



University College Dublin

Periodic Quality Review

UCD School of Applied Social Science

October 2011

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1. Introduction and Overview of UCD School of Applied Social Science

Introduction

- 1.1 This Report presents the findings of a quality review of the UCD School of Applied Social Science, at University College Dublin, which was undertaken in October 2011. The School response to the Review Group Report is attached as Appendix 1.

The Review Process

- 1.2 Irish Universities have collectively agreed a framework for their quality review and quality improvement systems, which is consistent with both the legislative requirements of the Universities Act 1997, and international good practice (e.g. Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2007). Quality reviews are carried out in academic, administrative and support service units.

- 1.3 The purpose of periodic review is to assist the University to assure itself of the quality of each of its constituent units, and to utilise learning from this essentially developmental process in order to effect improvement, including :

- To monitor the quality of the student experience, and of teaching and learning opportunities
- To monitor research activity, including: management of research activity; assessing the research performance with regard to: research productivity, research income, and recruiting and supporting doctoral students.
- To provide an opportunity for units to test the effectiveness of their systems and procedures for monitoring and enhancing quality and standards
- To provide a framework within which the unit can continue to work in the future towards quality improvement
- To identify shortfalls in resources and provide an externally validated case for change and/or increased resources
- To identify, encourage and disseminate good practice
- To identify challenges and address these
- To provide public information on the University's capacity to assure the quality and standards of its awards. The University's implementation of its quality review procedures also enables it to demonstrate how it discharges its responsibilities for assuring the quality and standards of its awards, as required by the Universities Act 1997.

1.4 Typically, the review model comprises of four major elements:

- Preparation of a Self-assessment Report (SAR)
- A visit by a Review Group (RG) that includes UCD staff and external experts, both national and international. The site visit normally will take place over a two or three day period
- Preparation of a Review Group Report that is made public
- Agreement of an Action Plan for Improvement (Quality Improvement Plan) based on the RG Report's recommendations; the University will also monitor progress against the Improvement Plan

Full details of the review process can be found on the UCD Quality Office website: www.ucd.ie/quality.

1.5 The composition of the Review Group for the UCD Human Resources was as follows:

- Professor Pdraig Dunne, UCD School of Physics (Chair)
- Dr Oonagh Breen, UCD School of Law (Deputy Chair)
- Professor Cheryl Regehr, Vice-Provost, Academic Programs, University of Toronto (Extern – Social Work)
- Professor Alan Deacon, Emeritus Professor of Social Policy, University of Leeds (Extern – Social Policy)

1.6 The Review Group visited the School from 10-13 October, 2011 and held meetings with School staff, University students and staff, including: the Head of School; College Principal; the UCD Deputy Registrar for Teaching and Learning, SAR Co-ordinating Committee; School academic staff; School support staff; external stakeholders from statutory and voluntary agencies, both employers, those involved with placement and training of students and external collaborators with the School; the Director of the College of Human Sciences Graduate School and College Finance Officer; postgraduate students, both taught and research; recent graduates and undergraduate students. The site visit schedule is included as Appendix 2.

1.7 In addition to the Self-assessment Report, the Review Group considered documentation provided by the Unit and the University during the site visit.

Preparation of the Self-assessment Report

1.8 The School set up a Self-assessment Co-ordinating Committee in accordance with the UCD Quality Office Guidelines. The Co-ordinating Committee met on a regular basis from the commencement of the quality process in 2010 and the review site visit. The length of time for preparing the SAR was slightly longer than usual due to the need to defer the site visit, for organisational purposes.

The members of the Co-ordinating Committee were:

- Professor Bryan Fanning Head of School
- Professor Colette McAuley Chair of Social Work
- Dr Hilda Loughran Head of Teaching and Learning
- Dr Marie Keenan Head of Research
- Dr Michelle Norris Director of Graduate Studies
- Ms Anna Jennings Director, MSocSc (Social Work), full-time
- Ms Catherine Baulch School Office Manager

The University

1.9 University College Dublin (UCD) is a large and diverse university whose origin dates back to 1854. The University is situated on a large, modern campus, about 4km to the south of the centre of Dublin city.

1.10 The University Strategic Plan (to 2014) states that the University's Mission is:

“to advance knowledge, to pursue truth and to foster learning, in an atmosphere of discovery, creativity, innovation and excellence, drawing out the best in each student, and contributing to the social, cultural and economic life of Ireland in the wider world”.

The University is currently organised into 38 Schools in seven Colleges;

- UCD College of Agriculture, Food Science and Veterinary Medicine
- UCD College of Arts and Celtic Studies
- UCD College of Business and Law
- UCD College of Engineering and Architecture
- UCD College of Health Sciences
- UCD College of Human Sciences
- UCD College of Science

1.11 As one of the largest universities on the island of Ireland, UCD supports a broad, deep and rich academic community in Science, Engineering, Medicine, Veterinary, Arts, Celtic Studies and Human Sciences. There are currently more than 24,000 students (15,400 undergraduates, 6,900 postgraduates and 1,900 Occasional and

Adult Education students) registered on University programmes, including over 4,600 international students from more than 120 countries.

UCD School of Applied Social Science

The Self Assessment Report provided the following information:

- 1.12 The School of Applied Social Science in UCD is one of Ireland's leading centres for research, teaching and professional training in social policy and social work. It delivers undergraduate degree programmes as well as community based certificate and diploma courses in community drugs work, and postgraduate professional and post qualifying courses including a structured PhD programme in social work. The School is strongly committed to research across a wide range of areas, such as child and family welfare, housing, immigration and social integration, community development, addiction, poverty and inequality, and the Welfare State as well as the development of theoretical perspectives, and to contributing significantly to policy debate and formation.
- 1.13 The quality and commitment of staff is the key resource available to the School. The working atmosphere within the School is very good, the ethos being collegial and strongly supportive of quality in teaching and research.
- 1.14 An important part of the context over the past number of years has been the move to semesterisation and modularisation at university level, with the introduction of *UCD Horizons*. This development has entailed a major transformation in the structure and organisation of the teaching programmes delivered by the School, and in the broader University structures and services with which the School operates.
- 1.15 More recently, comprehensive reviews of the undergraduate curriculum in social policy and the curriculum for the Masters in Social Work have been carried out and will inform the future development of those programmes. An on-going concern is the absence of a taught Masters-level programme in Social Policy due to insufficient take-up by qualified students. At doctoral level, a significant expansion in the number of PhD students was achieved for a number of years but with a high proportion registered on a part-time basis. More recently the number entering the programme has fallen back.
- 1.16 On the research front, the School is on a very positive trajectory with increasing activity and output across the staff, in particular, in peer-reviewed output. Funded research projects and external linkages and collaborations have also been enhanced. While continuing to build research across a range of social policy areas, there is also a focus on enhancing research in social work, in a context where the discipline in Ireland has traditionally concentrated on professional training and practice but is now seeking to strengthen the academic underpinnings of the profession and develop an indigenous knowledge base for the field in Ireland.

