

Appendix 1



Fheabhsú Cáilíochta
Quality Enhancement

Quality Enhancement Plan

The School of Public Health

7th April 2025

FOR COMPLETION BY QEU	
Date of Peer Review visit: 10 th – 11 th and 16 th & 18 th April 2024	Head of Unit: Professor Ella Arensman
Link to Panel Report published on QEU website: https://www.ucc.ie/en/media/support/qualityenhancementunit/reports/comh/SchoolofPublicHealth-PeerReviewPanelReport2023-24.pdf	Date QEP considered by Quality Enhancement Committee: 15 th May 2025

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
1	The Panel recommends that the work on programme review in the School be continued, as a matter of priority.	The curriculum review is currently underway, with specific actions for the different programmes as outlined in Appendix 2 :	Programme Directors, Teaching & Curriculum	<ul style="list-style-type: none"> Increased capacity: business cases for 	Appendix 2	

¹ May include actions planned within the unit or those that require interface with other parts of the university

² E.g. Head of School, School Manager, all staff, specific committees etc

³ Resources – the financial or human resources required to implement the recommendation

⁴ Interim milestone dates can be included here (e.g. within 6 months, within 12 months, within 3 years etc.)

⁵ To be completed as part of follow-up 12-15 months post publication of QEP - Recognising the need to reflect on the effectiveness of actions undertaken, and to what extent the actions have achieved their intended outcome

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
			Committee and HoS	lectureships in progress; <ul style="list-style-type: none"> Assistance provided by early career members of the teaching programmes Software costs. 		
2	The Panel recommends that, in collaboration with the Head of College and College Financial Analyst, a proactive, sustainable plan be developed to manage the consolidation and payment of part-time staff roles in the School.	<ul style="list-style-type: none"> Review of School budget taking into account current capacity, teaching requirements, staff-student ratio and 5-year projections of student trends. Develop a business case for the next 5 years that works to align current FTEs for part-time staff and the workloads associated with teaching programmes. This business 	HoS, School Manager (recruitment in progress), Deputy Head of School, Programme Directors, Finance Analyst & Head of College	<ul style="list-style-type: none"> Administrative support 	<ul style="list-style-type: none"> Review to be completed by July 2025 5-year business case to be completed by Sept 2025. 	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		case should also identify 'win-win' growth opportunities if extra resources are provided.				
3	The Panel recommends that alternative avenues be considered for the supervision of MSc and MPH dissertations to fulfil the current required research component in these Master's programmes.	<ul style="list-style-type: none"> Consultation with staff members took place at School Executive and School Board meetings – November 2024. Review of alternative avenues for MSc and MPH dissertations is in progress as part of the curriculum review: Recommendation 1, Appendix 2. 	Programme Directors, Chair of T&C and HoS	Administrative support	<ul style="list-style-type: none"> For academic year 2026-2027. 	
4	The Panel recommends that a clear plan be developed to systematically set out the vision of the School specifically in relation to the investment of time and resources in terms of teaching, research and	Workshops with School Executive and School Board, to review the vision of School and time/capacity allocation to teaching, research and administrative tasks, with	Hos, Deputy HoS, School Manager, Programme Directors, Chairs and Co-Chairs of the School Committees	<ul style="list-style-type: none"> Administrative support External facilitator 	<ul style="list-style-type: none"> October-November 2025 	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
	administrative duties, and its future advancement.	involvement of external facilitator.				
5	The Panel recommends that consideration be given to an extension of the existing excellent work on Athena Swan to encompass a broader set of elements related to EDI.	<ul style="list-style-type: none"> Monitoring of implementation of actions set out in the Athena Swan action plan 6-monthly updates of implementation plan, addressing new/emerging EDI priorities to the School Executive Committee and School Board. 	Chair Athena Swan Committee and Chairs/Co-Chairs School Committees, School Manager, HoS and Deputy HoS	<ul style="list-style-type: none"> Administrative support 	<ul style="list-style-type: none"> Progress report: January 2026. 	
6	The Panel recommends that the current School management structure be reviewed as a continuous process for improving internal and external communication as well as cohesion within the School and to reduce admin workload.	<ul style="list-style-type: none"> Review of Management Structure, cohesion and admin. workload. To be addressed in conjunction with recommendation with 4 while the objectives are interrelated. 	Hos, Deputy HoS, School Manager, Programme Directors, Chairs and Co-Chairs of the School Committees	<ul style="list-style-type: none"> Administrative support External facilitator 	<ul style="list-style-type: none"> October– November 2025 	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
7	The Panel recommends that further opportunities be considered to develop a more streamlined and consistent placement system internally and with placement partners to secure, on a continuous basis, in collaboration with placement partners, the availability and allocation of undergraduate placements.	<u>BSc Public Health Sciences</u> The review of the placement system is part of the curriculum review and survey to staff and undergraduate students. Consideration will be given to the ASPHER core competencies for Public Health and placement providers.	BSc Public Health Sciences Programme Director, Dr Janas Harrington, HoS and Deputy HoS.	<ul style="list-style-type: none"> Administrative support Increased capacity: business cases for lectureships in progress. 	<ul style="list-style-type: none"> Academic year 2026-2027. 	
8	The Panel recommends that the current workload allocation continues to be reviewed to ensure fair and equitable distribution of duties among staff within the School.	<ul style="list-style-type: none"> Continuation of annual workload reviews with staff (initiated since 2023) and ongoing support to staff to align activities with promotion criteria. 	HoS, Deputy HoS and School Manager.	<ul style="list-style-type: none"> Administrative support for scheduling meetings with staff. 	<ul style="list-style-type: none"> Next annual workload reviews will be conducted in June and July 2025. 	
9	The Panel recommends that consideration be given to ways of more effectively communicating the School's APHEA accreditation status.	<ul style="list-style-type: none"> Review and update the School's communications procedures and outlets to include the APHEA 	School Manager, Marketing and Events Manager, Programme Directors, Chairs & Co-Chairs of Committees,	<ul style="list-style-type: none"> Administrative support Technical support 	<ul style="list-style-type: none"> Website updated November 2024 Updated communications procedures – May 2025. 	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		accreditation status. <ul style="list-style-type: none"> Formalise procedures for the routine management of the website. 	HoS and Deputy HoS			
10	The Panel recommends that consideration be given to how the student voice and engagement with staff in the School will be used in future quality reviews and the development of the Self-Evaluation Report.	<ul style="list-style-type: none"> Continue to engage students in programme evaluations Increase student representation at School Committees 	Student and Staff Committee, Programme Directors, Class representatives, School Manager, HoS	<ul style="list-style-type: none"> Administrative support 	<ul style="list-style-type: none"> Student representation at all School Committees by May 2025. 	

