

**QUALITY IMPROVEMENT REPORT
UCD School of Veterinary Medicine**

April 2015

Introduction.

The quality review of the UCD School of Veterinary Medicine was undertaken in December 2014. The Review group report was received in mid January 2015, and discussed widely throughout the school. A Quality Improvement Committee was formed, consisting of:

Grace Mulcahy (Head of School and Chair)
Pieter Brama (Head, Veterinary Clinical Sciences Section)
David Brayden (Head, Veterinary Bioscience Section)
Louise Britton (Student Representative)
John Buckley (School Manager)
Michael Doherty (Head, Herd Health and Animal Husbandry Section)
Theo de Waal (Head, Veterinary Pathobiology Section)
Mary Gallagher (Technical Staff Representative)
Stephen Gordon (Associate Dean for Research, Innovation and Impact)
Ingrid Lorenz (Associate Dean for Admissions and Student Affairs)
Hester McAllister (Clinical Director, UCD Veterinary Hospital)
Sue Rackard (Associate Dean for Teaching and Learning)

The committee met on the 6th and 13th of April, with a meeting of the Sections Head members in between these two dates. The response to each of the recommendations of the Review Group was discussed and agreed, with further considerations, amendments and edits by email.

Location in Report	Recommendation	Category	Action	Timescale
ORGANISATION AND MANAGEMENT				
2.11	The RG urges University Management, in conjunction with the School, to use every effort to secure from the HEA an increase in exchequer funding for veterinary education and training to sustainable levels. Commitment from the HEA for a sustainable funding stream will be vital for the School in retaining its international professional accreditation.	2	The School will work with the Bursar's Office and UMT to keep this issue on the HEA agenda, so as to ensure a sustainable and long-term sustainable funding mechanism is put in place to replace the current temporary agreement.	B
2.12	Following recent re-organisation of the College and of UCD more broadly, it is clear that the School is thriving under the current governance provision and has regained the ground that was lost during the economic down-turn. Accordingly, the RG recommends that the current stability should be allowed to continue for at least five years before any further re-structuring is considered by University Management.	2	Re-organisation of the College structure in UCD will mean that the School will move from the current College of Agriculture, Food Science and Veterinary Medicine (two schools) to a College of Health and Agricultural Sciences (five schools). It will be important under the new structure to ensure the current positive profile of the school is maintained by preserving its financial and strategic planning autonomy. There will also be an opportunity to capitalize on advancing the "One Health" agenda, which is pivotal to the school, in the new College.	D
2.13	The RG recommends that the School should formalise THE remits and convene regular and minuted meetings of committees in key areas such as Teaching and Learning, and Research and Innovation. Through these committee structures, School strategies should be developed and communicated within the School and College. The School strategy will	1	The Associate Dean for Teaching and Learning has agreed Terms of Reference and work plan for the Curriculum Review Committee. This forms the most substantive body of work under Teaching & Learning - minutes and supporting documents are available to all School Staff via the School/Hospital Intranet. A Teaching & Learning development toolkit will also be available on the staff intranet [http://www.ucd.ie/vthweb/index.html] with complimentary	A

	<p>contribute to the University achievement of its 2015-2020 strategy. More formalised committee structures will enable improved communication among School members and facilitate succession planning in key areas. Strategies for widespread diffusion of innovations in Teaching and Learning within the School should be developed by the Teaching and Learning committee.</p>		<p>face-to-face staff development opportunities planned to up-skill staff on new teaching, learning and assessment innovations.</p> <p>The School's Research, Innovation and Impact Committee hold regular meetings and minutes are now available on the staff intranet. Communication of activities and opportunities through email, school website, and presentations at school fora are major conduits for communication.</p> <p>Minutes of the Executive Committee (monthly) are also available to all staff on this internet site</p> <p>Minutes of the Hospital Board are made available also through this route, as are minutes of the School Forum (once per semester), with the minutes of the Autumn School Assembly being made available to staff and students.</p> <p>Efforts will be made to ensure all staff are aware of the opportunity to read and review these documents.</p>	
2.14	<p>Greater transparency in workloads and in the allocation of teaching and administrative duties is necessary to enable all staff members to balance their time in key performance areas. To this end, the SMT should develop more detailed workload frameworks by identifying the range of tasks undertaken, and regularly gather information on how School members are spending their time.</p>	1 and 2	<p>The issue of workload modelling and workload management is one that has received significant attention by the School Executive and School Management Team. The four Section Heads have direct line management responsibility for managing the workload of academics within their area, and are accountable to the Head of School in this regard. In documenting workload management in SVM, it is important to note that many of the school's academic staff have significant clinical/diagnostic commitments, in addition to their teaching, research and administration. Hence, the models in use vary between these staff and those who have duties more typical of those throughout</p>	A

