

## Quality Enhancement Plan

### School of Clinical Therapies

17th of February 2025

FOR COMPLETION BY QEU	
Date of Peer Review visit: 25 <sup>th</sup> – 27 <sup>th</sup> April 2017	Head of Unit: Professor Nicole Müller
Link to Panel Report published on QEU website: <a href="https://www.ucc.ie/en/media/support/qualityenhancementunit/reports/comh/SchoolofClinicalTherapiesPeerReviewPanelReport1617.pdf">https://www.ucc.ie/en/media/support/qualityenhancementunit/reports/comh/SchoolofClinicalTherapiesPeerReviewPanelReport1617.pdf</a>	Date QEP considered by Quality Enhancement Committee:  15 <sup>th</sup> May 2025

Item No	Panel Recommendation	Actions <sup>1</sup>	Responsibility for Action <sup>2</sup>	Impact & Completion Status <sup>3</sup>
1	The Panel recommend that a facilitated workshop take place to develop a School vision and mission statement using a bottom-up approach. The School should also consider evolving management structures in view of the new programmes coming on board.	The School Executive asked Ms Angela O'Donovan for assistance in developing a PDR process that was meaningful and inclusive, and which would include reflection on the School's mission and vision. The following actions were decided upon	Head of School	<ol style="list-style-type: none"> <li>1. Completed.</li> <li>2. Series of 3 workshops: a) Sept. 2024, facilitated by A. O'Donovan, HR, focusing on PDR; b) Feb 2025, focus on reconciling research and teaching demands, mutual support, time management; c) May 2025, focus</li> </ol>

<sup>1</sup>Outline the actions taken to implement the panel recommendation

<sup>2</sup>Give the title of those responsible for the implementation of the panel recommendation E.g. Head of School, School Manager, all staff, specific committees etc

<sup>3</sup>If achieved, outline the impact of the implementation of the recommendation. If not yet achieved outline the current completion status.

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		1. Integrate mission and vision workshop into PDR process  2. Schedule series of School-wide workshops related to PDR, School vision, mission and identity, and mutual support		on formulating mission statement
2	The Panel recommend that the School consider having a curriculum day to open up connectivity between disciplines.	The School is currently reviewing several programmes with a view towards expanding student numbers, including the development of a tertiary degree in Occupational Therapy.  1. Organize away day on curriculum	Heads of Discipline, Head of School	1. To be scheduled as part of the curriculum review and expansion process.
3	The Panel recommend that the School develop a policy on placement allocation. The School should provide clarity on all potential logistics and costs should be provided in advance. The School should draw on the University policy on student placement in preparing this policy.	The Head of School is a member of a National Placement Governance Working Group (managed by the National HSCP Office) and also regularly reports to the Head of College / Chief Academic Officer to the Regional Governance Group, on placement developments. The School also links in with the UCC Work Integrated Learning (WIL) group.  The following actions are ongoing:  1. Use UCC placement policy with respect to required agreements 2. Work with CoMH Placement group to identify College-level avenues for placement support	Head of School, Practice Education Coordinators	1. Ongoing 2. Ongoing 3. Ongoing 4. Ongoing 5. Ongoing. This is included in Open Day presentations, as well as student / module handbooks. 6. Ongoing. The new lead of the WIL is to progress this.  In general, there is a national interest in coordinating and managing placements.

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		<ul style="list-style-type: none"> <li>3. Work with National HSCP Office towards national solution for placement sustainability</li> <li>4. Work with Regional Practice Educator and Regional Integration Lead towards placement sustainability in HSE South West</li> <li>5. Alert students to the circumstance that placements may involve additional costs for accommodation, transport.</li> <li>6. Acquire 'InPlace' software to manage student placements.</li> </ul>		
4	The Panel recommend that the School keep under review the arrangements for placement including training of Clinical Educators, induction, transparency of assessment procedures, and preparation for placement.	<p>This recommendation is part of the accreditation requirements for the pre-clinical programmes in the School, and evidence for compliance is part of re-accreditation documentation.</p> <ul style="list-style-type: none"> <li>1. Comply with accreditation requirements regarding Practice Educator training, assessment, quality assurance of placements.</li> <li>2. Document compliance in submission for re-accreditation.</li> </ul>	Head of School, Heads of Department / Discipline, Practice Education Coordinators	<ul style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Current round of accreditation (2024-25) documentation submitted 2024 for BSc OT and BSc SLT, and MSc Physiotherapy. BSc OT and BSc SLT await notification; MSc Physiotherapy confirmed as of January 2025.</li> </ul>