- 1.17 In recent years the School had benefited from increased resources, including three new appointments at professorial level - two in social policy and one in social work - where previously there had been one professor. However, as a consequence of Ireland's economic and fiscal crisis resources are now severely constrained and set to become more so over the next number of years, so replacement of retiring staff may be problematic.

2. Organisation and Management

- 2.1 The SAR reports that the School is organised and run in a collegial and collaborative fashion, with the Head of School rotating on a 3-year basis and "the other roles listed, generally occupied on a rotational basis". The evidence from the site visit and assessment by the Review Group does not support this latter statement. Junior academic staff members seem to have occupied several of these roles for longer periods of time and at present there is no clear end to their terms in these administrative roles. There are several implications arising from this situation: 1) there is strong feeling that the administrative load is not equitably shared among staff; 2) the knowledge of the roles is limited to a small number of staff members posing a potential risk to programme continuity if someone was unable to continue; 3) in the absence of change in academic leadership, programmes and procedures are less likely to renew and innovate.
- 2.2 Recent changes to the composition of the senior management committee means that post holders are better represented on this committee. The SAR reports that all issues of substance are brought to a full staff meeting for discussion. However the Review Group found that no minutes of the management committee meetings are taken, hence it is difficult to see how issues are deemed to be significant.
- 2.3 The School prides itself on its long established use of workload allocation forms, and the Review Group commends the School for publishing this information. However, the allocation of workload points does not always reflect the nature of the administrative load, in particular, that borne by the post holders. In addition, some committee roles are not on workload allocation, e.g. the Teaching & Learning Committee, which is voluntary, in contrast to the Research Committee. Furthermore, the workload model does not make provision for sabbatical leave, and the School has no explicit written sabbatical or research leave policy. This is not to say that such leave does not occur in the School, but the terms and conditions around such leave are not transparent. The operation of the sabbatical leave process has led to staff frustration and could threaten the level of staff collegiality.
- 2.4 Currently the School benefits from the fact that the Dean of Social Science is a member of the School, while the Assistant Dean comes from outside the School. However, the provision of the Dean from SASS is not guaranteed into the future, and were the Dean to come from one of the partner schools, housed within the Arts programme, the benefits of the current smooth operation of the programme and

the attention given to matters that affect the School may not continue. It is in the School's interest that the Dean should come from the SASS senior staff, and the Review Group is of the view that the School should plan accordingly.

- 2.5 The Masters in Social Work programme has a large practicum component, grounded in placements. The role of the practicum coordinator in arranging and contracting for placements is central to the student experience and the success of the programme. The school is facing the retirement of the placement coordinator in the coming months, leaving a large administrative role to be filled.
- 2.6 The combination of entry interviews and high numbers of occasional staff and the need for placements put a large administrative load on the School, which is unique to this professional school.

Commendations:

- 2.7 The change in structure and composition of the management committee is to be commended.

Recommendations:

- 2.8 The Review Group recommends that all administrative posts be rotated amongst senior and junior staff on a 3-yearly basis.
- 2.9 Minutes of all meetings – management committee, research committee and Teaching and Learning Committee – should be taken and disseminated to all staff in time for subsequent School meetings.
- 2.10 The workload allocation model should be revised to reflect that different administrative posts require different amounts of time and commitment. The points allocated for these different functions should be recognised.
- 2.11 The workload allocation model should also incorporate reference to planned research leave to allow the Head of School to plan around leave and teaching issues.
- 2.12 The Review Group recommends the creation of a written sabbatical policy, based on an open rotational process and not solely dependent on funded research opportunities. The sabbatical process should be combined with the workload allocation model, in order to facilitate planning in the medium to long term.
- 2.13 The School should instigate regular meetings between the HOS and College Finance Manager and the HOS and college HR partner. The HR partner should in addition be based in the School one day per month to facilitate staff interaction with HR.

- 2.14 The Review Group recommends that operationally the management of both the Teaching & Learning and the Research aspect would benefit from the input of junior and senior staff.
- 2.15 The School would benefit from a review of the administrative roles within the School. There are currently 15 roles among 19 academic staff, and some rationalisation may be appropriate.
- 2.16 The Review Group recommends that the roles of “subject head” be clarified both in terms of the academic and management aspects.

3. Staff and Facilities

Academic Staff

- 3.1 There are three retirements envisaged by 2014. Two are academic and one is part-time administrative. In addition, the School has just lost a professor to the role of College Principal in Human Sciences. Over the last five years there have been five retirements, offset by three professorial appointments and one lecturer appointment. The permanent academic staff now comprises two full professors, two associate professors, two senior lecturers and ten college lecturers. We recommend that measures be taken to support the college lecturers in their preparation for application to promotion in the University.
- 3.2 The forthcoming retirement of the placement coordinator for the Masters in Social Work programme will have a detrimental effect on the running of this programme. Given that the practicum is half of the programme for MSW students, the role of the practicum coordinator in arranging and contracting for placements is central to the student experience and the success of the programme. Therefore, the Review Group recommends most strongly the continuation of this position, and that time be allowed for transition.
- 3.4 Given the absence of promotion opportunities at present, the School should look at alternative ways to value and assist staff whether by way of provision of funded sabbatical leave or dedicated support and financial assistance for conference and workshop attendance. It would also be beneficial to explore opportunities to support staff in the completion of grant-applications.

Lecture facilities

- 3.5 The Review Group notes that there are problems in the provision of audio and visual facilities in the large lecture theatres on campus. Many SASS students take lectures in the theatres in the Newman and Science Hub buildings. It is not acceptable that large numbers of students must either wait while issues are resolved or have their lectures postponed. The removal of radio microphones due to the withdrawal of services from the buildings must be urgently addressed. The SASS administrative

and technical support personnel cannot be expected to address these problems at locations remote from the School building.