			<p>the University. It has also been pointed out that Sectoral/University-wide norms for adjusting teaching/administrative responsibilities based on research income and commitments are not present in Ireland, as they are in the UK. incentivised by the Research Excellence Framework. Additionally, accrediting clinical workload towards clinical promotion pathways or alternative representation towards clinical teaching is currently not possible within UCD as is in most other vet schools (see also 2.16)</p> <p>Section heads allocate academic workloads based on data available “week-at-a-glance” modular organisation criteria, informal assessment of research activity by way of research income, publication rate and post-graduate supervision, and staff self-reporting on their management, committee and administration work-load. In addition, academic staff with clinical duties spend 50% of their time on clinical teaching with the remainder to be divided towards research, didactic teaching and administration. Average didactic teaching loads are between 50-60 lectures plus 50-80 practical hours. Didactic teaching loads for academic staff with clinical duties on average are 20-25 lectures plus 40-50 practical hours outside the allocated clinical teaching workload that consists of 50% of their time blocked into weeks, over the entire year. The norm is for all academic staff to co-ordinate two modules and/or take up equivalent academic administration duties such as Year Co-ordination. Academic staff with clinical duties generally coordinate one module because of the additional clinical teaching load they are subjected too and the complexity of the clinical rotation based modules.</p>	
2.15	The RG recommends that the School move to a	1 and 2	The school since its formation in 2011 (and before this in	B

	system of multi-annual financial planning and budgeting in conjunction with the Bursar's Office.		relation to programme planning activities) has consistently adopted a multi-annual approach to planning its finances. This approach will be facilitated and enhanced by the current budget and staff planning process initiated this year across the University	
2.16	The RG recommends that the School examine clinical academic career track models implemented by peer Veterinary Schools in Europe and the US to identify appropriate benchmarks for promotion within a 'Clinical Academic Career Track' and to develop fresh proposals to be brought to University Senior Management as a matter of urgency. The RG recommends that the University consider flexibility in its promotional process to allow veterinary clinical academics to be considered for promotion based upon alternative criteria, appropriate to their discipline, developed by the School following this benchmarking exercise.	2	The School has extensively investigated clinical career track models utilized by peer Veterinary Schools. In 2010 a committee was formed that produced two reports. One report entitled ' Veterinary Clinical Academic Promotions ' (available on request) addresses the issue of veterinary specialist clinician qualifications (e.g. European Diploma / Boards) and acceptance of their equivalence to a PhD, for the purposes of promotion. The other report entitled ' Vet Clinical Grading and Promotion ' (available on request) proposes an alternative 'clinical' pathway for promotion and grading with extensive description of benchmarks and obligations. These documents received School wide input and final versions were submitted to University Management Team in 2011. The President has signaled his intention to address these issues in the review of the University Academic Promotions procedures.	B
STAFF AND FACILITIES				
3.10	The RG urges the University to respond positively and creatively to the School's proposals for the development of a 'Clinical Academic Career Track' within Veterinary Medicine to facilitate the promotion of staff whose time commitment includes significant clinical service provision.	2	See 2.16	B
3.11	Similarly, the RG urges the University to	2	Current Career Pathway & promotional mechanisms have been	C

	develop new career pathways and promotional mechanisms for staff in the administrative and technical categories.		<p>suspended under the ECF (Employment Control Framework). The President has indicated his desire to reactivate these mechanisms since the beginning of new tenure in 2014.</p> <ul style="list-style-type: none"> • President's Bulletin #9 - 4th March 2014 requested HR to prepare a paper for UMT on the possibility of recommencing the re-grading process for support positions. The President noted his long term wish for all staff to be appropriately rewarded for their contribution to UCD. 	
3.12	Given the extent to which members of technical staff contribute to teaching (practical, small-group & PBL) within the School, the PRG recommends that appropriate opportunities to up-skill in teaching modalities be made available to them through UCD Teaching & Learning.	1	<p>Increase awareness of relevant staff of the range of resources available which include</p> <p>An online toolkit</p> <ul style="list-style-type: none"> • An A-Z of online resources is also provided covering a range of supports. • Short courses, from one hour to one day long are offered on numerous topics and can be booked through the teaching and learning website including tutor/demonstrator training. • An academic qualification, as a Cert or Diploma in Teaching and Learning can be undertaken by those teaching more than 50 hrs per semester. The Staff Fee concession policy applies once attendance at the programme is approved by the Head of School. <p>Technical staff are encouraged to take up such opportunities, and where resources are required each application is considered on a case-by-case basis.</p>	A