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5	The Panel recommend that a more detailed student charter be developed containing clear statements about assessment, to provide finer details which are not possible within the Book of Modules.	<ol style="list-style-type: none"> <li>1. Continue to use UCC student charter, as well as additional documentation developed at University level relating to assessment (e.g. UCC Plagiarism Policy). UCC discourages the development of proprietary charters or policies.</li> <li>2. Continue to include assessment details (nature of assessment, deadlines, weighting, required format etc) in <b>module handbooks</b>, made available on Canvas.</li> </ol>	Heads of Department / Discipline,  Module Coordinators	<ol style="list-style-type: none"> <li>1. Ongoing.</li> <li>2. Ongoing; module handbooks and assessment structure are reviewed annually in the course of curriculum review.</li> </ol>
6	The Panel recommend that expectations regarding the timing of all assignment and exam feedback be clarified and ideally in such time that students can benefit from the feedback.	<ol style="list-style-type: none"> <li>1. Continue to include assessment details (nature of assessment, deadlines, weighting, required format etc) in <b>module handbooks</b>, made available on Canvas.</li> </ol>	Heads of Department / Discipline,  Module Coordinators	<ol style="list-style-type: none"> <li>1. Ongoing; module handbooks and assessment structure are reviewed annually in the course of curriculum review.</li> </ol>
7	The Panel recommend that clarity is provided for students on how practice education assessment is translated into a grade and how they are moderated 'in house'.	<ol style="list-style-type: none"> <li>1. Clarify in Book of Modules and in module handbooks which placements are assessed as pass / fail, and which receive a % grade.</li> <li>2. Clarify clinical competency framework (specific to each discipline) in module handbooks</li> </ol>	Heads of Department / Discipline, and Practice Education Coordinators	<ol style="list-style-type: none"> <li>1. Completed (annual review of BoM and module handbooks)</li> <li>2. Completed (reviewed annually; module handbooks)</li> <li>3. Completed (reviewed annually; module handbooks)</li> <li>4. Completed (reviewed annually; module handbooks)</li> </ol>

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		3. Clarify how evidence for clinical competencies translated into a grade 4. Clarify how placements are assessed		
8	The Panel recommend that a review of the MSc in Audiology take place. The Panel recommend a review of programme structure to ensure a greater research component in line with University requirements for Masters programmes and to ensure that the content of the course optimises opportunities for graduates to work internationally.	The MSc Audiology is recognized by the British Academy of Audiology (there is no Irish approval / accrediting body for Audiology, and Audiology is not under CORU at present). This means that our students can practise in the UK and further afield, in other countries that recognize the UK qualification. The School undertook a review of the research modules (20 credits) and the Practice Education modules (15 credits each), and decided to introduce a practice-based research element into each of these modules, with a workload equivalent to 5 credits each.  1. Introduce a practise-based research element into each Practice Education module.	Head of Discipline, Head of School	1. Completed.
9	The Panel recommend that the Association of Occupational Therapists of Ireland (AOTI) accreditation condition that <i>'the University will submit confirmation to</i>	Recruitment to fill existing vacancies:	Head of School, Head of College,	1. Commenced December 2023 2. Commenced (temporary appointment) December 2023;


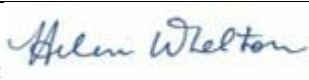
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	<i>AOTI that the staff-student ratio is in line with the AOTI requirement of 1:15' should be a matter for action by both the School and the College<sup>4</sup>.</i>	<ol style="list-style-type: none"> <li>1. Professor and Head of Department retirement, replacement</li> <li>2. Practice Education Coordinator retirement, replacement</li> <li>3. Backfill for maternity leave</li> <li>4. SL retirement, replacement</li> </ol>	ULT (for post approval)	<p>permanent postholder commenced January 2025</p> <ol style="list-style-type: none"> <li>3. Commenced January 2025</li> <li>4. Post approved (downgraded by ULT to Lecturer A/B), recruitment under way as of February 2025.</li> </ol> <p>At present the School is maintaining the recommended staff-student ratio; any expansion in student numbers will need to be factored into planning for staffing increase.</p>
10	The Panel recommend that the School (ideally via the role of School Manager) continue to maximise the existing resources and develop opportunities to support relevant and on-going professional academic development activities. Available resources should be divided transparently between the School's different departments or disciplines and a strategic fund set aside for staff development and other School developments.	<ol style="list-style-type: none"> <li>1. Review budget allocation, once received, to allow for strategic planning for staff development</li> </ol> <p>The absence of multiannual budget options presents a challenge in future planning regards assets, equipment and staff training. This is an ongoing concern, and is being discussed with the CoMH Finance Analyst, and others</p>	School Manager, Head of School,  Heads of Department / Discipline	<ol style="list-style-type: none"> <li>1. To be undertaken once budget has been allocated.</li> </ol>
11	The Panel recommend that the School encourage and mentor staff to pursue PhD by publication as well as through supervision from the wider College.	<ol style="list-style-type: none"> <li>1. Encourage staff to pursue by publication (rather than monograph)</li> </ol>	Lead supervisors	<ol style="list-style-type: none"> <li>1. All staff registered for PhDs since 2019 are completing their PhDs by publication.</li> <li>2. All staff members pursuing part-time PhDs (18.4% overall) have at</li> </ol>