For completion by Unit

Head of Unit: *Professor Ella Arensman*

Signature:



Date: 07-04-2025

Head of College/Functional Area:
Professor Helen Whelton

Signature:



Date: 11/04/2025

Appendix 2



Fheabhsú Cáilíochta
Quality Enhancement

Quality Enhancement Plan

School of Public Health

7th April 2025

FOR COMPLETION BY QEU	
Date of Peer Review visit: 10 th - 11 th April and 16 th & 18 th April 2024	Head of Unit: Professor Ella Arensman
Link to Panel Report published on QEU website: https://www.ucc.ie/en/media/support/qualityenhancementunit/reports/comh/SchoolofPublicHealth-PeerReviewPanelReport2023-24.pdf	Date QEP considered by Quality Enhancement Committee: 15 th May 2025

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
1	The Panel recommends that the work on programme review in the School be	<u>BSc Public Health Sciences</u> The curriculum review is currently underway.	<u>BSc Public Health Sciences</u> Dr Janas Harrington,	<u>BSc Public Health Sciences</u> The curriculum review is a significant undertaking and addition to the workload of	<u>BSc Public Health Sciences</u> CIM programme and modules is open	

¹ May include actions planned within the unit or those that require interface with other parts of the university

² E.g. Head of School, School Manager, all staff, specific committees etc

³ Resources – the financial or human resources required to implement the recommendation

⁴ Interim milestone dates can be included here (e.g. within 6 months, within 12 months, within 3 years etc.)