3.13	The RG recommends that the University ensure that the current systems for induction and mentoring of new staff are redeveloped and enhanced to ensure that they meet the needs of the School and other Schools / Units across the University.	2	UCD HR provides a University wide orientation programme for all new staff members All new members of staff are invited by HR Learning & Development to attend sessions.	C
3.14	The RG recommends that the University introduces a system of staff performance and development as a priority action.	2	The school supports the implementation of a performance management system but this needs approval and support from all stakeholders and has to be University wide.	C
3.15	The RG recommends that the School widen the implementation of its current workload model to capture data on the time commitments of staff to their various domains of activity (teaching, administration, research, clinical service, external professional involvement) and to use these data to establish data-driven global workload distributions for School staff.	1	See 2.14	B
3.16	The RG recommends that the School consider a mentoring programme for new members of academic staff.	1	General orientation is provided through UCD HR University-wide programme for all new staff members while mentoring and career development goals is provided at a section level through the Heads of Section. Action to ensure that each section adopts comparable and adequate processes is ensured by dialogue between the Head of School and Heads of Section	A
3.17	The RG recommends that the School and University work together to ensure that the Campus Development Plan addresses the needs of the School for remediation of the existing	1 and 2	Engagement has begun with UCD Buildings and Services to make sure the existing physical infrastructure is used optimally, and to plan for the future requirements of this school whose student and staff numbers have risen considerably since the	C

	facilities and provides for their expansion, in particular through the development of larger clinical and teaching facilities, clinical skills facilities, computer-based assessment resources and enhanced facilities for Imaging and Hydrotherapy.		facilities were occupied in 2002. The External Advisory Board will also be involved in these discussions.	
3.18	The RG recommends that UCD continue to support capital investment by the School on an annual basis.	2	The School will make every effort to keep the UMT involved in the development of its capital investment plans	C
TEACHING LEARNING AND ASSESSMENT				
4.8	The RG recommends that the School would engage more fully with EMS practices to ensure greater clarity in terms of the School's expectations of the receiving practice, and of the students' level of skills and knowledge when attending the practice.	1	This is regarded as a priority and is being addressed in the context of a significant overhaul of current EMS administration. An online portal to support the learning and assessment of students on EMS placements is planned to commence in Semester One 2015/2016 which will facilitate scheduling, tracking and the provision of real-time data for both students and staff on approvals and completion of placements. The 'EMS Driving Licence' Computer Aided Learning (CAL) packages which are designed to help students prepare for EMS / work placements and make the most of the learning opportunities they encounter are also now available and students are required to complete these before commencing placements.	B
4.9	The RG recommends that the School prioritise the documentation and mapping of the undergraduate curricula (Veterinary Medicine & Nursing), preferably through the use of a relational database system (custom or proprietary), which will facilitate the validation of effective curriculum delivery, the blueprinting of assessments and the tracking of	1	This is also regarded as a priority and work has begun with formation of a curriculum review group which has 3 subgroups currently working on <ul style="list-style-type: none"> • "Big Picture" decisions for our curriculum • Defining capabilities of our graduates • An audit of our teaching, learning and assessment opportunities analysing how they align to our 	B

	curriculum revision.		<p>Programme Outcomes.</p> <p>Evaluation of various curriculum mapping software packages is underway as well as considering a bespoke tool. Engagement with the Veterinary Schools Council (UK) on sharing of assessment databases has commenced. These developments have been accompanied by a “hearts and minds” campaign on developing novel and sustainable assessment methodologies.</p>	
4.10	The RG recommends that the School create new administrative structures to firmly ‘anchor’ ownership of the curricula, to facilitate curriculum review and to drive the development and rationalisation of assessment methods within the School; specifically a ‘Teaching & Learning Committee’ and an ‘Assessment Executive’, both of which report to the Associate Dean for Teaching & Learning. Additionally, the RG recommends that these groups develop a strategic plan for curriculum mapping and assessment development over the next five years.	1	<p>Please see 4.9</p> <p>After the initial curriculum mapping and review, ongoing curriculum review is planned by the Curriculum Committee to periodically review mapping reports and provide recommendations for curriculum improvements. Strategies for curriculum enhancement and ongoing monitoring and updating of maps will be developed.</p>	B
4.11	The RG recommend that the School adopt mechanisms to facilitate and review programme-wide compliance with University requirements in relation to assessment methods, design, QA and standards. Procedures should be in place to maximize the fairness, validity and reliability of assessment outcomes, including but not limited to academic peer review of assessment content, proofing of	1	<p>Please see 4.9</p> <p>We are confident that the School currently has processes in place to ensure compliance with University requirements on assessment methods. A new UCD Assessment Code of Practice is due to be ratified by Academic Council on 7 May 2015. In addition, the School, as outlined, is planning comprehensive measures to ensure the suitability and validity of assessment</p>	B

