University College Dublin

Periodic Quality Review

UCD School of Public Health, Physiotherapy and Population Science

April 2013

Accepted by the UCD Governing Authority at its meeting on 15 October 2013

Table of Contents

1. Introduction and Context of UCD Public Health, Physiotherapy and Population Science

Introduction

1.1 This Report presents the findings of a quality review of the UCD School of Public Health, Physiotherapy and Population Science, at University College Dublin (UCD), which was undertaken in April 2013.

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 UCD Public Health, Physiotherapy and Population Science was as follows:

- Professor Michael Monaghan, Principal, UCD College of Agriculture, Food Science and Veterinary Medicine (Chair)
- Dr James Sullivan, UCD School of Chemistry and Chemical Biology (Deputy Chair)
- Professor Gregory Gass, CQUniversity Rockhampton Australia
- Professor Alison McGregor, Imperial College, London United Kingdom
- Professor Fred Paccaud, Institute for social and preventive medicine, University Hospital Center, Lausanne

1.6   The Review Group visited UCD from 15 -19 April 2013 and held meetings with UCD Public Health, Physiotherapy and Population Science staff on an individual or group basis, representative students and staff from across the University and external stakeholders. The site visit schedule is included as Appendix 2.

1.7   In addition to the Self-assessment Report and its appendices, the Review Group considered documentation, provided in hard and soft copy by the School during the Site Visit.

Preparation of the Self-assessment Report

1.8   UCD School of Public Health, Physiotherapy and Population Science established a Self-assessment Co-ordinating Committee in accordance with the UCD Quality Office Guidelines. The members of the Co-ordinating Committee were representative of School staff across the various disciplines, staff roles, students and School centres and institutes. The members of the Co-ordinating Committee were:

- Dr Catherine Blake, Senior Lecturer in Physiotherapy
- Professor Colin Boreham, Director, Institute for Sport and Health
- Dr Eamonn Delahunt, College Lecturer in Sport and Exercise Science and Programme Co-ordinator BSc in Health and Performance Science
- Dr Anne Drummond (Chair), Senior Lecturer in Occupational and Environmental Studies, Associate Dean Teaching & Learning, Head of Subject Occupational Safety and Health, Director, UCD Centre for Safety and Health at Work
- Dr Patricia Fitzpatrick, Senior Lecturer in Public Health, Associate Dean Graduate Affairs, Director, UCD Centre for Health Services Research
- Dr Deirdre Hurley-Osing, Senior Lecturer in Physiotherapy
- Professor Cecily Kelleher, Head of School, Dean of Public Health
- Ms Beth Kilkenny, Senior Executive Assistant, Programme Office
- Dr Tara Magdalinski, College Lecturer in Sport and Exercise Management, Programme Co-ordinator BSc in Sport and Exercise Management, Head of Subject Sport and Exercise Management
- Dr Fiona McGillicuddy, Post-Doctoral Researcher
- Mr David O'Dwyer, Administrative Officer, Manager Centre for Safety and Health at Work
- Dr Rebecca Somerville, PhD student
- Professor Patrick Wall, Associate Professor of Public Health, Associate Dean Research and Innovation, Head of Subject Veterinary Public Health Medicine
- Ms Aileen Ward, Senior Administrative Officer, School Manager and Programme Office Director

1.9   The Co-ordinating Committee (SARCC) met regularly during the preparation of the SAR and responsibility for report chapters were allocated to committee members. All staff had a number of opportunities to contribute to the report preparation through co-ordinating committee briefings, reporting to relevant School committee meetings, emails to School staff, data compilation and staff surveys. The draft SAR was circulated to all School staff for comment prior to its finalisation.

The University

1.10   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.

1.11   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 organised into 38 Schools in seven Colleges;

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

1.12 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 Public Health, Physiotherapy and Population Science

1.13 The UCD School of Public Health, Physiotherapy and Population Science is one of three executive Schools within the College of Health Sciences.

1.14 The current School structure was established in 2009 with the amalgamation of the Schools of Public Health and Population Science and of Physiotherapy and Performance Science. This follows a period of re-structuring and modularisation which commenced in 2005 across the University. The School is managed as a single unit with three strands of Public Health, Physiotherapy and Sports Studies.

1.15 The School is multi-locational with facilities in 6 locations on the UCD campus.

1.16 The School offers undergraduate awards at NFQ levels 7-8. These include 3 full-time undergraduate degrees (Health and Performance Science, Physiotherapy, Sport and Exercise Management), and 4 part-time undergraduate programmes in Occupational Safety and Health, and in Sport and Exercise Management. The School also contributes to Medicine, Veterinary Medicine and Human Nutrition undergraduate programmes.

1.17 The School offers postgraduate awards at NFQ levels 9-10 and these include a Masters in Public Health, 10 taught graduate MSc programmes, a pre-registration Physiotherapy MSc degree and a structured PhD programme in the School subject areas of Public Health, Occupational Safety and Health, Physiotherapy, Performance Science, Sport and Exercise Management.

1.18 The School is currently seeking international accreditation as a School of Public Health with the Council on Education for Public Health. The School is also an active member of the Association of Schools of Public Health in the European region.

1.19   The School supports the University's major research themes through its prioritisation of the theme *Health and Healthcare Delivery*.

1.20   The School is research active and divided into 4 distinct areas of Public Health; Sport, Food and Health; Physiotherapy, Rehabilitation and Health; Early Childhood Studies.

Methodology

1.18   This review provided an opportunity for the Review Group to consider the activities of the School as outlined in Self-Assessment report and its appendices. A series of meetings provided the Review Group with an opportunity to address issues raised from their reading of the Self-assessment Report and its supplementary volumes. Key stakeholders, including staff from within the School and wider University, students and external stakeholders met with the Review Group.   All members of the Review Group participated in all discussions and meetings, with the exception of Professor Fred Paccaud who had to leave UCD a day early.

1.19   At the exit presentation the Review Group provided an overview of the initial comments, commendations and recommendations.

1.20   The Self-assessment Report provided a clear insight into the workings of the School and the extent and variety of its activities and responsibilities. A set of appendices was provided as a supplement, along with additional data provided by the School and as requested by the Review Group.