- 3.6 The building that houses the SASS does not seem entirely fit for purpose. Staff report that sound travels between rooms and spaces, rendering confidential conversations impossible. There is not enough communal space for staff and students to work informally. The small informal space where staff currently take their breaks and lunch is not suitable, being merely an extension to the side of the corridor. The location of the UCD School of Drama and Film Studies, between the floors occupied by SASS, works against the cohesive operation of the School. The Review Group recommends that the administrative offices be located beside each other in the School.
- 3.7 Staff and faculty repeatedly noted that the location of the School was problematic as it was located away from the main Arts teaching facilities. They perceived that this resulted in lower levels of student contact and increased difficulties in working with central administrative offices. However, discussions with students did not support this perception. Rather, students viewed staff and faculty to be accessible, were aware when they could be reached in person and were comfortable with using electronic means of communication. Based on the Review Group's site visit and student interviews, the Review Group does not believe that the location of the building is an issue in terms of isolation of the School.
- 3.8 The high number of occasional lecture hours and people involved in delivery creates a large administrative overhead for the School. A system should be put in place whereby the Head of School can monitor the distribution and overall costs of the scheme. The Review Group commends the progress in this regard in the creation of a spreadsheet-based system to collate annual information on occasional lecturer use.
- 3.9 The School would benefit from increased Interaction with the finance function in the College of Human Sciences, including a regular series of meetings with the College finance officer to plan and monitor financial issues.
- 3.10 The School identified the large overhead on grant application and post-award administration as needing greater support from UCD research. A dedicated administrative role within the School to support research activity, e.g. grant writing and management of research projects, would be of benefit.

Commendations:

- 3.11 The Review Group commend the recent progress made by the School in beginning to oversee its use of occasional lecturers. The creation of a spreadsheet-based system to collate annual information on occasional lecturer use should greatly assist in the review of this process.

Recommendations:

- 3.12 Given that the practicum is half of the programme for MSW students, the role of the practicum coordinator in arranging and contracting for placements is central to the student experience and the success of the programme. Given the pending retirement of the placement coordinator, the Review Group recommends most strongly the continuation of this position, and that time is allowed for transition.
- 3.13 The Review Group recommends that the administrative offices be located beside each other in the School in order to facilitate sharing of tasks and student access to administrative staff.
- 3.14 The Review Group recommends that the School perform an evaluation of the space, with a view to improving both staff and graduate student common space provision.
- 3.15 The Review Group recommends the creation of a dedicated administrative role within the School to support research activity, e.g. grant writing and management of research projects.
- 3.16 The Review Group recommends that measures be taken to support college lecturers in their preparation for application to promotion in the University.
- 3.17 The Review Group recommends the creation of a small fund, from within School resources, to finance both research visits and visits to co-ordinate funding applications, including workshop and conference attendance. This fund could be dispersed in connection with the sabbatical policy.

4. Teaching, Learning and Assessment

- 4.1 Faculty within the School is committed to the teaching of undergraduate students in the BSS programme and Advanced Diploma students. Students experience faculty members as accessible and helpful. A suggestion was made that some innovations could be made in the delivery of courses through the greater use of Blackboard and other technologies. Unfortunately, limitations in the lecture space discussed above add to challenges in technological innovation. Students did identify a concern with access to library resources required by courses. Specifically they identified that certain book chapters or books were required for course assignments but that few copies were held in the Library. The Review Group was somewhat surprised that students were not expected to purchase or rent core texts for the courses and thus are reliant on the Library for core material. Further, students indicated that they did not have to purchase course readers but rather faculty left copies of chapters or articles in the Students' Union.
- 4.2 The School is very committed to pre-admission assessment of students for the MSW program through a comprehensive interview process. We have become aware that

this process creates challenges in terms of administrative resources, academic staff resources, community-based resources and timing with respect to the University calendar. The SAR does not present any evidence that better outcomes follow from this approach, nor does the international research evidence support the allocation of such significant resources into this process. The Review Group strongly encourages the School to consider the research evidence on this issue and to look at alternatives deployed in international settings. The Review Group particularly questions the use of interview with students recently graduated from the School's own programmes.

- 4.3 Students identified that the practicum placements were highly useful and valued components of the Master in Social Work programme. However, a concern expressed by students, an experienced field instructor, and the externs was regarding the training and qualifications of field educators and the objectivity of the practicum evaluations in some cases.
- 4.4 With respect to training, all new field instructors receive three days of training jointly with instructors from Trinity College Dublin. In addition, two educational sessions are held per placement term for each of the new field instructors and experienced field instructors. Although this is within the range of training internationally, the School and the field have identified a need for additional CPD for field instructors.
- 4.5 In terms of evaluation of student performance in the practicum, the School has responded to the reported concerns of successive External Examiners by instituting a Practice Review Committee of experienced field instructors which will be in place for the the January 2012 placements. Further, the University has instituted a Fitness to Practice Committee. The School presently has an Advisory Board that reviews a sample of practicum evaluation reports and assesses the breadth of learning opportunities and the quality of the reports. The School also has a well-defined structure for practicum assessments: the tutor has three formal meetings with the student and the instructor per placement term that results in a report signed by the student and the field instructor regarding student progress. Students may have contact with faculty during the placement term during one contact day at the School and during the one half day per week "library" day.
- 4.6 The CORU representative who met the Review Group reported that they will be moving increasingly towards defining practice competencies as requirements for accreditation and licensing. As a result, the School will be challenged to develop new models for assessment of student learning in the MSW program that assess practice skills and competencies in addition to knowledge that is assessed in more traditional academic means.
- 4.7 It is clear that teaching and learning is important to the School in practice. The SAR reports much engagement with the University Centre for Teaching and Learning. However, this practical enthusiasm for matters of teaching and learning does not receive structural support at School level, a matter that is to be regretted. As noted

earlier in this Report, the composition of the Teaching and Learning Committee is purely voluntary and does not feature in terms of workload allocation. Moreover, this Committee does not enjoy the same input from senior staff nor the same traction at School meeting level as does the Research Committee.

Commendations:

- 4.8 Assessments of student learning are varied and regularly reviewed.
- 4.9 The School is committed to continually enhancing engagement and the student experience. Staff take their teaching seriously, and the student feedback is generally positive in this regard.
- 4.10 The curriculum review and the introduction of the capstone module are seen as positive activities by the School.
- 4.11 The accessibility of the programmes to diverse intake is noteworthy, as is the range of pathways available to the common entry to the BSocSc.
- 4.12 Both graduate and undergraduate students appreciate the accessibility of the staff and have no difficulty in calling to see lecturers/professors.
- 4.13 The Review Group commends the academic practice of notifying student consultation hours via the web.
- 4.14 Graduates of the School were seen by the external stakeholders as being very strong in counselling skills, reflective practice and applied social policy with an influence on how it impacts in practice.
- 4.15 The Review Group commends the School for their interactions with the external examiners and the degree to which their recommendations are being implemented.
- 4.16 The School and the University are to be commended for initiating the new Fitness to Practice Committee and the Practice Review Committee in response to concerns raised by students and the externs.