	scripts, supervision and invigilation, maintenance of records and moderation processes. The School should adopt appropriate moderation processes to ensure parity within and between individual units of study, across the programme, with other institutions; and to ensure that each student is fairly treated.		methodologies used to assess learning outcomes and day one competencies. Programme-wide strategies for formative assessment that provide students with frequent, reliable and actionable feedback that can be used as a basis for improvement are also planned. The issue of standard setting in our examinations, to ensure that the pass grade is empirically justified rather than arbitrarily set, is a priority of the committee and initial consultations on appropriate methodology are underway	
4.12	The RG recommend that the School should adopt a process to review assessment outcomes and to change assessment strategies when required.	1	Please see 4.9, 4.10 and 4.11	B
4.13	The RG recommend that the School should optimize resources to ensure optimum assessment reliability and validity across the curriculum, e.g. greater use of MCQs as part of overall assessment strategy (not to the exclusion of other methods) and less reliance on essay type formats.	1	Please see 4.9, 4.10 and 4.11	B
4.14	The associate membership of the UK Veterinary School's Council (VSC) offers a great opportunity for the School to access a validated question bank for veterinary students. The PRG recommend that the Head of Teaching and Learning engage with the appropriate sub-committee of VSC.	1	This has already happened, with engagement also of other Associate Deans.	A

4.15	The RG recommends the introduction of standard setting for examinations.	1	Please see 4.9. 4.10 and 4.11	B
4.16	The RG recommend that the School enhance support of e-learning technologies and the development of a broader range of blended learning approaches.	1	The school has put significant resources into this area with employment of an Educational Technologist, and Lecturer in Veterinary Education. Blended learning approaches are in place for all graduate taught modules and a significant proportion of undergraduate elements	A
4.17	The RG recommends that the School explore methods for the assessment and support of the teaching performance of staff, for example by implementing 'peer evaluation of teaching' as a confidential, enhancement-focused approach to the development of teaching skills.	1	A range of staff development methods, including those mentioned, but also extending to support in the areas of assessment enhancement, is planned. In addition, both student and peer evaluation of teaching and learning in the school goes beyond the University-wide module evaluation to include student focus groups (with recommendations and actions arising fed back to students so as to close the feedback loop), and skills development through small group workshops organized by the Associate Dean for Veterinary Education, Lecturer in Veterinary Education and Educational Technologist.	B
4.18	The RG recommends that the School ensure that all staff have access to training opportunities in teaching, learning and assessment.	1	These are currently available through UCD Teaching and Learning, as well as support for attendance at specialist veterinary education courses and conferences. Uptake is high	A
4.19	The RG recommends developing methods for rewarding excellent and innovative teaching perhaps through the use of a "school award system".	1	A School Award Scheme was introduced in December 2014 and very well-received. It will be refined in 2015.	A

4.20	<p>The RG recommend that some effort be made to ensure appropriate procedures for postgraduate students including:</p> <p>Induction of postgraduate students</p> <p>Appropriate handbook for postgraduate students</p> <p>Mechanisms for dealing with student-supervisor conflict</p> <p>Supervisor training</p> <p>Developing a strong postgraduate community</p>	1 and 2	<p>Structured and documented procedures are already available for graduate students, which are outlined in General Academic Regulations. These cover such issues as guidelines for Supervisors, structure of Doctoral Studies panels, Stage Transfer, etc, together with procedures to be followed in the event of conflict. The School does agree that work to develop a strong feeling of community, both within the research student body, and between research students and other members of the school, would be valuable. This will be addressed by a committee led by the Associate Dean for Research and Innovation, and including graduate students.</p>	A and B
CURRICULUM DEVELOPMENT AND REVIEW				
5.1	<p>The RG noted the modular organisation of the undergraduate veterinary course. However, a mechanism for curriculum mapping is lacking and this raises a concern that ‘silos’ of teaching may be created within modules.</p>	1	Please see 4.9, 4.10 and 4.11	B
5.2	<p>The RG noted that the School had adopted a “curriculum creep” project but it is difficult to see how this could be effectively managed without appropriate curriculum mapping.</p>	1	Please see 4.9, 4.10 and 4.11	B
5.4	<p>In line with recommendations outlined above, a mechanism for curriculum mapping should be considered a high priority.</p>	1	Please see 4.9	B