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		2. Include supervisors from wider university (and further afield)		least one supervisor from outside of SCT.
12	The Panel recommend that the School explore having an internationalisation person responsible for liaison between the School, the College and the wider University.	1. Work with CoMH Internationalisation / International Recruitment officer to increase non-EU student recruitment 2. Consider establishing Internationalisation Officer at School level and discuss remit.	Head of Physiotherapy	1. Ongoing (focus on Physiotherapy as the programme with the most potential for international recruitment). 2. Cancelled following the Institutional plan in December 2024.
13	The Panel recommend that the School look creatively at the space available.	1. Delegate a member of the School to the UCC workspace review working group 2. Submit business plan for expansion of available space in Nano Nagle Place for Physiotherapy 3. Include review of office, teaching and clinical spaces in curriculum review and reform	Head of School, Heads of Department / Discipline	1. Prof Margaret McGrath has been nominated to this working group 2. Submitted, under review by DPR Office and CoMH 3. Review and reform of curricula of BSc OT and BSc SLT to commence in 2025, in view of government plans to significantly increase number of student places.
14	The Panel recommend that the School consider carefully the professional regulatory requirements for new programmes. The Panel recommend that the Occupational Therapy programme re-negotiate with the professional accrediting body to have student hours in the sensory integration clinic credited as practice education/fieldwork hours.	All professional programmes in the School are accredited, and thus professional regulatory requirements are monitored on an ongoing basis. The OT programme has made great strides over the past 12 months to diversify their placement offerings and ensure sustainability for placements. The Brookfield HSE OT clinic (not a sensory	Head of Department, Head of School	1. Ongoing 2. Ongoing

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		<p>integration clinic) at present provides observation hours, which are important preparation for students before they go out on block placements to clinical sites. The OT programme are also developing a specialist Rheumatology clinic, to be conducted at Brookfield, in collaboration with CUH.</p> <ol style="list-style-type: none"> <li>1. Continue to build on recent improvements made with placement providers</li> <li>2. Continue to develop new initiatives in Brookfield clinic.</li> </ol>		
15	The Panel recommend that a HR facilitator work with the School to consider staffing issues.	<ol style="list-style-type: none"> <li>1. Continue to work with CoMH HR Business Partner to monitor staffing levels, recruitment, and other issues arising and maintaining the good working relationship the School has with the COMH HR Business Partner.</li> </ol>	School Manager Head of School	<ol style="list-style-type: none"> <li>1. Ongoing. The School has also scheduled a series of School-wide workshops related to PDR, School vision, mission and identity, and mutual support to address staffing issues (see recommendation 1)</li> </ol>
16	The Panel recommend sharing of good practice and exploring the commonalities between the departments and look to develop inter-professional learning opportunities across the disciplines.	<ol style="list-style-type: none"> <li>1. Work with CoMH Vice Head for IPL to increase IPL offerings</li> <li>2. Include IPL review in annual curriculum reviews, focusing particularly on IPL opportunities within the School.</li> </ol>	Heads of Department / Disciplines  Module Coordinators	<ol style="list-style-type: none"> <li>1. Ongoing.</li> <li>2. Ongoing</li> </ol> <p>Current IPL initiatives include for example: IPL Dementia Day (11 Disciplines across CoMH); Learning to Swallow Together (SLT, Pharmacy); Practice Education preparation (SCT disciplines); Research Methods modules</p>



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				(CT2001 and CT3001/2: co-taught between OT and SLT)
17	The Panel recommend that the School work with CIRTl and the Quality Enhancement Unit to produce the case study of good practice.	<p>Since 2017 (date of QR) the School has made great significant developments in teaching and learning, which is reflected in, among other indicators, the following:</p> <p>IPL developments involving the School, as well as disciplines in CoMH and beyond (SEFS, CACSSS).</p> <p>Teaching awards for IPL teams, the School's Practice Education team, and individual lecturers</p> <p>Athena Swan Bronze award in 2023</p> <p>Continued engagement with Cert in Teaching and Learning by School staff.</p> <p>Therefore, we believe that identifying a single case study of good practice is not a good indicator of the overall quality of teaching.</p>		<p>Recent Case Studies (represented by President's Teaching Awards):</p> <p>2023:</p> <p>Practice Education Teaching across the School of Clinical Therapies. Awarded to SCT Practice Education Team and HSE Practice Tutors in Audiology, OT, Physiotherapy and SLT</p> <p>2024:</p> <p>Understanding Dementia Together: Awarded to teachers across 11 Disciplines in CoMH, led by Ms Trish O'Sullivan, Practice Tutor in Physiotherapy</p> <p>Individual Teaching Award: Awarded to Dr Nicola Bessell, Lecturer in Speech &amp; Hearing Sciences</p>

For completion by Unit		
Head of School/Unit:	Signature: 	Date: 28 February, 2025
Head of College/Functional Area:	Signature: 	Date: 11 <sup>th</sup> April 2025