Recommendations:

- 4.17 The Review Group strongly recommends that the School examine its use of pre-admission interviews for selection of students for the MSW program in light of the large number of resources required for this activity and the lack of research evidence that it improves outcomes to any significant degree.
- 4.18 Students should be more fully informed about means for raising concerns about practicum experiences. The School may wish to consider mid-term written feedback from the field instructor in addition to the existing verbal feedback.

- 4.19 Additional training for field instructors via CPD should be explored as this will both enhance the student learning and career development of field instructors. It also represents a potential revenue stream if developed further.
- 4.20 Students should be asked to buy books, in groups, or second hand. To this end, it would assist students greatly if academics made clear recommendations as to core text or texts required for particular modules.
- 4.21 The development of a formalised Committee for Teaching and Learning within the School along the lines and composition of the Research Committee is recommended. This structure would facilitate annual module enhancement reviews, review and implementation of external examiner report findings and student module feedback, amongst other tasks.

5. Curriculum Development and Review

- 5.1 The School offers a wide range of programmes including undergraduate, graduate and certificate programmes in social science, social policy, social studies, drug counselling and social work. In addition, faculty members supervise masters and doctoral theses.
- 5.2 Students in the BSS programme expressed satisfaction with the programme. Concerns around availability of spaces in modules were raised as the major challenge by all parties. It appears that the “flattened stage two”, is the root of many problems in terms of teaching, registration, and clarity of the programmes for students. This is particularly a problem for the BSocSc programmes where the pathways structure further constrains student choice.
- 5.3 There is general satisfaction with the Master of Social Work programme curriculum. CORU indicated that the programme has consistently met the requirements of accreditation and the community members spoke very positively about the skills and abilities of graduates. As a high proportion of students go on to work in child protection services, students and community partners identified a need to enhance the content regarding child development and child protection.
- 5.4 The School has recently terminated the Masters in Social Policy, due to low student demand. It has engaged actively with the College of Human Science led development of the Masters in Public Policy, by providing a number of modules to that programme. This programme is due to commence in September 2012, and, if successful, it will help the School to target international graduate students.
- 5.5 The School has been actively engaged in educational outreaches in the community and has developed and delivered highly innovative programmes in response to community needs. In particular, the drugs and community programmes provide

outreach that benefits the communities plus a series of opportunities for publishable, applied research within the School. The drug programmes are extremely successful partnerships that were initiated by community groups. They are highly valued by community partners and have been identified as having successful student outcomes including entry into second stage of the BSS, community leadership and organizational leadership. Given the impact of these particular programmes within their local communities and the as yet untapped potential for the School to engage in applied research on the basis of this engagement (coupled with the expressed willingness of community partners to participate in any such research projects), the Review Group believed that these programmes were worth preserving even in the face of budgetary constraints.

- 5.6 The Probation part-time MSW programme successfully addressed a practice need in the sector and will be winding down, having achieved its goal. The Housing programme offered innovative part-time opportunities in partnership with Respond. The demand here has also been met and the partnership is ending. The School and its partners may continue to develop niche courses within the BSS programme.
- 5.7 Community representatives of several social service organizations identified a clear need for CPD and new CORU requirements will increase the needs in this area. The School should consider opportunities to take a leadership role in this area. This could include online offerings to meet the needs of social workers across the country.

Commendations:

- 5.8 The introduction of pathways in the undergraduate programme has proved highly successful in generating demand. The students in this programme have higher entering points scores than students in the larger BA programme. External examiners reports are consistently happy with the standards of the programme. The introduction of the new capstone module is evidence of continued reflection on the programme and efforts at continuous improvement.
- 5.9 The Higher Diploma in Social Policy is in high demand. The programme is able to select an excellent quality of student. Students in the programme indicated that they were satisfied with the programme and pleased with the supports available to students through the programme co-ordinator. Students in the Master of Social Work who had attended the Higher Dip believed that it had prepared them well for the programme.
- 5.10 Students in the Masters of Social Work programme were generally satisfied. They were positive about the small group experience and their relationship with instructors. They were very positive about the value of occasional lecturers, in particular users of services. Previous students indicated that the programme prepared them for practice and that they returned to course material after

graduation to assist them in their work. Community employers were satisfied with the skills and knowledge of graduates.

- 5.11 The School deserves special commendation for its community outreach educational programmes that received high acclaim by community members and have achieved positive outcomes for students.
- 5.12 The School is commended for its pragmatic approach to the programmes in Probation and Housing, in recognising the need to terminate programmes when appropriate.

Recommendations:

- 5.13 The University should re-visit the decision regarding the flattened stage two in the undergraduate programme. In line with its forthcoming review of the pathways structure in January 2012, the School should prepare to enunciate its position with regard to the flattened structures within the College. To this end, the proposed Teaching and Learning Committee in SASS may be able to work with other Teaching and Learning Committees at School level within the College of Human Sciences to formulate a cross-College perspective on this issue.
- 5.14 The Higher Diploma provides an opportunity for growth in the student numbers. There is a high demand for this programme and quality candidates are currently rejected due to the existence of the cap. This programme is extremely cost effective as many of the modules are shared with the undergraduates and an increase in the cap would not cost more money. Moreover, the HDip serves as an external recruitment tool for the Masters in Social Work.
- 5.15 The School should consider enhancing content on child development and child protection services in the Master of Social work Programme.
- 5.16 The MSW students requested training to prepare for the HSE interview. Given the importance of this interview process in a professional master's programme we would recommend that this request be followed up.
- 5.17 The Review Group strongly recommends that the School investigates every possible alternative for retaining the drug related programmes. This could involve moving these programmes more closely into the university structure while maintaining the important community links. Over time, these programmes may be close to self-sustaining in this scenario. Although a key staff member is retiring in this field and there is a threat to government funding, a small budget adjustment within the School may allow this and the Review Group strongly recommends that the long-term viability of these programmes be reviewed.

