (RIS), the database that the University refers to in seeking information on the research activity of individuals, departments and research units. Concerns were expressed about the accuracy of the information on the database and on the ease of use and reliability of RIS. Accordingly, it is vital that each member enter his or her research and publication activities into the

database for the information of the Office of Vice-President for Research Policy & Support and the University.

The PRG recommends that each staff member ensure that the information recorded on the research database, RIS, is accurate and comprehensive.

The PRG recommended a vigorous approach towards the procurement of scholarships for PhD students, and would encourage the Department to take advantage of all opportunities, including those within and external to UCC. In line with national developments, it is essential for the Department to design and deliver a comprehensive induction and development programme for all its new research students. In addition, postgraduate researchers should be actively encouraged to participate in conferences and other scholarly activities, including those endeavours developed and promulgated by the Academic Council Research Committee such as its Research Fora. These mechanisms may assist in overcoming any sense of isolation felt by postgraduate students.

The PRG recommends that the Department actively pursue all opportunities for the support and development of a postgraduate induction and development programme for all research students, in particular PhD students.

Staff Development

As previous noted, the long-term interests of the Department require a greater understanding of University and College procedures. Participation in university committees is an established form of staff development that academic staff engage in. Lecturers should be encouraged to be actively involved in all aspects of College/University committees and administrative bodies.

The PRG reiterates its earlier recommendations that staff should avail of opportunities to serve on University and College committees and be encouraged to participate in College/University activities, where possible.

The Department should continue to ensure there is equitable and even distribution of PhD supervision involving all staff members and encourage the use of co-supervision as an aspect of staff development. Co-supervision is a recognised feature of developing staff and should be acknowledged as such by the Department.

The PRG recommends that the Department should encourage co-supervision of PhD students as an aspect of staff development.

The PRG commended those members of the academic staff who are in the process of completing studies for a PhD, and recognised the difficulties they may face in finishing their studies whilst at the same time delivering successful and stimulating teaching programmes. The PRG recommends that these members of staff should be actively supported by the Department in all possible ways to allow rapid completion of the degree. The PRG recognised the importance for the staff and for the Department in ensuring that, where possible, all permanent members of academic staff have a PhD qualification.

The PRG recommend that staff who are in process of completing their studies for a PhD be fully supported by the Department and the University.

External Relations

The PRG noted the links that the Department of Education has established with other departments in UCC and the external links with national and international institutions. It applauded the Department for its fruitful interactions with a variety of academic departments within UCC and for its active involvement with the delivery of multidisciplinary programmes such as the *BA (Early Childhood Studies) Degree*. Its external links in the local region include ones with the National Association of Principals and Deputy Principals. The PRG commended staff of the Department for their successful competitive bids for significant amounts of external funding, e.g. the Bridging the Gap Project. The PRG also commended the strong successful partnerships with schools in the Munster region, noting the excellent relations that the Department has built up over the years and the importance of the role of ‘Ambassador for UCC’ that the Department plays,

especially in the South. At national level, it interacts with the Department of Education and Science, and has other international inter-institutional ties. The PRG endorsed these links and considered that further development of them is essential in strengthening the research and academic activities of the Department. The PRG considered that these links should be formalised to gain the maximum advantage of the associations for the Department and the University.

The PRG recommended that the Department seek to formalise its links with other institutions in Ireland and internationally, and that such collaborative links be formalised, developed and expanded.

Support Services

The PRG was informed of the very significant amount of money unspent in the UCC Library budget allocation for the Department of Education and that the departmental library budget can be used for purchase of source materials, e.g. CDs, which should enhance the holdings in the Education Resource Centre. The PRG also noted that other monies may be available, and recommended that the Department work with the relevant Library staff who have the ability to access library support for sources of funding external to the University.

The PRG also considered that the Department should seriously consider the use of the available on-line resources to assist students in accessing books and related materials.

The PRG recommended that the Department liaise with the staff of the UCC Library to explore possibilities for additional funding and to spend the monies already allocated appropriately.

With regard to support for the development of expertise in research grant applications and such related matters, the PRG noted the willingness of the Office of the Vice-President for Research Policy & Support to engage in fruitful dialogue consistent with departmental requirements.

Support units in UCC, such as the Computer Centre, offer services to lecturers and departments. This expert advice and service in areas like micro-teaching and the utilisation of modern technology should be fully exploited by the Department.