⁵ **To be completed as part of follow-up 12-15 months post publication of QEP** - Recognising the need to reflect on the effectiveness of actions undertaken, and to what extent the actions have achieved their intended outcome

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
	continued, as a matter of priority	<p>To date surveys have been sent to staff and undergraduate students. The graduate survey is currently being drafted and will be disseminated in Feb 2025. Potential employer review will also be included. The programme content will also be mapped to the ASPHER core competencies for Public Health. Individual module evaluations will also be considered where appropriate.</p> <p><u>MPH (campus based)</u></p>	<p>Director of the BSc Public Health Sciences in conjunction with Prof John Browne and Prof Ella Arensman.</p> <p><u>MPH (campus based)</u></p>	<p>the programme Director. Help is being provided by an early career member of the BSc team.</p> <p><u>MPH (campus based)</u> None identified</p>	<p>between Jan-March 2025 for module/programme changes for the AY 25/26. Thus there is a window for certain changes to be made. Results of the staff survey are available and will be reviewed and recommended and feasible changes will be considered. The student, graduate and employer survey results will not be available until later in the year. These will be considered and changes made at the next window of opportunity as outlined by the University.</p> <p><u>MPH (campus based)</u></p>	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		<p>The MPH programme has an annual MPH Planning Board meeting, with all the teaching faculty to review the programme and also to take on board students' constructive feedback.</p> <p>We have taken on board students' feedback to make scheduling changes to the campus MPH programme for AY 25-26 to run for three days (Wednesdays and Thursdays from 2-5 PM and Fridays 9-5 PM) in lieu of the current model of Thursdays 3-9 PM and Fridays 9-5 PM) in alignment with the UCC current policy of 3-day on-site lecturing for a taught campus-based master programme.</p>	Dr Zubair Kabir		Continuous	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		<p><u>Health Protection (PG Cert and MPH Pathway)</u></p> <p>Prior to joining UCC the academic responsible for these programmes (Julie Arnott) was employed as a national epidemiologist with the HSE-Health Protection Surveillance Centre. She was heavily involved in multiple work packages of the HSE's Public Health Reform Programme (2019 to present) that resulted in the new health protection strategy (2022-2027). This strategy adopts an all-hazards</p>	<p><u>Health Protection (PG Cert and MPH Pathway)</u></p> <p>As programme director and module coordinator of most modules in this area, Julie Arnott provides the strategic direction, co-ordination, leadership, and centralised critical expertise.</p> <p>She ensures market-alignment by hosting an annual advisory board with the national Director of Public Health Nursing in health</p>	<p><u>Health Protection (PG Cert and MPH Pathway)</u></p> <p>Due to time restrictions, Julie Arnott has employed a phased approach to incorporate the all-hazards approach by design.</p> <p>She has utilised my multi-disciplinary stakeholder engagement to:</p> <ul style="list-style-type: none"> • overhaul teaching content using Articulate software to engage students with different learning styles (AY22/23). • use her vast work experience in health protection to employ storytelling as a teaching method, developing case studies for applied learning (AY22/23). 	<p><u>Health Protection (PG Cert and MPH Pathway)</u></p> <p>Julie Arnott has an ongoing quality review process for her programmes, which she has presented at teaching and learning events at college (AY22/23), university level (AY23/24) and at UNIC (the European University of Cities in Post-Industrial Transition) level, roundtable on One Health (AY23/24).</p> <p>For EH6101, she employed the one health approach and systems thinking to</p>	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		approach, wider than infectious disease to include chemical and radiological hazards, pollution, natural disasters and political upheaval. As such, she has an ongoing quality review process for my programme to align with the national strategy.	<p>protection, Dr Toney Thomas and regional Assistant Director of Nursing, Louise Carleton.</p> <p>Conscious that this feedback is limited to health protection nursing, Julie also undertook stakeholder engagement with experts in multidisciplinary fields; the HSE-Health Protection (Consultant, senior epidemiologist, nurse manager, junior epidemiologist), the Defence Forces (Lead on emergency management, Commandant Brian Clancy), Cork's Sexual Health</p>	<ul style="list-style-type: none"> inform evidence-based assignments to develop market-aligned skills using the World Health Organisation/ASPHER competency framework for the public health workforce as well as UCC graduate attributes programme (AY22/23). improve the inter- and trans-disciplinary aspects of teaching on EH6101 with the Head of Microbiology and Vice Head of Biological Earth and Environmental Sciences. Julie reviewed the FTC split, amended learning outcomes on CIM, overhauled assignments (AY23/24). identify a gap in expertise for EH6101 to include an expert 	<p>align the teaching aims and objectives with the Head of Microbiology and Vice Head of Biological Earth and Environmental Sciences. She reviewed the FTC split, amended learning outcomes on CIM, overhauled assignments (AY23/24).</p> <p>For EH6150, she employed the health emergency preparedness, resilience and response (EPRR) framework (source-pathway-receptor) to provide students with a solid knowledge base for understanding health protection and providing practical toolkits to showcase how this framework</p>	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