6. Research Activity

- 6.1 The level of research activity has been identified as a significant challenge for the School and in recent years a concerted effort has been made to increase research productivity. While the School has more work to do in this regard, their efforts to date have been rewarded with success. The Review Group were told that the School was the fourth highest in the College in numbers of publications and highest in terms of citations. The total research income is strong, although, the Review Group noted that 2/3 is acquired by four of the 20 faculty members. A number of faculty continue to have a limited track record of research funding and they would benefit from increased support and mentorship in grantsmanship. This could include enhanced mentorship by senior faculty members and continued encouragement to join research teams. The Review Group believes it would be of benefit to invest funds in a research officer who would assist with the writing of research grant applications and with the management of budgets. Further, concerns were raised about post-award administration of research funds. Faculty found it difficult to access post-award supports at University level.
- 6.2 A great strength of the School is the strong relationships with the community through its community educational programmes and student placements. This provides an outstanding opportunity for research collaborations in applied social research. Community members were clear that they would welcome such collaborations. Other opportunities for expanding research efforts include a greater use of the large cohort of masters' students in placement for the development of community research projects. In addition, several faculty members have strong commitments to teaching and teaching pedagogy. This provides another opportunity for applied research and writing for journals such as Social Work Education. Faculty have begun to extract maximum value from their research efforts through publishing both policy papers and through simultaneously preparing papers for scholarly journals.
- 6.3 A number of challenges were identified relating to the PhD programme, the first of which was the lack of a strong pool of applicants to the programme and the long time that some students were taking to complete. A recent focus on those who had been in the programme for a prolonged period has resulted in moving several students through to completion. PhD students were concerned with the number of taught modules required in the PhD programmes, none of which were offered by the School. Further they did not believe that all the modules presented adequate challenge for PhD programmes. Students were also concerned about the lack of a scholarly community within the School, and some were unaware of who the other students were or even how many students were in the PhD programme. Students were given research space with students in other disciplines.

Commendations:

Faculty Research:

- 6.4 The SAR documents an impressive increase in peer reviewed publications.
- 6.5 Faculty members sit on important policy committees at the national level. This is a clear testament to the quality of their scholarly activities.
- 6.6 The School has recently launched a working paper series for faculty research and exhibits this work on the School website.

PhD Students:

- 6.7 The School is fully compliant with the School of Human Sciences PhD programme structure.
- 6.8 The efforts of the School in bringing PhD students to completion in the past few years have resulted in success.
- 6.9 Students were pleased with the quality of the PhD supervision.

Recommendations:

Faculty Research:

- 6.10 The School should invest funds in a research officer who would assist with the writing of research grant applications and with the development of budgets (costs of staffing etc). In the end this position could become self-funded. Savings proposed elsewhere in this report could fund this proposal initially.
- 6.11 External stakeholders suggested that faculty research could be better disseminated through a research centre that pulls together the research strengths of the faculty, provides research seminars, and develops an electronic research newsletter.
- 6.12 The absence of a written sabbatical policy was noted. It is recommended that the School develop a transparent sabbatical policy that allows for future planning. The sabbatical policy should be linked to the workload policy.
- 6.13 The School should capitalize on research opportunities that exist through community partnerships, student placements and the pedagogy of social work.
- 6.14 The social work faculty members could take advantage of the fact that Masters level students are in field placements during the spring term and use this time to focus on research activities.

- 6.15 The School should explore the possibility of making its working papers series available through SSRN (social science research network) online thereby ensuring greater international dissemination of research carried out within the faculty.

PhD Students:

- 6.16 PhD students should be made aware that modules can be spread over a few years and that they can substitute modules with other courses across the University and outside the University.
- 6.17 The development of some designated space within the School and the establishment of a seminar series would help to foster a scholarly community for PhD students. The reallocation of space currently assigned to the Geary Institute would greatly assist in this endeavour.
- 6.18 Attracting a strong pool of applicants for the PhD programme is a challenge.

7. Management of Quality and Enhancement

- 7.1 The School places great emphasis on student feedback and its collation. To this end, the School has participated in Pilot Evaluation projects run by the Centre of Teaching and Learning.
- 7.2 The staff student forum meets regularly although the minutes indicate that often student representatives are not in attendance or have no issues to raise.
- 7.3 The School monitors the quality of publications through the use of metric standards and benchmarks.
- 7.4 There has been recent engagement in Curriculum Review and a pathways review process for the BSS is planned for January 2012.

Commendations

- 7.5 The School has recognised the importance of module enhancement and to this end one member of staff (BSSoc Social Policy Coordinator) has recently been given responsibility for running module enhancement reviews on an annual basis.
- 7.6 The School has engaged in a very full and positive fashion with the Review Group throughout the duration of the site visit and the Review Group are grateful for the frank discussions that have ensued.
- 7.7 The School has fully taken on board comments of external examiners and when these comments have required change to existing practice, the School has worked actively to bring these changes about.

Recommendations

- 7.8 The School should formally document policy and practice in the following areas: plagiarism, sabbatical leave, remediation, and processes for field practice evaluation.
- 7.9 When in place these policies and practices should be readily available and disseminated to interested parties e.g., through Blackboard, School website etc.
- 7.10 Given the wide usage of occasional lecturers, the School should put in place a robust system to ensure quality with regards to teaching offered by these individuals, their availability to students and in situations in which those lecturers are responsible for assessment (whether of dissertations or placements) or student feedback.
- 7.11 The School should begin to track its progress in relation to research output, funding obtained, and teaching and learning outcomes and prepare a 5-year strategy that begins to identify targets in relation to each of these headings. This strategy should be discussed, further developed and reviewed annually at Management Committee level. This activity should be tied into a College-wide process, if possible.

8. Support Services

- 8.1 The SAR presents a well-balanced discussion of the support services provided to the School. The Arts, Celtic Studies and Human Sciences Programme Office is singled out for positive comment. The School has availed of opportunities from the Centre of Teaching and Learning to develop its staff. A close relationship with the Library also exists.
- 8.2 The School expressed concern about certain services, most notably Finance and Student Information Systems. With regard to the former, the most serious issue has been the delay in providing audited accounts for the School to enable the timely draw down of government funding for services already provided by the School. The School fears that the loss of an extremely valuable programme could arise as a result of this delay.
- 8.3 With regard to Registry, the non-traditional students who enter the BSocSc programme are not accommodated by the existing standard registration format. This causes a laborious manual registration process for the BSocSc programme manager on an ongoing basis.
- 8.4 The withdrawal of service facilities in the Newman and Science Buildings has caused serious difficulties for School academics who teach in these buildings. Inadequate equipment, lack of radio microphones and breakdown of audio-visual equipment have caused the curtailment, delay and suspension of classes. This is not acceptable and thus greater liaison and support is required.

Commendations

- 8.5 The Review Group was impressed at the high level of support provided by the support staff within the School. It was clear to the Review Group that strong working relationships existed between academic and administrative staff, who work closely together in the provision of services to students.
- 8.6 Following discussions with the College Finance Officer, the Review Group is now satisfied that the outstanding issues relating to audited reports will be resolved in the very short term to enable the draw-down of outstanding government payments. The Review Group commends the College Finance Manager for his promised commitment to engage more fully with the Head of School in matters relating to payment in future.