1.21   The Review Group met highly experienced and dedicated staff from within the School and the wider University. All of the meetings were conducted in a constructive way and the staff were very helpful and cooperative.

1.22   A clear overview of the methodology undertaken in writing the SAR was presented to the Review Group. The stakeholder group that the Review Group met were generally very complimentary about the School and any suggestions they had are referenced in the body of the report.

1.23   The Review group met representative groups of both undergraduate and postgraduate students; both groups were very complimentary about the quality of the teaching, administration and pastoral care provided by the School. Their suggestions are referenced later in the report.

1.24   The Review Group noted the current fiscal climate and diminishing resources both financial and human, in parallel with increasing student numbers.   It was noted that the number of UCD staff has reduced by approximately 8% during the period 2008-12 with a corresponding increase in student intake.

1.25 The Review Group were impressed with the level of engagement by the School in the self-assessment process and during the site visit. This was clearly articulated in the SAR and demonstrated during the site visit. It was clear to the Review Group that the School is cohesive in how it manages itself and its activities, and evidently demonstrated through its commitment to teaching and learning, research, a highly dedicated staff, and pro-active engagement with its stakeholders.

2. Organisation and Management

Comments

2.1 The School is well organized, with management structures appropriate to the number and complexity of the components of the School. Continuous development of management structures has been required over the past decade to cope with significant changes associated with the acquisition of new centres, units and institutes and the deterioration in national finances.

2.2 There are well-organised and functional committee structures in the School.

2.3 A high proportion of the School staff is involved with committee structures in one way or another and the decision-making processes are, in the main, effective.

2.4 The spirit and morale in the School is good, despite the more general mood of austerity.

2.5 The Schools budgetary position is sound, although not all staff seem to understand how the School finances operate.

2.6 The question of the School title needs to be considered to more effectively promote Sport and Sports Science, in the way that Physiotherapy and Public Health are clearly conveyed in the School title. Population Science has no easy link to Sport or Sports Science.

2.7 The question of leadership development and succession planning must be a focus of the School to ensure that present standing of the School and the gains it has made are not lost.

Recommendations

2.8 The School should continue as currently structured to allow it to consolidate after 10 years of continuous change. However, changes in training and organisation at national and University levels demand that the School keep its structures and role within the College of Health Sciences under review. This will become even more important with the establishment of the Dublin Academic Medical Centre.

2.9 Scheduled whole School meetings would provide opportunities to share successes and best practice within the School and dissemination of information on a range of issues including

budgets and finance. This could also foster a sense of belonging to the School, in addition to staff having loyalties to individual sections.

2.10   The School should review the level of student representation on relevant committees.

2.11   The School should review its title to include Sport and Sports Science. Alternatively, the School may wish to consider a more generic title to represent the academic areas and activities (see recommendation on branding of the School and its activities below).

2.12   The School should begin succession planning for the Head of School position.

3. Staff and Facilities

Comments

3.1   The review group noted the wide range of staff, their skills and their enthusiasm.

3.2   Staff student ratio is good and the sub-optimal staff student-ratio in sport is being addressed by three new appointments.

3.3   The success of Public Health and Population science is based on very senior staff, some of whom will retire in the next 5 years or are part-time appointments; continuing success in these areas and/or the emergence of new areas requires the recruitment of earlier career stage academics.

3.4   The School emphasised the importance of filling the Chair in Occupational and Environmental Studies to its teaching and research strategy.

3.5   The Human Resources Unit in conjunction with the School is developing clearer processes for recruitment in core posts and research posts, which will be operational shortly and should speed up the recruitment process.

3.6   Staff perception is that they are stretched by current teaching loads and there are concerns about maintenance of course quality, particularly with regard to the planned expansion of courses, without an associated expansion of staff base.

3.7   The spread of the School across multiple locations on campus and the dispersion of its groups is a challenge.

3.8   The Review Group noted that heavy teaching loads were affecting research success in some areas.

3.9   There is a lot of informal mentoring in the School, but it seems to depend heavily on individual relationships and is not underpinned by any formal process.

3.10   The Review Group noted the poor level of access for disabled persons at Woodview.

Commendations

3.11   Staff have access to conference and training funds.

3.12   The academic relationships between staff and students are excellent.

3.13   Administrative support for teaching in the School is very good and there is a high level of appreciation of the quality of administrative support.

3.14   The School has access to excellent facilities in Health Sciences, Conway Institute, Science Centre and Newstead and the consolidation of its activities on a single campus is a great asset.

3.15   The majority of the student teaching facilities are excellent.

Recommendations

3.16   The Review Group recommends that the proposed Chair in Occupational and Environmental Studies be filled to consolidate and develop existing Public Health programmes. The School should ensure that the infrastructure and post appointment support for chair appointments is adequate for fulfilment of the role.

3.17   The School should engage in a "foresight exercise" to take account of the retirements which will take place over the coming years and develop appropriate staffing strategies in consultation with the College of Health Sciences and the University.

3.18   The School should attempt to address the high proportion of time that academic staff spend on administrative tasks, particularly in relation to research administration. Inclusion of costs for research administrators in large grant applications may be one way of doing this – see later section on research.

3.19   The School should replace the current informal mentoring process with a formal one, especially for recently recruited staff.

3.20   The PMDS process should be reviewed for its fitness for purpose within the School and for the identification of clear training and career pathways.

3.21   The School should provide start-up research funding packs and a 'honeymoon' period in relation to teaching for newly appointed staff.

3.22   The University should provide clarity on its plans for Woodview House and the timescale over which the plans will be realised. This should be combined with a space audit, needs analysis and modernisation plan. The University should address the maintenance issues in Woodview House and its environs as soon as possible.

3.23   Some of the recently freed up space at Woodview should be used to address space shortages identified by staff and the dispersion of staff over a range of sites on campus.

3.24   The School should address the discrepancy between provision of desk facilities and start-up packs for funded and self-funded postgraduate students; all PhD students should have the same basic resources.

4. Teaching, Learning and Assessment

Comment

4.1   There is a strong commitment to teaching and student learning in the School with good outcomes that are supported by University and School assessments. Well-documented reporting and review processes are in place with sound feedback mechanisms. However, the timeliness of the feedback on module evaluation to students was noted to be variable. The move to a University-wide reporting of student module feedback is good practice.