			Centre (LGBTI+ Sexual Health Support Worker, Aaron O’Sullivan), HSE-National Immunisation Office’s (Business Project Manager, Yvonne Morrissey), the Health Information and Quality Authority (Standards Lead, Cathy Duggan), the Irish Heart Foundation (Director of Health Promotion, Information & Training, Janis Morrissey), and the European Centre for Environment and Human Health (Founder and Emeritus Professor, Michael Depledge).	<p>in vector control, Gerry Killeen (AY23/24)</p> <ul style="list-style-type: none"> developed a series of recorded guest lectures with multidisciplinary national experts to highlight the challenges of health protection in practice and working as a multidisciplinary team (AY23/24). overhauled EH6150 and EH6151 to reflect the all-hazard strategy (AY24/25). 	<p>is interrupted to prevent the health-damaging effects of a hazard (AY24/25).</p> <p>For EH6151, employed the EPRR cycle for students to learn skills of health protection in practice through the proactive stages of risk management (threat preparedness, prevention and early detection) and reactive stages of crisis management (response and recovery) (AY24/25).</p> <p>For AY25/26 she is amending the assignment structure on CIM for EH6150 and EH6151 to increase the practical learning, critical thinking and ensuring the focus is on implementation is at</p>	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		<u>PG Cert and MSc in Infection Prevention and Control</u>	<u>PG Cert and MSc in Infection Prevention and Control</u> Dr Maura Smiddy Ms Sinead Creedon	<u>PG Cert and MSc in Infection Prevention and Control</u> As infection prevention and control (IPC) recommendations change	a regional level which is termed ' <u>degrowth</u> ', promoting a bottom-up, participatory approach that follows the principles of democracy, conviviality, environmental and social justice. Whilst also trying to reduce the influence of AI in assignments (from 20% online activities/80% written assignment, to 40/60). <u>PG Cert and MSc in Infection Prevention and Control</u> This is an iterative process during the academic year and is also conducted formally at the end of Semester 2. Issues related to funding for software (and any possible changes to this and	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		<p>Annual curriculum review takes place iteratively during programme delivery and at the end of Semester 2.</p> <p>Student feedback both summative and formative inform this process.</p> <p>Feedback from the External Examiner, programme board and formal engagement with advisory experts inform this process.</p> <p>Relevant policy and research updates inform this process.</p> <p><u>MSc Occupational Health Online</u></p> <p>Adjustment of the module offerings to align with the UCC Semesters to improve internal processes and</p>	<p><u>MSc Occupational Health Online and Blended</u></p> <p>Michelle Syron notification of Geraldine Blake to update Prospectus page with later start date and liaise with Danny</p>	<p>frequently based on peer reviewed evidence and national policy this is a time consuming task.</p> <p>As teaching is wholly online Articulate Rise software is used to create interactive and accessible teaching resources. As this is an annual subscription there is as associated annual cost.</p> <p><u>MSc Occupational Health Online and Blended</u></p> <p>The timeslots of the modules may be adjusted to run in a different semester (ie. EH6110, EH6109, and LW6109).</p>	<p>subsequent curriculum issues) will be constantly monitored by the SPH Executive Committee.</p> <p><u>MSc Occupational Health Online and Blended</u></p> <p>New timetable commencing with students entering AY2025-26.</p>	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		<p>overall student experience.</p> <p>Removal of EH6153 Quantitative Research and Epidemiology (10 credit) as core module.</p> <p>Add EH6130 Critical Appraisal of Publications for Research and Practice (5 credit) as core module and add a new online module, EH6168 Applied Research in Occupational Health (5 credit), which is a copy of the current blended module, EH6061 Applied Research for Occupational Health (5 credit).</p> <p>Adjusting offerings of elective modules to follow enrolment data - remove EH6000 Implementation Science starting in AY2025-26 as an</p>	<p>Keane re: Exam Board dates.</p> <p>Mallorie Leduc adjust timetable accordingly and inform module coordinators of new timeslots, where needed.</p> <p>Mallorie Leduc submitted changes to T&C on 9 Jan 2025 for approval. Submit new module on CIM Modules for the creation of EH6168. Complete and submit MS1 Form. Adjust accordingly on CIM Programmes.</p> <p>Exit awards: Mallorie Leduc to submit MS1 Form and adjust accordingly on CIM Programmes.</p>	<p>Approximately 20-30 less students in EH6153 starting in AY2025-26.</p> <p>Approximately 20-30 more students in EH6130 starting in AY2026-27.</p> <p>Module coordinator assignment for EH6168 for AY2025-26.</p> <p>Very few MSc Occupational Health Online students have been taking EH6000 in recent years, so no resource change.</p> <p>Module Coordinator assignment to new Health Promotion Module in AY2026-27.</p> <p>Exit awards: Same as outlined above for removing EH6153 and adding new core modules.</p>	<p>EH6000 will not be offered in AY2025-26 to MSc Occupational Health Online students.</p> <p>New Health Promotion Module will be an elective offering commencing in AY2026-27.</p> <p>New exit award requirements will apply to students commencing in AY2025-26.</p>	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		<p>offering and create a new Health Promotion Module in AY2026-27 (Combination of EH6158 and EH6159).</p> <p>Adjust requirements to reflect curriculum changes within the PG Diploma and allow for completion of modules for the PG Certificate within Year 1 (exit award).</p> <p><u>MSc Occupational Health Blended</u> Confirmed module offerings align with UCC semesters.</p> <p>As no cohort advancing to Y2 in AY2025-26, will confirm selection of elective modules according to availability ahead of AY2026-27.</p> <p>Will continue to offer PG Diploma as exit</p>				