Recommendations

- 8.7 The Review Group recommends that there are monthly meetings between the Head of School and the College Finance Manager relating to the School's ongoing finance issues and to enable better planning of the School's future finance issues.
- 8.8 The Review Group recommends that the School prepare a set of one-on-one meetings with key service providers, in order to tease out issues that exist. This could be scheduled for an off-peak period.

9. External Relations

- 9.1 The School enjoys good working relationships with the other Schools in the College. Former staff members and current staff members play key leadership roles in the College and University. From a student perspective, there is a perceived need for a university society that brings together those with an interest in social science. Difficulties have been encountered in the past in the formation of such a society at university level and current efforts, with the full support of the Head of School, are underway to form a student society for human science.
- 9.2 The practice of social work is culture-bound, which creates challenges for internationalisation.
- 9.3 Despite the School's ownership of the BSS programme, there is a realisation that the large number of students in the BA programme taking social science modules outside the School has a profound influence on the operation and nature of the programme. Therefore, it may be the case that the School cannot optimise its outcomes for its students.

Commendations:

- 9.4 The School is extremely well connected to its hinterland. It enjoys strong links in the community (through its outreach programmes), nationally (through involvement in policy and government bodies) and internationally (through collaborative research networks).
- 9.5 There is a strong recognition of the School's reputation at a national policy level with academics being recognised as experts in their field. The School has a strong list of publications in topics that are highly relevant to Irish society.
- 9.6 The School has consistently met all the requirements of the accrediting body for professional social workers. Graduates of the programmes run by the School are highly sought after by employers and their skills are highly regarded in the field.

Recommendations

- 9.7 The Review Group believes that the formation of a student society will enhance student cohesion and identity and encourages the Head of School to facilitate the establishment of such a society at university level by working directly with the University's Societies Officer to clarify and resolve the existing perceived obstacles to such formation.

10. Summary of Commendations and Recommendations

Organisation and Management

Commendations:

- 10.1 The change in structure and composition of the management committee is to be commended.

Recommendations:

- 10.2 The Review Group recommends that all administrative posts be rotated amongst senior and junior staff on a 3-yearly basis.
- 10.3 Minutes of all meetings – management committee, research committee and Teaching and Learning Committee – should be taken and disseminated to all staff in time for subsequent School meetings.
- 10.4 The workload allocation model should be revised to reflect that different administrative posts require different amounts of time and commitment. The points allocated for these different functions should be recognised.

- 10.5 The workload allocation model should also incorporate reference to planned research leave to allow the Head of School to plan around leave and teaching issues.
- 10.6 The Review Group recommends the creation of a written sabbatical policy, based on an open rotational process and not solely dependent on funded research opportunities. The sabbatical process should be combined with the workload allocation model, in order to facilitate planning in the medium to long term.
- 10.7 The School should instigate regular meetings between the HOS and College Finance Manager and the HOS and college HR partner. The HR partner should in addition be based in the School one day per month to facilitate staff interaction with HR.
- 10.8 The Review Group recommends that operationally the management of both the Teaching & Learning and the Research aspect would benefit from the input of junior and senior staff.
- 10.9 The School would benefit from a review of the administrative roles within the School. There are currently 15 roles among 19 academic staff, and some rationalisation may be appropriate.
- 10.10 The Review Group recommends that the roles of “subject head” be clarified both in terms of the academic and management aspects.

Staff and Facilities

Commendations:

- 10.11 The Review Group commend the recent progress made by the School in beginning to oversee its use of occasional lecturers. The creation of a spreadsheet-based system to collate annual information on occasional lecturer use should greatly assist in the review of this process.

Recommendations:

- 10.12 Given that the practicum is half of the programme for MSW students, the role of the practicum coordinator in arranging and contracting for placements is central to the student experience and the success of the programme. Given the pending retirement of the placement coordinator, the Review Group recommends most strongly the continuation of this position, and that time is allowed for transition.
- 10.13 The Review Group recommends that the administrative offices be located beside each other in the School in order to facilitate sharing of tasks and student access to administrative staff.
- 10.14 The Review Group recommends that the School perform an evaluation of the space, with a view to improving both staff and graduate student common space provision.

- 10.15 The Review Group recommends the creation of a dedicated administrative role within the School to support research activity, e.g. grant writing and management of research projects.
- 10.16 The Review Group recommends that measures be taken to support college lecturers in their preparation for application to promotion in the University.
- 10.17 The Review Group recommends the creation of a small fund, from within School resources, to finance both research visits and visits to co-ordinate funding applications, including workshop and conference attendance. This fund could be dispersed in connection with the sabbatical policy.

Teaching, Learning and Assessment

Commendations:

- 10.18 Assessments of student learning are varied and regularly reviewed.
- 10.19 The School is committed to continually enhancing engagement and the student experience. The staff takes their teaching seriously, and the student feedback is generally positive in this regard.
- 10.20 The curriculum review and the introduction of the capstone module are seen as positive activities by the School.
- 10.21 The accessibility of the programmes to diverse intake is noteworthy, as is the range of pathways available to the common entry to the BSocSc.
- 10.22 Both graduate and undergraduate students appreciate the accessibility of the staff and have no difficulty in calling to see lecturers/professors.
- 10.23 The Review Group commends the academic practice of notifying student consultation hours via the web.
- 10.24 Graduates of the School were seen by the external stakeholders as being very strong in counselling skills, reflective practice and applied social policy with an influence on how it impacts in practice.
- 10.25 The Review Group commends the School for their interactions with the external examiners and the degree to which their recommendations are being implemented.
- 10.26 The School and the University are to be commended for initiating the new Fitness to Practice Committee and the Practice Review Committee in response to concerns raised by students and the externs.

Recommendations:

- 10.27 The Review Group strongly recommends that the School examine its use of pre-admission interviews for selection of students for the MSW program in light of the large number of resources required for this activity and the lack of research evidence that it improves outcomes to any significant degree.
- 10.28 Students should be more fully informed about means for raising concerns about practicum experiences. The School may wish to consider mid-term written feedback from the field instructor in addition to the existing verbal feedback.
- 10.29 Additional training for field instructors via CPD should be explored as this will both enhance the student learning and career development of field instructors. It also represents a potential revenue stream if developed further.
- 10.30 Students should be asked to buy books, in groups, or second hand. To this end, it would assist students greatly if academics made clear recommendations as to core text or texts required for particular modules.
- 10.31 The development of a formalised Committee for Teaching and Learning within the School along the lines and composition of the Research Committee is recommended. This structure would facilitate annual module enhancement reviews, review and implementation of external examiner report findings and student module feedback, amongst other tasks.