4.2   Individual professional development in Teaching and Learning and quality enhancement initiatives in teaching and learning are noteworthy in the School.

4.3   The RG noted the large number of external providers on academic programmes.

Commendations

4.4   There is consistent evidence of the School embracing new teaching technologies, based on close collaboration with the Centre for Teaching and Learning, which deliver high quality teaching and learning outcomes and result in high levels of student satisfaction within the School.

4.5   The School uses formative and summative assessment and different student learning strategies to maximise student learning outcomes.

4.6   Excellent academic relationships exist between the teaching staff and their students.

4.7   The structured PhD programme is highly commended for its rigorous entry standards and the supported environment for students. The pastoral care provided to the students in the PhD programme is particularly noteworthy.

4.8   The strategic decision to embrace on-line delivery of teaching content for on-campus and international students is timely.

4.9   With the potential expansion of experiential/practical learning, future assessment strategies should include an assessment of that experiential/practical learning.

4.10   The administrative arrangements to facilitate and maximise student learning at clinical placements/worksites needs to be further considered. In two instances reported to the Review Group, neither the students nor the work place/clinical supervisors were aware of their respective roles, and responsibilities or the outcomes that were expected from the student visit.

Recommendations

4.11   There should be a greater investment by the School, College or University in resources for on-line learning to ensure that the on-line materials are of the highest standards.

4.12   The School should continue to maintain and closely monitor the current processes and structures that manage the large number of external providers to academic programmes within the School.

4.13   The School should continue its proactive engagement with UCD Teaching and Learning.

4.14   To maximise "work readiness" and employability of graduates, the School should expand the student experiential/practical learning by taking advantage of the opportunities that exist on UCD campus. For example, significant opportunities exist for Sports Management students to assist with the management of University sports teams; sports science students could assist with the assessment of athletes and provide sport science and coaching support/advice to sports teams on the UCD campus; and physiotherapy students under supervision could assist with the management of sports injuries. Such experiential /practical learning should where appropriate, be mapped into each module and supported by learning objectives and the related assessment of those objectives.

4.15   There should be closer alignment and integration between the students in Physiotherapy and students in "Sports" during their experiential learning in the domain of UCD sport and high performance sport.

4.16   There should be a coordinated strategy to share best practice in teaching and learning across the academic disciplines that make up the School.

4.17   The processes and supporting materials for clinical/worksite placements should be in place before students visit the clinical/worksite placement and the students and the clinical/worksite supervisors should be fully aware of their respective responsibilities, requirements and the key aspects of professional behaviour.

5. Curriculum Development and Review

Comments

5.1   The School provides a wide range of programmes at both undergraduate and graduate levels. Those programmes that are eligible for accreditation, have received accreditation

from the relevant authority. There is a need to maintain the quality of the programmes offered by the School to remain competitive in an increasingly difficult market.

5.2   The School provides a significant amount of service teaching to several other programmes in the University.

5.3   The School has excellent formal structures and processes in place in regards to curriculum development and review.

5.4   The export of courses to distant learning environments is noted, however, greater consideration may need to be given to a blended learning approach as opposed to on-line learning only.

Commendations

5.5   The Review Group acknowledges and commends the diversity of modules and the sharing of modules between courses within the School.

5.6   The School is commended for its regular formal reviews of academic programmes.

5.7   The School is commended for the widespread application of new teaching approaches and technological innovation.

5.8   Health and Safety's engagement and success with e-learning is commended and this experience should be shared within the School.

5.9   The Review Group commends the University's commitment to on-line feedback from students and the transparency of these metrics within the School; it is clear that such feedback is acted upon in a timely manner.

5.10   The comprehensive implementation of a structured PhD programme is to be commended.

Recommendations

5.11   Expansion of courses and the addition of new modules should be done with caution and attention should be given to market need and staffing requirements.

5.12   A consistent timeline for the provision of feedback to students for assessed work should be agreed.

5.13   The School should consider the use of focus groups for new graduates as a form of feedback particularly in relation to new or revised curricula.

5.14   The School should consider more structured and integrated engagement of students, stakeholders and employers when developing and reviewing curricula.

5.15   The instigation of a staff student liaison committee with representatives from the different pathways and the programme leads is recommended. The committee should meet on a regular basis (once per semester).

5.16   For undergraduate students, the School should consider embedding clinical reasoning, problem solving and reasoning skills / application of knowledge earlier in curricula.

5.17   Assessment should align closely with learning objectives. This should be explicitly stated within the module descriptor and the details should be available to external examiners and part-time staff.

5.18   Given the wide range of programmes, consideration should be given to the development of curriculum maps.

5.19   The School should ensure that any advertised programme structure is available and delivered to students in the year of offer. Any restrictions to module access should be made explicit to students; this may involve face-to-face discussion between relevant parties prior to commencement of a course.

5.20   The School should investigate student reports of inequities in the relative workloads for some apparently equivalent modules. The School should ensure a consistent module structure in relation to teaching contact, assessment approaches, student workload and credits attained to ensure equity and parity between modules. This will facilitate and enhance shared teaching between courses.

5.21   The School should define and promote the attributes of SPHPPS students and graduates.

6. Research Activity

Comment

6.1   SPHPPS is a diverse, multidisciplinary and highly research active School spanning basic science and clinical and public health practice. The underpinning objective of the School is to "advance our understanding of health determinants and their effective management". Research is clustered into 4 groups; public health; sport, food and health; physiotherapy, rehabilitation and health; and early childhood studies. These clusters however, encompass a wide range of topics. There are a number of centres and institutes associated with the School, each with its own inherent strengths and facilities.

6.2   Staff reported that high teaching workloads increasingly limited time available to develop and write competitive grants. Whilst staff could demonstrate strong scientific content in their proposals, much of the other, more administrative content of grant applications were proving time consuming and a barrier to effective submissions.

6.3   A research and innovation committee exists but it is recognised by both the School and its staff that there is room for improvement and development in this activity.

6.4   With the current financial situation and obstacles to academic appointment, the School needs to consider how it maintains and builds upon its research staff capacity both in relation to imminent staff retirements and providing research leadership capacity.