The PRG recommends that the Department avail fully of all other relevant UCC administration and support services.

Departmental Co-ordinating Committee and Methodology employed in the preparation of the Self-Assessment Report

The PRG was impressed by the thoroughness with which all staff participated in the preparation for the review. Every effort was made to engage all staff, including part-time and support staff. All the requirements for the review, as approved by the Governing Body of the University, were met with to the satisfaction of the reviewers.

RECOMMENDATIONS FOR IMPROVEMENT

Recommendations for Improvement made by the Department

The PRG noted and commended the many recommendations and proposals for actions made by the Department in its SAR. The Department is to be applauded for its very positive and committed engagement with the process and the thought that went into the development of the detailed recommendations made. The PRG endorses the principal thrusts as indicated in the Self-Assessment Report, and recommends that the Department follow up on these actions. The PRG has noted these actions and recommendations and has incorporated many of these specifically into their recommendations.

Recommendations for Improvement made by the Peer Review Group

The PRG recommends that:

1. A fully integrated central location for the Department be found by the University, with planned and dedicated space for all departmental activities.
2. That, for health and safety reasons, the manifestly inadequate toilet and adjacent washroom/kitchenette facilities in Leeholme Building must be dealt with as soon as possible.
3. The Department and the University, as a priority, make arrangements for the provision of space to allow staff (including part-time) to meet on a regular basis, and that access to facilities be provided to part-time staff.
4. The Department and the University consider the development of a Science Education Centre.
5. An inventory and upgrading of the resources in the Education Resource Centre be undertaken.
6. The Department develop a strategic plan for the next five years as a matter of immediate urgency.
7. The Department should review all its academic programmes as a matter of priority.
8. The Department and the University give immediate attention to succession planning in the Department of Education.
9. A review of the roles and employment arrangements for part-time staff in the Department of Education be undertaken.
10. The Department improve their communications with their students and consider the wider use of available technologies and their associated methodologies for teaching and learning.

11. The University consider the administrative requirements that should be put in place to support interdisciplinary degrees, including regulations and examining processes.
12. The University review the provision of programmes such as the *Postgraduate Certificate* and *Postgraduate Diploma in Teaching and Learning in Higher Education* with respect to overall management structure and location, as well as staffing and resourcing issues.
13. The Department seek to develop and agree a distinctive focus for the research of the Department and use the specific expertise available within UCC in the preparation and the making of formal grant applications.
14. Each staff member ensure that the information recorded on the research database, RIS, is accurate and comprehensive.
15. The Department actively pursue all opportunities for the support and development of a postgraduate induction and development programme for all research students, in particular PhD students.
16. Staff should avail of opportunities to serve on University and College committees and be encouraged to participate in College/University activities, where possible.
17. The Department should encourage co-supervision of PhD students as an aspect of staff development.
18. Staff who are in process of completing their studies for a PhD be fully supported by the Department and the University.
19. The Department seek to formalise its links with other institutions in Ireland and internationally, and that such collaborative links be formalised, developed and expanded.
20. The Department liaise with the staff of the UCC Library to explore possibilities for additional funding and to spend the monies already allocated appropriately.
21. The Department avail fully of all other relevant UCC administration and support services.

Conclusion

The PRG commended the Department for their comprehensive engagement with the Quality Improvement / Quality Assurance Process. The PRG was very impressed with the calibre of the documentation supplied, the thoroughness of the information it contained, and noted that all additional information requested was made available. The activities and consultative processes involved in producing a thorough and comprehensive Self-Assessment Report will be of great advantage in the development of the departmental strategic plan. In addition, the benefits of the quality exercise as well as the future successes of the Department of Education depend upon the goodwill of all staff in the Education Department in helping each other to achieve agreed aims. The spirit of *meitheal* should prevail.

The PRG wishes to thank the staff of the Quality Promotion Unit for their excellent support in arranging the review and ensuring the smooth operation of the review visit.

Timetable for conduct of Peer Review Visit

Department of Education

Monday 7th November 2005

- 17.30 Meeting of members of the Peer Review Group
Briefing by Director of Quality Promotion Unit, Dr. N. Ryan.
Group agrees final work schedule and assignment of tasks for the following 2 days.
Views are exchanged and areas to be clarified or explored are identified.
- 19.30 Dinner for members of the Peer Review Group and Head of Department and Departmental Co-ordinating Committee.