Curriculum Development and Review

Commendations:

- 10.32 The introduction of pathways in the undergraduate programme has proved highly successful in generating demand. The students in this programme have higher entering points scores than students in the larger BA programme. External examiners reports are consistently happy with the standards of the programme. The introduction of the new capstone module is evidence of continued reflection on the programme and efforts at continuous improvement.
- 10.33 The Higher Diploma in Social Policy is in high demand. The programme is able to select an excellent quality of student. Students in the programme indicated that they were satisfied with the programme and pleased with the supports available to students through the programme co-ordinator. Students in the Master of Social Work who had attended the Higher Dip believed that it had prepared them well for the programme.
- 10.34 Students in the Masters of Social Work programme were generally satisfied. They were positive about the small group experience and their relationship with instructors. They were very positive about the value of occasional lecturers, in

particular users of services. Previous students indicated that the programme prepared them for practice and that they returned to course material after graduation to assist them in their work. Community employers were satisfied with the skills and knowledge of graduates.

10.35 The School deserves special commendation for its community outreach educational programmes that received high acclaim by community members and have achieved positive outcomes for students.

10.36 The School is commended for its pragmatic approach to the programmes in Probation and Housing, in recognising the need to terminate programmes when appropriate.

Recommendations:

10.37 The University should re-visit the decision regarding the flattened stage two in the undergraduate programme. In line with its forthcoming review of the pathways structure in January 2012, the School should prepare to enunciate its position with regard to the flattened structures within the College. To this end, the proposed Teaching and Learning Committee in SASS may be able to work with other Teaching and Learning Committees at School level within the College of Human Sciences to formulate a cross-College perspective on this issue.

10.38 The Higher Diploma provides an opportunity for growth in the student numbers. There is a high demand for this programme and quality candidates are currently rejected due to the existence of the cap. This programme is extremely cost effective as many of the modules are shared with the undergraduates and an increase in the cap would not cost more money. Moreover, the HDip serves as an external recruitment tool for the Masters in Social Work.

10.39 The School should consider enhancing content on child development and child protection services in the Master of Social work Programme.

10.40 The MSW students requested training to prepare for the HSE interview. Given the importance of this interview process in a professional master's programme we would recommend that this request be followed up.

10.41 The Review Group strongly recommends that the School investigates every possible alternative for retaining the drug related programmes. This could involve moving these programmes more closely into the university structure while maintaining the important community links. Over time, these programmes may be close to self-sustaining in this scenario. Although a key staff member is retiring in this field and there is a threat to government funding, a small budget adjustment within the School may allow this and the Review Group strongly recommends that the long-term viability of these programmes be reviewed.

Research Activity

Commendations:

Faculty Research:

- 10.42 The SAR documents an impressive increase in peer reviewed publications.
- 10.43 Faculty members sit on important policy committees at the national level. This is a clear testament to the quality of their scholarly activities.
- 10.44 The School has recently launched a working paper series for faculty research and exhibits this work on the School website.

PhD Students:

- 10.45 The School is fully compliant with the School of Human Sciences PhD programme structure.
- 10.46 The efforts of the School in bringing PhD students to completion in the past few years have resulted in success.
- 10.47 Students were pleased with the quality of the PhD supervision.

Recommendations:

Faculty Research:

- 10.48 The School should invest funds in a research officer who would assist with the writing of research grant applications and with the development of budgets (costs of staffing etc). In the end this position could become self-funded. Savings proposed elsewhere in this report could fund this proposal initially.
- 10.49 External stakeholders suggested that faculty research could be better disseminated through a research centre that pulls together the research strengths of the faculty, provides research seminars, and develops an electronic research newsletter.
- 10.50 The absence of a written sabbatical policy was noted. It is recommended that the School develop a transparent sabbatical policy that allows for future planning. The sabbatical policy should be linked to the workload policy.
- 10.51 The School should capitalize on research opportunities that exist through community partnerships, student placements and the pedagogy of social work.

- 10.52 The social work faculty members could take advantage of the fact that Masters level students are in field placements during the spring term and use this time to focus on research activities.
- 10.53 The School should explore the possibility of making its working papers series available through SSRN (social science research network) online thereby ensuring greater international dissemination of research carried out within the faculty.

PhD Students:

- 10.54 PhD students should be made aware that modules can be spread over a few years and that they can substitute modules with other courses across the University and outside the University.
- 10.55 The development of some designated space within the School and the establishment of a seminar series would help to foster a scholarly community for PhD students. The reallocation of space currently assigned to the Geary Institute would greatly assist in this endeavour.
- 10.56 Attracting a strong pool of applicants for the PhD programme is a challenge.

Management of Quality and Enhancement

Commendations

- 10.57 The School has recognised the importance of module enhancement and to this end one member of staff (BSSoc Social Policy Coordinator) has recently been given responsibility for running module enhancement reviews on an annual basis.
- 10.58 The School has engaged in a very full and positive fashion with the Review Group throughout the duration of the site visit and the Review Group are grateful for the frank discussions that have ensued.
- 10.59 The School has fully taken on board comments of external examiners and when these comments have required change to existing practice, the School has worked actively to bring these changes about.

Recommendations

- 10.60 The School should formally document policy and practice in the following areas: plagiarism, sabbatical leave, remediation, and processes for field practice evaluation.
- 10.61 When in place these policies and practices should be readily available and disseminated to interested parties e.g., through Blackboard, the School website etc.

- 10.62 Given the wide usage of occasional lecturers, the School should put in place a robust system to ensure quality with regards to teaching offered by these individuals, their availability to students and in situations in which those lecturers are responsible for assessment (whether of dissertations or placements) or student feedback.
- 10.63 The School should begin to track its progress in relation to research output, funding obtained, and teaching and learning outcomes and prepare a 5-year strategy that begins to identify targets in relation to each of these headings. This strategy should be discussed, further developed and reviewed annually at Management Committee level. This activity should be tied into a College-wide process, if possible.

Support Services

Commendations

- 10.64 The Review Group was impressed at the high level of support provided by the support staff within the School. It was clear to the Review Group that strong working relationships existed between academic and administrative staff, who work closely together in the provision of services to students.
- 10.65 Following discussions with the College Finance Officer, the Review Group is now satisfied that the outstanding issues relating to audited reports will be resolved in the very short term to enable the draw-down of outstanding government payments. The Review Group commends the College Finance Manager for his promised commitment to engage more fully with the Head of School in matters relating to payment in future.