6.5   Staff morale has remained high despite limited opportunities for promotion, but the long-term sustainability of this is not clear.

6.6   There is a need to grow research performance and capacity across the School. Although research is flourishing in some areas of the School, it is weaker in others, and academic engagement in research varies between staff. This may in part be a reflection of the uneven emphasis on research. Currently the workload model addresses only research student supervision and fails to address research inputs such as preparation of grant applications and the management, administration and conduct of research programmes.

Commendations

6.7   The School has a strong research track record, with some clear academic stars within the School securing large amounts of funding. Indeed the income generated and publication output is exemplary within UCD. The School's profile as a leader in Ireland in the fields of Public Health and Physiotherapy is clear, with the potential to extend this to other areas of the School, particularly Occupational and Environmental Studies.

6.8   A strength of the School is its diversity and there is potential for this diversity to be drawn together to tackle major health and social challenges on a global platform, particularly physical inactivity, diabetes, obesity and ageing. The opportunity to translate bench research into health gains using the skills within the School is clear. The facilities and access to key technologies and equipment is impressive and will help to optimise these opportunities. The strength in epidemiology, biostatistics and CSTAR should be drawn upon, although we caution against using the strength in biostatistics solely as a consultancy service.

6.9   The training programme for postgraduates is exemplary, and highly praised by students and was recognised as a real strength of the School. Further valuable training and development for postgraduates was also derived through active use of team and laboratory group meetings.

6.10   The School's active engagement in education and reflection on outcomes is to be commended, and may provide opportunities for scholarship for some staff.

Recommendations

6.11   The School should regularly re-appraise its research themes and direction to capitalise on the opportunities offered by its diversity and strengths. This may be achieved through mapping research activity in the School and identifying synergies between the various parts of the School. Research themes need to extend across disciplines and align with key national and international agendas including the emergence of the Dublin Academic Medical Centre (DAMC). The creation of the DAMC should be seen as an opportunity for the research profile and strength of the School to grow.

6.12   The School should engage with external funders throughout the review processes and one national funding body appears open to such an approach (Health Research Board).

6.13   The School consider generating revenue for grant administrative support; this may be achieved partly through the addition of a requirement for administrative support in future grant applications.

6.14   The School should review the structure, framework and direction of the Research and Innovation committee.

6.15   It is recommended that future academic appointments should be based on developing and expanding on the research expertise and core skills to build the School's research strategy, where possible. It is further suggested that the School consider making some such appointments as mid-career academics with established and developing expanding research portfolios, who will grow and develop to be the future leaders of the School. Particular concerns exist in relation to the support of research through health economics, study design, statistical advice and long-term data management.

6.16   The RG recommends the development and formalisation of the mentoring scheme. A process of internal peer review of junior staff grant submissions is desirable. This will leverage the expertise already existing in the group in grant writing and ensure the transfer of "grantmanship" skills to the next generation.

6.17   The RG suggests that the School consider the use of benchmarks to drive research performance. Such benchmarks could include the setting of minimum criteria for publications, grant income and grant submission. Similarly, research success should be rewarded and recognised and used to inspire future work.

6.18   The website should be used to promote research strengths and to attract self-funding doctoral and postgraduate students.

6.19   The School should consider realising the opportunities that the student population and University environment offer. This applies particularly to the School's strength in sport, and the potential to monitor health lifestyles in students, impacts of sport participation and injury, aligned with the overall relevance of physical activity for public health on a wider

basis. Greater collaboration between Schools in such areas as sport, general activity for public health, and prevention is required in order to develop tools that improve the level of physical activity among the general population and the wider community. This could also help with the generation of pilot data for inclusion in grant proposals.

6.20 Staff with a strong interest in teaching and pedagogy should consider researching teaching practice and converting this teaching strength to a research strength.

6.21 The Review Group recommends that for each new member of academic staff, there should be a start-up package and where possible, that teaching loads in the first semester should be reduced.

7. Management of Quality and Enhancement

Comments

7.1 National and international accreditation of programmes has been achieved by the School where this is possible; there is commitment to using external benchmarks and extensive use of external examiners. The School is responsive to feedback from its stakeholders.

7.2 Formal meeting times and well understood committee structures exist for Teaching and Learning, Postgraduate Studies and Research and Innovation and there are clear reporting lines for approvals.

7.3 Despite the large number of occasional/visiting lecturers, they seem to be well briefed and students confirmed the high quality of these lecturers.

7.4 UCD membership of Universitas 21 gives the University international recognition and is a potential asset in terms of marketing the School.

7.5 The School is actively recruiting international students in a number of different markets, although the activity is somewhat disjointed.

7.6 The students are represented on the Programme Boards.

Commendations

7.7 There is a very supportive learning environment with good contact between staff and students with good feedback mechanisms and student support.

7.8 Governance structures in the School are clear and accepted by the School.

7.9 Employers were positive about the quality of the graduates and their attributes.

7.10 The quality of teaching and learning is high and has benefited from consistent engagement with UCD Teaching and Learning.

7.11 IELTS levels for international students to enter UG and PG programmes are set at 7, which is in the top percentile of international requirements.

Recommendations

7.12 The School should highlight Universitas 21 membership in its marketing activity

7.13 Staff time and innovative approaches are required to recruit new students in international markets for both on-campus and distance learning opportunities; this will require strengthening of the School's relationship with the International Office.

7.14 The School/University should optimise the on-campus international student experience and support; key issues here include assistance with finding accommodation and provision of opportunities for social inclusion in campus life.

7.15 The School should more actively promote the attributes of a PHPPS graduate in its marketing materials. Short clips of video on the website featuring staff, students, graduates and employers might be an effective way of doing this.

7.16 The School should consider varying the locations for meetings of committees to break down barriers and maximise interaction between staff at various locations.

7.17 Some of the revenue generated by high earning parts of the School should be directed into enrichment of the student experience through investment in more experiential/practical learning for undergraduates (Sports Science, Sports Management and Physiotherapy).

7.18 The high level of management of the inputs of external teachers needs to be maintained for quality assurance.

7.19 Additional investment in IT and learning resources to support on-line delivery of modules for domestic and international students is required. The Bursar indicated that the Budget Review Committee would be supportive of well argued proposals for new expenditure, which showed promise of good academic and financial outcomes.