5.5	A curriculum review should include analysis of redundant material and ensuring strong vertical and horizontal integration.	1	Please see 4.9	B
RESEARCH AND SCHOLARSHIP				
6.13	The School is encouraged to consider how future staffing plans align to the research aspirations of the School and identify priority areas for future investment. The Research Innovation & Impact Committee should consider how best to engage with the School and partner units to best inform discussions on future direction.	1	Strategic recruitment to strengthen the School's research base is being pursued by the RIIC in consultation with School Executive and SMT through the SFI Research Professorship Programme and PIYRA schemes, partnerships with DAFM, and linkages to industrial partners.	B
6.14	The School should give consideration to how it monitors and benchmarks research performance of the School/Sections/groupings/individuals on an ongoing basis to monitor trends and inform future strategy.	1	The University Research Management System is used to track grant applications, successful awards, and publication outputs for all staff and overarching sections. Identification of areas of strength and weakness is used to inform research strategy and forward planning. See also 2.14 re workload model as it relates to research.	B
6.15	The School should consider the benefits of dual-supervision for all postgraduate research students and how best to ensure that all students feel the benefit of a vibrant research community, regardless of project area.	1	Please see 4.20 Postgraduate PhD students are all enrolled in a structured programme that develops core scientific and transferable skills. A Doctoral Studies Panel monitors progress on a regular basis and provides oversight. Research seminars and events provide a focal point for students to meet, discuss ideas and interact socially.	D
6.16	Following wide consultation and inclusive	1	A process will be initiated by the Associate Dean for Research to	B

	discussion, the School should consider the benefits and risks of seeking an HPRA (research) license to cover clinical (companion animal) research within the Hospital.		formulate recommendations, performing a SWOT analysis of obtaining HPRA licensing for the veterinary hospital premises. This report will be discussed and finalized by the Hospital Management Group, to be followed by wider consultation throughout the school.	
6.17	The introduction of a clinical academic career track will help to clarify staff resourcing available for research and more accurately define the research performance of the School.		This is a comment rather than a recommendation. We agree. Developing opportunities for clinical staff to develop distinct research projects/programmes is being facilitated by targeted disbursement of monies in the School's Overhead Investment Plan (OIP)	
MANAGEMENT OF QUALITY AND ENHANCEMENT				
7.10	The Review Group recommends that the University should introduce a manageable system of performance management and development and that, in parallel, the School should extend its current workload model to provide a comprehensive overview of staff commitments.	1 and 2	Please see 3.14	
7.11	The RG recommends that student representatives should be included in the membership of the Teaching & Learning Committee.	1	Graduate students who are recent graduates of the MVB programme are already represented on the Teaching and Learning Committee, and there are three student representatives on Programme Board.	A
7.12	The RG recommends that the School work with the members of the External Advisory Board to clarify the role and remit of the	1	The second meeting of the External Advisory Board is scheduled for July 2015. Whereas Terms of Reference already exist, this meeting will test the commitment of members of the Board to	A and B

	Board, and to ensure its involvement in planning for future development of the School's facilities and services to the University and to the broader community.		commit to supporting priorities for future development.	
SUPPORT SERVICES				
8.8	The RG recommends that the University re-establish a promotion track for administrative staff as a matter of urgency. The retention and continued commitment of high quality support staff is vital if the School is to continue providing excellence in its teaching and research missions. The promotions pathways for non-academic staff have not been available since 2008. This is having a demoralising effect on staff. Staff can seek to apply for promotions through redeployment elsewhere in the University, but incur reduced holidays and increased working hours for relatively small pay increases.	2	See 3.11	C
VETERINARY HOSPITAL				
9.8	The establishment of a clinical academic career track that acknowledges and rewards clinical contribution by using relevant objective criteria for appointment and promotion.	2	See 2.16 and 3.10	B