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		award for completion of all taught modules. <u>MSc Clinical Trials</u> We have completed 3 years of our MSc programme. We plan a curriculum review at the end of 5 years.	<u>MSc Clinical Trials</u> Prof. Frances Shiely	<u>MSc Clinical Trials</u> As it has not been planned yet, we cannot foresee resource implications but expect they would be minor. Perhaps a consultation with industry may occur.	<u>MSc Clinical Trials</u> Start in May 2026.	
1	Plans for introducing anonymous marking of continuous assessment.	<u>BSc Public Health Sciences</u> All exam scripts are anonymously marked- this is standard practice. Only exam numbers are identifiable on the script and module coordinators are blind to the student name or student number. Canvas provides the facility to hide student names on submitted assignments. All module coordinators will be encouraged to	<u>BSc Public Health Sciences</u> Dr Harrington Programme Director will inform all module coordinators of the change to anonymous marking on Canvas. All module coordinators are responsible for their individual modules	<u>BSc Public Health Sciences</u> No resource implications	<u>BSc Public Health Sciences</u> Module coordinators will be informed of this change from Jan 2025.	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		<p>use this facility and to blind mark the assignments. Assignment title pages will contain only student numbers. Anonymous marking for group and oral presentations will not be possible.</p> <p><u>MPH (campus based)</u></p> <p>From Academic Year 2025-2026 onwards the default position in the School of Public Health will be that Masters-level dissertations should have two independent markers, neither of whom is the dissertation supervisor. Dissertation module coordinators will remain responsible for setting marking criteria and providing necessary rubric and marking template for</p>	<p><u>MPH (campus based)</u></p> <p>Head of School Teaching and Curriculum Committee</p>	<p><u>MPH (campus based)</u></p> <p>To be reviewed continuously during implementation.</p>	<p><u>MPH (campus based)</u></p> <p>AY25/26 onwards</p>	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		<p>the two independent markers. This includes granting of discretion whether or not to continue the practice of reserving a portion of marks to be awarded by the dissertation supervisor reflective of the student's progress across the dissertation.</p> <p>NB certain programmes outside the MPH will have discretion to continue to use supervisors as one of the markers if it is felt that there is not enough subject matter expertise in the SPH faculty to provide adequate numbers of markers.</p>	<p><u>PG Cert and MSc in Infection Prevention and Control</u></p>	<p><u>PG Cert and MSc in Infection Prevention and Control</u></p> <p>Anonymous marking for dissertation marking is not</p>	<p><u>PG Cert and MSc in Infection Prevention and Control</u></p>	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		<p><u>PG Cert and MSc in Infection Prevention and Control</u></p> <p>Anonymous marking for dissertation marking is not feasible as there are only two specialised personnel with capacity to support marking.</p>	<p>Anonymous marking for dissertation marking is not feasible as there are only two specialised personnel with capacity to support marking.</p>	<p>feasible as there are only two specialised personnel with capacity to support marking.</p>	<p>Anonymous marking for dissertation marking is not feasible as there are only two specialised personnel with capacity to support marking.</p> <p>The possibility of expanding expertise within the School will be explored with the Head of School during 2025.</p>	
		<p><u>MSc Occupational Health Online and Blended</u></p> <p>Advised module coordinators to request students submit plagiarism declaration and</p>	<p><u>MSc Occupational Health Online and Blended</u></p> <p>To be added as agenda item for reminder at Programmes Board</p>	<p><u>MSc Occupational Health Online and Blended</u></p> <p>Additional workload implication associated with second marking additional dissertations, which will be adjusted for in expectation and criteria for first and second markers.</p>	<p><u>MSc Occupational Health Online and Blended</u></p> <p>New marking scheme set to commence in AY2025-26.</p>	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		<p>assignment separately. Recognition that this is not possible for discussion boards, audio or video assignments.</p> <p>New marking scheme to be implemented in the SPH for dissertation marking – the supervisor will not be one of the two markers.</p> <p><u>MSc Clinical Trials</u> Already introduced for 2024.</p>	<p>Meeting in June 2025.</p> <p><u>MSc Clinical Trials</u> Already introduced for 2024.</p>	<p><u>MSc Clinical Trials</u> Already introduced for 2024.</p>	<p><u>MSc Clinical Trials</u> Already introduced for 2024.</p>	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