7.20 The School should enhance the quality of its graduates by embedding teaching methods that develop critical thinking/reasoning earlier in the programmes.

7.21 The School should consider the inclusion of research and administration in the workload model for the allocation of work within the School.

7.22   The School should consider comprehensive mapping of the teaching and research activities within the School with a view to a thematic long and short-term strategy.

7.23   The School should consider the development of performance targets at both School and individual levels.

7.24   Further development of engagement processes for external stakeholders in curriculum development will increase the employability of graduates.

7.25   The School website should be continually evaluated from the perspective of visitors with respect to its capacity to attract students, staff and interest in the School's research.

7.26   The School should address some issues of overlap between modules and timing/scheduling issues which were raised by students (Sports Management, Physiotherapy).

7.27   Better alignment of learning objectives with examinations may be required across the board to meet best international practice, although the group recognised that the School is compliant with UCD policy.

7.28   The School brand should be strengthened; typically the identity of student and staff is with a programme and not the School. Consideration should also be given to the School title and the way in which the centres within it are branded, particularly with regard to their performance in search engines and social media. This might include buying in expertise from branding consultants.

8. Support Services

Comment

8.1   The School engages effectively with a range of University Teaching and Learning supports (Access, Student Advisors, Study Abroad, UCD Teaching & Learning and Library). The same is true for the School's use of the University's research supports (UCD Research, Nova UCD, etc).

8.2   In particular, the School interacts strongly with UCD Teaching and Learning, and this is reflected in the wide range of teaching approaches that are evident within the different programmes.

8.3   There is an extensive committee structure within the School connecting the School to external UCD support structures, which appears effective.

Commendation

8.4   Current and former students were overwhelmingly positive about their experiences.

Recommendations

8.5   The RG recommends that the proposed growth in internationalisation and distance learning be supported services provided from within the School and UCD offices, particularly the International Office.

8.6   The School should consider investing in a Learning Technologist, whether this takes the form of an appointment in UCD IT services, in the School, or a shared appointment across the College/University.

8.7   The RG recommends that the learning technologist role should also, in consultation with the Director of Institutional Research, develop and expand the range of databases available to the School to enable accurate and easy access to information on School activities such as the sites/locations where student activities take place, graduate destinations/contact details and other information which will help the School to manage its many relationships.

8.8   The School should consider inviting the College HR representative to sit on the management committee. This would enable the School to efficiently adjust to any changes in HR practices taking place within the University.

8.9   The School needs to be proactive regarding Physiotherapy's particular room booking requirements (arising from the large number of external contributors).

8.10   Graduation ceremonies should extend to all students in the School (including certificate and diploma students).

9. External Relations

Comment

9.1   It is clear that there is a good relationship between the School and the University with significant committee work and service teaching contributions taking place. There is also a range of formal engagements between the different disciplines in the School and those in other institutions and in the workplace and, where possible, there is degree accreditation by relevant professional bodies.

9.2   The SPHPPS is working towards international accreditation as a School of Public Health from the Council on Education for Public Health.

9.3   Members of the School also serve on a large number of bodies external to UCD including professional associations and editorial boards.

9.4   The School has also hosted several international meetings and maintains a presence on a range of electronic and traditional media.

9.5   The School has links with employers but it is not clear that these are sufficiently well structured.

Commendations

9.6   The School participates in a range of incoming and outgoing exchange programmes. The School is active in internationalisation and distance learning.

9.7   School staff interact in a formal way with colleagues in other institutions both nationally and internationally.

9.8   The group of external stakeholders and employers with which the Review Group met spoke highly of the School's staff and their graduates.

Recommendations

9.10   The School should exploit UCD's membership of Universitas 21 to its advantage, particularly in relation the recruitment of international students.

9.11   The School webpage needs to be continuously updated and the School should consider using software which will allow it to determine visitor frequency and user experience.

9.12   The commitment to accreditation of School programmes should be maintained and wherever possible, that international accreditation should be obtained.

9.13   The School/University should provide more pastoral supports for international students once they have arrived on campus. This might involve a specific extension of the "Buddy" system.

9.14   The School should also recognise the need to allocate extra resources that are required to cater for an increased number of international students and needs to be aware of the tensions that will exist between maintaining the quality of the programmes and increasing their international presence.

9.15   The RG recommends a forum through which employers could suggest curriculum changes.

10. Summary Commendations, Recommendations for Improvement

10.1   The Review recognises the effort and high quality of the reflection that went into the preparation of the self-assessment report and recognises in particular, the work of the Self-Assessment Report Committee.

10.2   The School's analysis of its achievements, the opportunities available to it and the challenges it faces were presented fairly and professionally both in the report and during the meetings with the Review Group.

10.3   The Review Group has endorsed the majority of the proposals made by the School in the self-assessment report and wishes the School well in the next stages of its development.

A. Organisation and Management

Recommendations

A.1   The School should continue as currently structured to allow it to consolidate after 10 years of continuous change. However, changes in training and organisation at national and University levels demand that the School keep its structures and role within the College of Health Sciences under review. This will become even more important with the establishment of the Dublin Academic Medical Centre.

A.2   Scheduled whole School meetings would provide opportunities to share successes and best practice within the School and dissemination of information on a range of issues including budgets and finance. This could also foster a sense of belonging to the School, in addition to staff having loyalties to individual sections.

A.3   The School should review the level of student representation on relevant committees.

A.4   The School should review its title to include Sport and Sports Science. Alternatively, the School may wish to consider a more generic title to represent the academic areas and activities (see recommendation on branding of the School and its activities below).

A.5   The School should begin succession planning for the Head of School position.

B. Staff and Facilities

Commendations

B.1   Staff have access to conference and training funds.

B.2   The academic relationships between staff and students are excellent.

B.3   Administrative support for teaching in the School is very good and there is a high level of appreciation of the quality of administrative support.

B.4   The School has access to excellent facilities in Health Sciences, Conway Institute, Science Centre and Newstead and the consolidation of its activities on a single campus is a great asset.

B.5   The majority of the student teaching facilities are excellent.