9.9	The School acknowledges that future expansion of clinical activity needs to be carefully managed to ensure teaching, scholarship and staff morale is not compromised	1	This is really a comment rather than a recommendation. To date School planning and expansion of activities has been undertaken only after a careful resource requirement analysis together with cost-benefit considerations	A
9.10	In the future the School and University need to consider equitable and transparent employment practices that allow for retention and recruitment of staff highly sought after in the private sector.	2	See 2.16 and 3.10	B
9.11	Development of appropriate pay scales and career pathway for veterinary nurses.	1 and 2	This process has now successfully concluded and the new pay scales are in operation	A
EXTERNAL RELATIONS				
10.7	The RG recommends that the assistance of the External Advisory Board is sought in identifying priority 'high-yield' areas for future involvement, especially to facilitate fundraising.	1	Discussion is ongoing with EAB, which will next meet on 9 th July 2015.	B
10.8	The RG recommends that the University provide additional support and training as required in areas relevant to School 'outreach' such as blended / on-line learning, digital marketing and fund-raising.	2	The School considers that in comparison to some other schools within the University it is relatively well served in terms of expertise in blended learning, with a dedicated Educational Technologist, and the addition of a Lecturer in Veterinary Education in this academic year. A resource to assist with marketing and alumni development forms a part of the budget being negotiated for the next academic year.	A

Categories 1. Recommendations concerning academic, organisational and other matters which are entirely under the control of the unit 2. Recommendations concerning shortcomings in services, procedures and facilities which are outside the control of the unit 3. Recommendations concerning inadequate staffing, and/or facilities which require recurrent or capital funding Timescale A. Recommendation already implemented B. Recommendations to be implemented within one year C. Recommendations to be implemented within five years D. Recommendations which will not be implemented

Timescale A. Recommendation already implemented B. Recommendations to be implemented within one year C. Recommendations to be implemented within five years D. Recommendations which will not be implemented

Prioritised Resource Requirements

1.

2.11	The RG urges University Management, in conjunction with the School, to use every effort to secure from the HEA an increase in exchequer funding for veterinary education and training to sustainable levels. Commitment from the HEA for a sustainable funding stream will be vital for the School in retaining its international professional accreditation.	The School will work with the Bursar's Office and UMT to keep this issue on the HEA agenda, so as to ensure a sustainable and long-term sustainable funding mechanism is put in place to replace the current temporary agreement.
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We estimate that a special allocation of €4 million annually (or the equivalent in adjustments to fees weighting) is required to provide a sustainable level of funding on which to build further non-exchequer income).

2. (These two following recommendations are taken together).

3.17	The RG recommends that the School and University work together to ensure that the Campus Development Plan addresses the needs of the School for remediation of the existing facilities and provides for their expansion, in particular through the development of larger clinical and teaching facilities, clinical skills facilities, computer-based assessment resources and enhanced facilities for Imaging and Hydrotherapy.	Engagement has begun with UCD Buildings and Services to make sure the existing physical infrastructure is used optimally, and to plan for the future requirements of this school whose student and staff numbers have risen considerably since the facilities were occupied in 2002. The External Advisory Board will also be involved in these discussions.
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3.18	The RG recommends that UCD continue to support capital investment by the School on an annual basis.	The School will make every effort to keep the UMT involved in the development of its capital investment plans
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With the doubling of student numbers in the school there are now considerable space restraints in the Veterinary Sciences Centre and Veterinary Hospital. We have identified the need for additional student collaborative learning space, clinical facilities (animal rehabilitation, diagnostic imaging) and office space, in conjunction with UCD Buildings and Services. These can be addressed by a combination of repurposing of existing space with the possibility of some infill and new build development. We believe that there is sufficient goodwill among our alumni and corporate stakeholders to undertake a capital development programme, the scale of which we will discuss with Buildings and Services and our EAB initially.

3.

6.13	The School is encouraged to consider how future staffing plans align to the research aspirations of the School and identify priority areas for future investment. The Research Innovation & Impact Committee should consider how best to engage with the School and partner units to best inform discussions on future direction.	Strategic recruitment to strengthen the School's research base is being pursued through the SFI professorship and PIYRA schemes, partnerships with DAFM, and linkages to industrial partners.
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External funding for a number of academic/research posts is currently in place. We believe that additional external funding through the Programmes identified above can be obtained, in areas where there is currently research strength.