7	The panel recognises the importance of protecting student placements by acknowledging the current challenges in securing placement opportunities for undergraduate students as a first step to improved internal organisation and arrangements. This should be accompanied by more consistent staffing of the Placement Coordinator post.	<u>BSc Public Health Sciences</u> The current arrangement for organising the work placements will be reviewed in conjunction with the appointment of new staff and existing staff workloads. The work placement coordination is a significant workload and requires a dedicated person in place, with the capacity to meet the work requirement for the position, particularly in light of increased student numbers for 2024/2025 (40 students) .	<u>BSc Public Health Sciences</u> Head of School in collaboration with the School Manager and the Programme Director.	<u>BSc Public Health Sciences</u> An academic staff member to coordinate student placements which requires liaising with the students, and the potential workplacements.	<u>BSc Public Health Sciences</u> A decision on the staff member will be agreed upon and implemented by the start of the AY 25/26	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
1	That the engagement, specifically with undergraduate students, be accelerated to utilise the student feedback in curriculum enhancement and programme optimisation for future.	<u>BSc Public Health Sciences</u> Module evaluations will be coordinated centrally by the programme administration team. This will be piloted to assess if an increase in response rate from evaluations. Module evaluations will be reviewed by the Programme Director and the module coordinator to identify enhancements for the next academic year	<u>BSc Public Health Sciences</u> Programme Director, Programme Administration team, Module coordinators	<u>BSc Public Health Sciences</u> Staff and programme director time to review and implement changes	<u>BSc Public Health Sciences</u> AY24/25 will pilot the central administration of module evaluations. Plans may be adjusted depending on the outcome of university-level student feedback initiatives (still at pilot stage).	
1	That the School reconsider the use of SPSS in teaching to align better with statistical packages/software used in industry and by placement organisations e.g. Stata or R.	<u>BSc Public Health Sciences</u> Stata will be introduced on a phased basis from AY24/25.	<u>BSc Public Health Sciences</u> Dr Kate O'Neill module coordinator	<u>BSc Public Health Sciences</u> We need to ensure that all students have access to a personal laptop, as there isn't a site licence for Stata. There are some copies of the software on some of the computers in the BHSC computer lab however they are very old versions and not appropriate for use for the full class. Student licences for	<u>BSc Public Health Sciences</u> It will be introduced to EH1007 and EH2007 in 24/25. It will be introduced to EH3014 in AY 25/26	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
				Stata will also need to be provided by SPH for all students		
3	Plans for introducing additional pathways to provide more options to students for their final projects e.g. practice-based/work experience project portfolio offering or research dissertation.	<u>MPH (campus based)</u> For the current academic year (24-25), all campus-based MPH students have been provided with potential MPH Dissertation topics-specific to faculty's expertise and ongoing research projects within the School of Public Health. On average 2-5 potential Dissertation topics per each teaching faculty have been self-identified in advance of the Dissertation module to be live in semester two to enable students to interact with potential supervisors quite early on. In total, we have close to 40 potential MPH Dissertation topics identified tailored to	<u>MPH (campus based)</u> Dr Zubair Kabir	<u>MPH (campus based)</u> Dr Zubair Kabir to discuss with Head of School	<u>MPH (campus based)</u> Ongoing	


Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		workload allocation of individual teaching faculty to commensurate with their respective current academic positions. We have 39 full-time MPH students in AY24/25, therefore, such an approach will address the current workload, morale and quality of Dissertation supervision for the campus MPH programme. In addition, discussions are ongoing with CIRTl and SoPH teaching faculty on introducing a practice-based MPH pathway (20 credits) in semester two on a pilot basis for ~ 5 MPH students in AY 26/27 (enrolled on specific set criteria of field epidemiology/working in an international organization, or				

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		engaged in community participatory research in the past, etc). This practice-based pathway will be drawn on a similar practicum module for the MSc in Public Health at University of Limerick. This real-life community-engaged learning can be translated into individual student MPH Dissertations (co-supervised by an external supervisor of the respective organizations that a student will be undertaking this practicum). Finally, it is encouraging to note that every academic year, 10% of the MPH students get their Dissertations eventually published in high-impact peer-reviewed academic journals, in addition to presenting their				

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		<p>work in local, national and international scientific meetings and forums.</p> <p><u>PG Cert and MSc in Infection Prevention and Control</u></p> <p>Currently all modules are core to the PG Cert and MSc in IPC. There is really no room to remove any of the core components of the PG Cert as this is a foundation course which must impart all core IPC knowledge and skills to students. There is potential to develop additional elective modules for the MSc in IPC which the team have discussed at length and planned. However currently there is insufficient personnel capacity to</p>	<p><u>PG Cert and MSc in Infection Prevention and Control</u></p> <p>Head of School</p>	<p><u>PG Cert and MSc in Infection Prevention and Control</u></p> <p>To expand the offering of additional specialist modules which could also provide microcredits the specialised teaching team will need to expand.</p>	<p><u>PG Cert and MSc in Infection Prevention and Control</u></p> <p>Discussion with Head of School in Semester 2 2025.</p>	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		<p>proceed with these plans.</p> <p><u>MSc Occupational Health Online and Blended</u></p> <p>Will schedule discussion time to discuss at upcoming programmes board meeting, including a dedicated session with newly appointed external examiner.</p>	<p><u>MSc Occupational Health Online and Blended</u></p> <p>Programme directors will guide discussion and consultation with module coordinators, external examiner and accreditation body (IOSH).</p>	<p><u>MSc Occupational Health Online and Blended</u></p> <p>To be considered.</p>	<p><u>MSc Occupational Health Online and Blended</u></p> <p>Discussions to be held ahead of AY2025-26 with any potential changes to be implemented for AY2026-27 intake.</p>	

Item No	Panel Recommendation	Actions Planned ¹	Responsibility for Action ²	Resource Implications ³	Implementation Schedule ⁴	Effectiveness/Impact ⁵ To be completed as part of follow-up
		<u>MSc Clinical Trials</u> No. This is a part-time course where people are already in full-time jobs so work experience is not feasible.	<u>MSc Clinical Trials</u> No. This is a part-time course where people are already in full-time jobs so work experience is not feasible.	<u>MSc Clinical Trials</u> No. This is a part-time course where people are already in full-time jobs so work experience is not feasible.	<u>MSc Clinical Trials</u> No. This is a part-time course where people are already in full-time jobs so work experience is not feasible.	

For completion by Unit		
Head of School: Prof Ella Arensman	Signature: 	Date: 7 th April 2025

Head of College:	Signature: 	Date: 11/04/2025
------------------	---	------------------

Masters in Public Health (online)

There is no current plan for responding to the quality review recommendations in relation to the online Masters in Public Health Programme because the Programme Director is on sabbatical. A plan will be developed by October 1st 2025 when the Director returns to post.