Recommendations

B.6   The Review Group recommends that the proposed Chair in Occupational and Environmental Studies be filled to consolidate and develop existing Public Health programmes. The School should ensure that the infrastructure and post appointment support for chair appointments is adequate for fulfilment of the role.

B.7   The School should engage in a "foresight exercise" to take account of the retirements which will take place over the coming years and develop appropriate staffing strategies in consultation with the College of Health Sciences and the University.

B.8   The School should attempt to address the high proportion of time that academic staff spend on administrative tasks, particularly in relation to research administration. Inclusion of costs for research administrators in large grant applications may be one way of doing this – see later section on research.

B.9   The School should replace the current informal mentoring process with a formal one, especially for recently recruited staff.

B.10   The PMDS process should be reviewed for its fitness for purpose within the School and for the identification of clear training and career pathways.

B.11   The School should provide start-up research funding packs and a 'honeymoon' period in relation to teaching for newly appointed staff.

B.12   The University should provide clarity on its plans for Woodview House and the timescale over which the plans will be realised. This should be combined with a space audit, needs analysis and modernisation plan. The University should address the maintenance issues in Woodview House and its environs as soon as possible.

B.13   Some of the recently freed up space at Woodview should be used to address space shortages identified by staff and the dispersion of staff over a range of sites on campus.

B.14   The School should address the discrepancy between provision of desk facilities and start-up packs for funded and self-funded postgraduate students; all PhD students should have the same basic resources.

C. Teaching, Learning and Assessment

Commendations

C.1   There is consistent evidence of the School embracing new teaching technologies, based on close collaboration with the Centre for Teaching and Learning, which deliver high quality teaching and learning outcomes and result in high levels of student satisfaction within the School.

C.2   The School uses formative and summative assessment and different student learning strategies to maximise student learning outcomes.

C.3   Excellent academic relationships exist between the teaching staff and their students.

C.4   The structured PhD programme is highly commended for its rigorous entry standards and the supported environment for students. The pastoral care provided to the students in the PhD programme is particularly noteworthy.

C.5   The strategic decision to embrace on-line delivery of teaching content for on-campus and international students is timely.

C.6   With the potential expansion of experiential/practical learning, future assessment strategies should include an assessment of that experiential/practical learning.

C.7   The administrative arrangements to facilitate and maximise student learning at clinical placements/worksites needs to be further considered. In two instances reported to the Review Group, neither the students nor the work place/clinical supervisors were aware of their respective roles, and responsibilities or the outcomes that were expected from the student visit.

Recommendations

C.8   There should be a greater investment by the School, College or University in resources for on-line learning to ensure that the on-line materials are of the highest standards.

C.9   The School should continue to maintain and closely monitor the current processes and structures that manage the large number of external providers to academic programmes within the School.

C.10   The School should continue its proactive engagement with UCD Teaching and Learning.

C.11   To maximise "work readiness" and employability of graduates, the School should expand the student experiential/practical learning by taking advantage of the opportunities that exist on UCD campus. For example, significant opportunities exist for Sports Management students to assist with the management of University sports teams; sports science students could assist with the assessment of athletes and provide sport science and coaching support/advice to sports teams on the UCD campus; and physiotherapy students under supervision could assist with the management of sports injuries. Such experiential /practical learning should where appropriate, be mapped into each module and supported by learning objectives and the related assessment of those objectives.

C.12   There should be closer alignment and integration between the students in Physiotherapy and students in "Sports" during their experiential learning in the domain of UCD sport and high performance sport.

C.13   There should be a coordinated strategy to share best practice in teaching and learning across the academic disciplines that make up the School.

C.14   The processes and supporting materials for clinical/worksite placements should be in place before students visit the clinical/worksite placement and the students and the clinical/worksite supervisors should be fully aware of their respective responsibilities, requirements and the key aspects of professional behaviour.

D. Curriculum Development and Review

Commendations

D.1   The Review Group acknowledges and commends the diversity of modules and the sharing of modules between courses within the School.

D.2   The School is commended for its regular formal reviews of academic programmes.

D.3   The School is commended for the widespread application of new teaching approaches and technological innovation.

D.4   Health and Safety's engagement and success with e-learning is commended and this experience should be shared within the School.

D.5   The Review Group commends the University's commitment to on-line feedback from students and the transparency of these metrics within the School; it is clear that such feedback is acted upon in a timely manner.

D.6   The comprehensive implementation of a structured PhD programme is to be commended.

Recommendations

D.7   Expansion of courses and the addition of new modules should be done with caution and attention should be given to market need and staffing requirements.

D.8   A consistent timeline for the provision of feedback to students for assessed work should be agreed.

D.9   The School should consider the use of focus groups for new graduates as a form of feedback particularly in relation to new or revised curricula.

D.10   The School should consider more structured and integrated engagement of students, stakeholders and employers when developing and reviewing curricula.

D.11   The instigation of a staff student liaison committee with representatives from the different pathways and the programme leads is recommended. The committee should meet on a regular basis (once per semester).

D.12   For undergraduate students, the School should consider embedding clinical reasoning, problem solving and reasoning skills / application of knowledge earlier in curricula.

D.13   Assessment should align closely with learning objectives. This should be explicitly stated within the module descriptor and the details should be available to external examiners and part-time staff.

D.14   Given the wide range of programmes, consideration should be given to the development of curriculum maps.

D.15   The School should ensure that any advertised programme structure is available and delivered to students in the year of offer. Any restrictions to module access should be made explicit to students; this may involve face-to-face discussion between relevant parties prior to commencement of a course.

D.16   The School should investigate student reports of inequities in the relative workloads for some apparently equivalent modules. The School should ensure a consistent module structure in relation to teaching contact, assessment approaches, student workload and credits attained to ensure equity and parity between modules. This will facilitate and enhance shared teaching between courses.

D.17   The School should define and promote the attributes of SPHPPS students and graduates.

E. Research Activity

Commendations

E.1   The School has a strong research track record, with some clear academic stars within the School securing large amounts of funding. Indeed the income generated and publication output is exemplary within UCD. The School's profile as a leader in Ireland in the fields of Public Health and Physiotherapy is clear, with the potential to extend this to other areas of the School, particularly Occupational and Environmental Studies.