Tuesday 8th November 2005

- 08.30 Convening of Peer Review Group in Dr Tom Mullins' Office, Department of Education, Leeholme, O'Donovan's Road.

Consideration of Self-Assessment Report

- 09.00 Dr Tom Mullins, Head of Department
- 09.30 Meeting with all staff of the Department
- 10.45 Meetings with members of staff.
- 10.45 Dr. Fiachra Long
11.00 Dr. Francis Douglas
11.15 Mr. John Healy and Ms. Bridget Deane (Part Time Staff representatives)
11.30 Mr. Michael Delargey
11.45 Dr. Tracey Connolly
12.00 Admin Office Staff: Ms. Aoife Duggan, Ms. Lorraine Crossan & Ms. Carol Kennedy
12.15 Ms. Marian McCarthy
12.30 Dr. Paul Conway
12.45 Ms. Hannah Joyce
- 13.00 Working private lunch for members of Peer Review Group
- 14.00 Visit to core facilities of Department, including facilities at Leeholme, Bloomfield Terrace, the Education Resource Centre, the Microteaching Room ORB 2.20, O'Rahilly Building. PRG escorted by Dr Tom Mullins.
- 15.00 Postgraduate Diploma in Education Students
- Caroline Dobbyn
Iseult O'Donoghue

Rachel Hayes
Eimear Hynes
Cillian Brennan
Niamh Twomey

BA Early Childhood Studies Undergraduate Students

Grace-Ann Slattery, BA (ECS) II
Aoife Ryng, BA (ECS) I

15.45 Postgraduate Students

Carmel Nic Airt, MEd II (Modular)
Geraldine Halbert, MEd (Research) (Completed)
Mary Wallace Cunningham, MEd (Research) II
John Lucey, MEd (Science)
Taddelle Hagos Belay, PhD I
John Conneally, PhD II

16.15 Representatives of Researchers/Postdoctoral Fellows

Dr Tracey Connolly, (Bridging the Gap)
Dr Rosaleen Murphy, Researcher Early Childhood Studies

16.45 Consideration of issues by PRG

17.00 Representatives of Recent Graduates, Employers and other Stakeholders

Mr. Bernard Horgan, Principal, Douglas Community School
Mr. Donal Cronin, Principal, St. Mary's High School
Ms. Lizanne Hourihan, past HDE student
Ms. Janet O'Leary, past HDE student
Mr. Pat Coffey, State Examinations Commission
Ms. Lynda O'Toole, Post-Primary Inspector, Department of Education & Science
Mr. Barry Conroy, Assistant Principal Officer, Teacher Education Section, Department of Education & Science
Mr. Jimmy Nolan, Department of Education & Science

19.00 Meeting of Peer Review Group to identify remaining aspects to be clarified and to finalise tasks for the following day followed by a working private dinner for members for the Peer Review Group.

Wednesday 9th November 2005

08.30 Convening of Peer Review Group in Dr. Tom Mullins' Office, Department of Education, Leeholme, O'Donovan's Road. All meetings will take place in this venue unless otherwise indicated

09.00 Professor Paul Giller, Registrar & Vice-President for Academic Affairs

09.30 Visit to Boole Library, meeting with Ms. Rosarii Buttimer, Social Sciences Librarian

- 10.45 Professor Áine Hyland, Vice-President and Professor of Education
- 11.15 Ms. Carmel Cotter, Finance Office
- 11.30 Professor David Cox, Acting Head, College of Arts, Celtic Studies & Social Sciences/Dean of Faculty of Arts
- 12.00 Professor Peter Kennedy, Vice-President for Research Policy & Support
- 12.30 Dr. Tom Mullins, Head of Department
- 13.00 Working private lunch for members of the Peer Review Group
- 14.00 Preparation of first draft of final report
- 17.00 Exit presentation, to be made to all staff of the Unit by the Chair of the Peer Review Group or other member of Peer Review Group as agreed, summarising the principal findings of the Peer Review Group.
- 19.00 Working private dinner for members of the Peer Review Group to complete drafting of report and finalisation of arrangements for speedy completion and submission of final report.

Thursday 10th November 2005

Externs depart