Recommendations

- 10.66 The Review Group recommends that there are monthly meetings between the Head of School and the College Finance Manager relating to the School's ongoing finance issues and to enable better planning of the School's future finance issues.
- 10.67 The Review Group recommends that the School prepare a set of one-on-one meetings with key service providers, in order to tease out issues that exist. This could be scheduled for an off-peak period.

External Relations

Commendations:

- 10.68 The School is extremely well connected to its hinterland. It enjoys strong links in the community (through its outreach programmes), nationally (through involvement in policy and government bodies) and internationally (through collaborative research networks).

10.69 There is a strong recognition of the School's reputation at a national policy level with academics being recognised as experts in their field. The School has a strong list of publications in topics that are highly relevant to Irish society.

10.70 The School has consistently met all the requirements of the accrediting body for professional social workers. Graduates of the programmes run by the School are highly sought after by employers and their skills are highly regarded in the field.

Recommendations

10.71 The Review Group believes that the formation of a student society will enhance student cohesion and identity and encourages the Head of School to facilitate the establishment of such a society at university level by working directly with the University's Societies Officer to clarify and resolve the existing perceived obstacles to such formation.

Appendix One

The UCD School of Applied Social Science Response to the Review Group Report

The School of Applied Social Science endorses the findings of and recommendations of the Report. However the School wishes to emphasise that a number of recommendations contained in the Report are likely to prove difficult to progress given the on-going anticipated need to reduce the budget of the School. How and to what extent will become clearer as the process of identifying savings to meet required budget reduction targets for 2012/13 – with anticipated further cuts in 2013/14 and 2014/15 – proceeds.

Comments on Recommendations

- 2.11 The workload allocation model should also incorporate reference to planned research leave to allow the Head of School to plan around leave and teaching issues.
- 2.12 The Review Group recommends the creation of a written sabbatical policy, based on an open rotational process and not solely dependent on funded research opportunities. The sabbatical process should be combined with the workload allocation model, in order to facilitate planning in the medium to long term.
Comment: Such a policy has been prepared but financial pressures made impede the capacity of the School to support sabbaticals that are not supported by external research funding.
- 2.5 The Masters in Social Work programme has a large practicum component, grounded in placements. The role of the practicum coordinator in arranging and contracting for placements is central to the student experience and the success of the programme. The school is facing the retirement of the placement coordinator in the coming months, leaving a large administrative role to be filled.
- 3.12 Given that the practicum is half of the programme for MSW students, the role of the practicum coordinator in arranging and contracting for placements is central to the student experience and the success of the programme. Given the pending retirement of the placement coordinator, the Review Group recommends most strongly the continuation of this position, and that time is allowed for transition.
Comment: This role is crucial for the viability of the M.Soc.Sc (Social Work).
- 2.6 The combination of entry interviews and high numbers of occasional staff and the need for placements put a large administrative load on the School, which is unique to this professional school.
- 7.10 Given the wide usage of occasional lecturers, the School should put in place a robust system to ensure quality with regards to teaching offered by these individuals, their availability to students and in situations in which those lecturers are responsible for assessment (whether of dissertations or placements) or student feedback.
Comment: Budget cuts for 2012/13 will result in the school losing most of its occasional lecturer budget with the result that up to 420 teaching hours will have to be absorbed into the workloads of existing staff.

Appendix Two



Schedule for Quality Review Visit

UCD School of Applied Social Science

10-13 October 2011

Monday, 10 October 2011

- 17.15 – 18.45 RG meet to review preliminary issues and to confirm work schedule and assignment of tasks for the following three days
- 19.30 Dinner hosted for the RG by the Chair of UCD Academic Council Committee on Quality

Day 1

Venue

Tuesday, 11 October

A201, Hanna Sheehy-Skeffington Building

- 09.00-09.30 Private meeting of Review Group (RG)
- 09.30-10.15 RG meet with Principal of UCD College of Human Sciences
- 10.20-10.45 RG meet with Deputy Registrar, Teaching and Learning
- 10.45-11.00 Break/Tea and Coffee
- 11.00-11.45 RG meet with Head of School
- 11.45-12.00 RG review key observations
- 12.00-12.45 RG meet with SAR Coordinating Committee
- 12.45-13.00 RG review key observations and prepare for lunch time meeting
- 13.00-14.30 Working lunch (buffet) – meeting with external stakeholders
- 14.30-15.00 RG review key observations

15.00-16.00	RG meet with representatives of School Teaching and Learning Committee and Programme Co-ordinators BSocSc/HDip Social Policy
16.00-16.30	RG tea/coffee break and review key observations
16.30-17.45	RG meet with staff directing professional M.Soc.Sc (Social Work) programme
17.45-18.00	Tour of Facilities
18.00-18.15	RG review key observations

Day 2
Venue

Wednesday 12 October
A201, Hanna Sheehy-Skeffington Building

08.45-09.15	Private meeting of the RG
09.15-10.00	RG to meet with coordinators of external programmes
10.00-10.15	Break
10.15-11.05	RG meet with a representative group of current & past postgraduate students
11.05-11.20	RG tea/coffee break
11.20-12.00	RG meet with School Administrators
12.10-12.30	RG meet College Finance Manager
12.30-13.15	Lunch – Review Group only
13.15-14.00	RG meet with representative group of undergraduate students/Higher Diploma in Social Policy
14.00-14.15	RG private meeting - review key observations
14.15-15.00	RG meet with Dean of Social Science
15.00-15.15	Break – coffee and review key observations
15.15-16.05	Meeting School Research Committee Part 1 – PhD programmes Part 2 – School research
16.05-16.20	Break and review key observations

16.20-16.45	Optional private meetings with School staff
16.50-17.20	RG meet with Director of Graduate School, UCD College of Human Sciences
17.25-17.45	Optional private meetings with School staff
17.45-18.00	RG private meeting – review key observations/findings
18.00-18.10	Optional private meetings with School staff
18.25	RG depart

Day 3 **Thursday 13 October**
Venue: **A201, Hanna Sheehy-Skeffington Building**

09.00-09.30	Private meeting of RG
09.30-10.30	(Optional) RG meet with Head of School and/or other members of the School to clarify outstanding issues <u>or</u> begin preparing draft RG Report
10.00-10.20	RG meet with Head of Teaching and Learning, UCD School of Sociology
10.20-10.45	Break – coffee
10.45-12.30	RG continue preparing draft RG Report
12.30-13.15	Lunch
13.15-15.30	RG finalise first draft of RG Report and feedback commendations / recommendations
15.30-15.45	Break – coffee
15.45-16.00	RG meet with Head of School to feedback initial outline commendations and recommendations
16.15	Exit presentation to <u>all available staff of the School</u> summarising the principal commendations/recommendations of the Review Group
16.45	Review Group depart