E.2   A strength of the School is its diversity and there is potential for this diversity to be drawn together to tackle major health and social challenges on a global platform, particularly physical inactivity, diabetes, obesity and ageing. The opportunity to translate bench research into health gains using the skills within the School is clear. The facilities and access to key technologies and equipment is impressive and will help to optimise these opportunities. The strength in epidemiology, biostatistics and CSTAR should be drawn upon, although we caution against using the strength in biostatistics solely as a consultancy service.

E.3   The training programme for postgraduates is exemplary, and highly praised by students and was recognised as a real strength of the School. Further valuable training and development

for postgraduates was also derived through active use of team and laboratory group meetings.

E.4   The School's active engagement in education and reflection on outcomes is to be commended, and may provide opportunities for scholarship for some staff.

Recommendations

E.5   The School should regularly re-appraise its research themes and direction to capitalise on the opportunities offered by its diversity and strengths. This may be achieved through mapping research activity in the School and identifying synergies between the various parts of the School. Research themes need to extend across disciplines and align with key national and international agendas including the emergence of the Dublin Academic Medical Centre (DAMC). The creation of the DAMC should be seen as an opportunity for the research profile and strength of the School to grow.

E.6   The School should engage with external funders throughout the review processes and one national funding body appears open to such an approach (Health Research Board).

E.7   The School consider generating revenue for grant administrative support; this may be achieved partly through the addition of a requirement for administrative support in future grant applications.

E.8   The School should review the structure, framework and direction of the Research and Innovation committee.

E.9   It is recommended that future academic appointments should be based on developing and expanding on the research expertise and core skills to build the School's research strategy, where possible. It is further suggested that the School consider making some such appointments as mid-career academics with established and developing expanding research portfolios, who will grow and develop to be the future leaders of the School. Particular concerns exist in relation to the support of research through health economics, study design, statistical advice and long-term data management.

E.10   The RG recommends the development and formalisation of the mentoring scheme. A process of internal peer review of junior staff grant submissions is desirable. This will leverage the expertise already existing in the group in grant writing and ensure the transfer of "grantmanship" skills to the next generation.

E.11   The RG suggests that the School consider the use of benchmarks to drive research performance. Such benchmarks could include the setting of minimum criteria for publications, grant income and grant submission. Similarly, research success should be rewarded and recognised and used to inspire future work.

E.12   The website should be used to promote research strengths and to attract self-funding doctoral and postgraduate students.

E.13   The School should consider realising the opportunities that the student population and University environment offer. This applies particularly to the School's strength in sport, and the potential to monitor health lifestyles in students, impacts of sport participation and injury, aligned with the overall relevance of physical activity for public health on a wider basis.   Greater collaboration between Schools in such areas as sport, general activity for public health, and prevention is required in order to develop tools that improve the level of physical activity among the general population and the wider community. This could also help with the generation of pilot data for inclusion in grant proposals.

E.14   Staff with a strong interest in teaching and pedagogy should consider researching teaching practice and converting this teaching strength to a research strength.

E.15   The Review Group recommends that for each new member of academic staff, there should be a start-up package and where possible, that teaching loads in the first semester should be reduced.

F. Management of Quality and Enhancement

Commendations

F.1   There is a very supportive learning environment with good contact between staff and students with good feedback mechanisms and student support.

F.2   Governance structures in the School are clear and accepted by the School.

F.3   Employers were positive about the quality of the graduates and their attributes.

F.4   The quality of teaching and learning is high and has benefited from consistent engagement with UCD Teaching and Learning.

F.5   IELTS levels for international students to enter UG and PG programmes are set at 7, which is in the top percentile of international requirements.

Recommendations

F.6   The School should highlight Universitas 21 membership in its marketing activity

F.7   Staff time and innovative approaches are required to recruit new students in international markets for both on-campus and distance learning opportunities; this will require strengthening of the School's relationship with the International Office.

F.8   The School/University should optimise the on-campus international student experience and support; key issues here include assistance with finding accommodation and provision of opportunities for social inclusion in campus life.

F.9   The School should more actively promote the attributes of a PHPPS graduate in its marketing materials. Short clips of video on the website featuring staff, students, graduates and employers might be an effective way of doing this.

F.10   The School should consider varying the locations for meetings of committees to break down barriers and maximise interaction between staff at various locations.

F.11   Some of the revenue generated by high earning parts of the School should be directed into enrichment of the student experience through investment in more experiential/practical learning for undergraduates (Sports Science, Sports Management and Physiotherapy).

F.12   The high level of management of the inputs of external teachers needs to be maintained for quality assurance.

F.13   Additional investment in IT and learning resources to support on-line delivery of modules for domestic and international students is required. The Bursar indicated that the Budget Review Committee would be supportive of well argued proposals for new expenditure, which showed promise of good academic and financial outcomes.

F.14   The School should enhance the quality of its graduates by embedding teaching methods that develop critical thinking/reasoning earlier in the programmes.

F.15   The School should consider the inclusion of research and administration in the workload model for the allocation of work within the School.

F. 16   The School should consider comprehensive mapping of the teaching and research activities within the School with a view to a thematic long and short-term strategy.

F.17   The School should consider the development of performance targets at both School and individual levels.

F.18   Further development of engagement processes for external stakeholders in curriculum development will increase the employability of graduates.

F.19   The School website should be continually evaluated from the perspective of visitors with respect to its capacity to attract students, staff and interest in the School's research.

F.20   The School should address some issues of overlap between modules and timing/scheduling issues which were raised by students (Sports Management, Physiotherapy).

F.21   Better alignment of learning objectives with examinations may be required across the board to meet best international practice, although the group recognised that the School is compliant with UCD policy.

F.22   The School brand should be strengthened; typically the identity of student and staff is with a programme and not the School. Consideration should also be given to the School title and the way in which the centres within it are branded, particularly with regard to their performance in search engines and social media. This might include buying in expertise from branding consultants.

G. Support Services

Commendation

G.1   Current and former students were overwhelmingly positive about their experiences.

Recommendations

G.2   The RG recommends that the proposed growth in internationalisation and distance learning be supported services provided from within the School and UCD offices, particularly the International Office.

G.3   The School should consider investing in a Learning Technologist, whether this takes the form of an appointment in UCD IT services, in the School, or a shared appointment across the College/University.

G.4   The RG recommends that the learning technologist role should also, in consultation with the Director of Institutional Research, develop and expand the range of databases available to the School to enable accurate and easy access to information on School activities such as the sites/locations where student activities take place, graduate destinations/contact details and other information which will help the School to manage its many relationships.

G.5   The School should consider inviting the College HR representative to sit on the management committee. This would enable the School to efficiently adjust to any changes in HR practices taking place within the University.

G.6   The School needs to be proactive regarding Physiotherapy's particular room booking requirements (arising from the large number of external contributors).

G.7   Graduation ceremonies should extend to all students in the School (including certificate and diploma students).

H. External Relations

Commendations

H.1   The School participates in a range of incoming and outgoing exchange programmes. The School is active in internationalisation and distance learning.

H.2   School staff interact in a formal way with colleagues in other institutions both nationally and internationally.

H.3   The group of external stakeholders and employers with which the Review Group met spoke highly of the School's staff and their graduates.

Recommendations

H.4   The School should exploit UCD's membership of Universitas 21 to its advantage, particularly in relation the recruitment of international students.

H.5   The School webpage needs to be continuously updated and the School should consider using software which will allow it to determine visitor frequency and user experience.

H.6   The commitment to accreditation of School programmes should be maintained and wherever possible, that international accreditation should be obtained.

H.7   The School/University should provide more pastoral supports for international students once they have arrived on campus. This might involve a specific extension of the "Buddy" system.

H.8   The School should also recognise the need to allocate extra resources that are required to cater for an increased number of international students and needs to be aware of the tensions that will exist between maintaining the quality of the programmes and increasing their international presence.

H.9   THE RG recommends a forum through which employers could suggest curriculum changes.

APPENDIX 1

UCD School of Public Health, Physiotherapy and Population Science Response to the Review Group Report

The UCD School of Public Health, Physiotherapy and Population Science welcomes the Quality Review Group report. The task of developing the Self-Assessment Report was a valuable process, which facilitated the School to review its position from a number of perspectives, highlight and confirm our strengths and opportunities, and evaluate our weaknesses and threats in a very systematic way. The Review Group Site Visit was a positive and constructive experience and the School thanks the Chair and members of the Review Group for their work during the visit and in compiling the report. We welcome the endorsement of the Review Group for our activities through commendations and will carefully consider the recommendations during the Quality Improvement Planning process. The Quality Improvement Plan will inform our strategic planning process.

Quality Review Site Visit Timetable

UCD School of Public Health, Physiotherapy and Population Science

15-19 April 2013

Monday 15th April

Evening meal   Review Group meet with Chair of ACCQ, representing UCD Registrar and Deputy President

Tuesday 16th April (Room F30, Woodview House)

08.30 to 08.45   Arrival at SPHPPS

09.00 to 09.30   Telecon with Principal of College of Health Sciences

09.30 to 10.00   Review Group meet SPHPPS Head of School

10.00 to 10.20   Review Group meet senior staff group nominated by Head of School
(all nominees are members of School Executive)

10.20 to 10.30   Review Group Private Meeting

10.30 to 11.00   Break

11.00 to 11.45   Review Group meet with SAR Coordinating Committee

11.45 to 12.15   Review Group meet with Programme Dean of Public Health and Programme Dean of Physiotherapy

12.15 to 12.45   Review Group Private Meeting

12.45 to 13.45   Working lunch (F29 Woodview House)
Employers and/or other external stakeholders
F30 Woodview House

13.45 to 14.15	Review Group Private Meeting
14.15 to 15.30	Review Group meet with representative group of academic staff – primary focus on Teaching and Learning, and Curriculum issues.
15.30 to 15.45	Break
15.45 to 16.00	Review Group meet with Bursar
16.00 to 16.30	Review Group meet with support staff representatives (e.g. administrative / technical)
16.30 to 16.45	Review Group Private Meeting
16.45 to 18.30	Tour of Facilities

16.45 to 18.30   Tour of Facilities
- Woodview House
- Science Centre: Institute of Food and Health; Centre for Food Safety
- Newstead: Institute of Sport and Health
- Health Sciences
- Conway Institute

Wednesday 17th April (Room F30 Woodview House)

08.45 to 09.00   Review Group Private Meeting

09.00 to 09.55   Review Group meet key UCD personnel nominated by School

- Director, International Office
- Director, UCD Centre for Teaching and Learning
- Buildings Officer
- HR Partner College of Health Sciences, UCD HR
- Head of Recruitment Services, UCD HR

10.00 to 10.10   Review Group Private Meeting

10.10 to 11.05   Review Group meet with a representative group of postgraduate students (taught and research) and recent graduates

11.05 to 11.20   Break

11.20 to 12.15   Review Group meet with representative group of undergraduate students and recent graduates

12.15 to 12.30   Review Group Private Meeting

12.30 to 13.15   Lunch (Review Group meets Sport Review Group for working lunch in Ardmore House)

13.30 to 14.15   Review Group meet College Finance Manager and Head of School

14.15 to 15.00   Review Group meet with members of the School Research Committee

15.00 to 15.15   Break

15.15 to 15.45	Review Group meet recently appointed staff
15.45 to 16.15	Break
16.15 to 17.15	Review Group holds private meetings with individual staff members
17.15 to 18.00	Review Group Private Meeting

Thursday 18th April
(SVUH Department of Preventive Medicine)

| 09.00 to 10.00 | Meet with Head of School and staff of Department of Preventive Medicine |
| 10.00 to 10.30 | Return from St Vincent's University Hospital to UCD |

(F29 Woodview House)

10.30 to 11.00	Review Group hold private meeting with Head of School,
11.00 to 11.15	Break
11.15 to 12.30	RG prepare report
12.30 to 13.15	Lunch
13.15 to 15.30	Review Group continue to draft report and prepare feedback recommendations
15.30 to 15.45	Break
15.45 to 16.00	Meet Head of School to feedback initial commendations and recommendations
16.15 to 16.45	Exit presentation to all School staff (Health Sciences Building, C005)

Friday 19th April (Room G12, Woodview House)

| | Review Group complete report |