University College Dublin

Periodic Quality Review

UCD School of Social Justice

May 2009

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1. Introduction and Overview of the UCD School of Social Justice

Introduction

1.1   This Report presents the findings of a quality review of the UCD School of Social Justice, at University College Dublin. The review was undertaken in May 2009.

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. 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

- Identify, encourage and disseminate good practice – to identify challenges and address these

- To provide public information on the University's capacity to assure the quality and standards of its awards. The University's implementation of its quality review procedures also enables it to demonstrate how it discharges its responsibilities for assuring the quality and standards of its awards, as required by the Universities Act 1997.

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

- Preparation of a Self-assessment Report (SAR)

- A visit by a Review Group (RG) that includes UCD staff and external experts, both national and international. The site visit normally will take place over a two or three day period.

- Preparation of a Review Group Report that is made public

- Agreement of an Action Plan for Improvement (Quality Improvement Plan) based on the RG Report's recommendations; the University will also monitor progress against the Improvement Plan

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

1.5   The composition of the Review Group for the UCD School of Social Justice was as follows:

- Professor Joe McMahon, UCD School of Law (Chair)

- Dr Brian Caulfield, UCD School of Physiotherapy and Performance Science (Deputy Chair)

- Professor Sheelagh Drudy, UCD School of Education

- Professor Madeleine Arnot, Faculty of Education, University of Cambridge

- Professor Peadar Kirby, Department of Politics & Public Administration, University of Limerick

1.6   The Review Group visited the School from 5th to 8th of May 2009 and had meetings with School staff, University students and staff, including: the Head of School; College Principal; SAR Co-ordinating Committee; School academic staff; School Outreach staff; external stakeholders; fixed-term/part-time teaching staff; postgraduate students, taught and research; recent graduates; undergraduate students. The Review Group also requested a meeting with the College Finance Manager, a representative from the International Office and the library staff member with responsibility for the School of Social Justice. The School's response to the Review Group Report is attached at Appendix 1. The site visit schedule is attached at Appendix 2.

1.7   In addition to the Self-assessment Report, the Review Group considered documentation provided by the School and the University, including module evaluations, external examiners' reports and the 2007/08 School Plan submitted as part of the School and College Planning Process.

Preparation of the Self-assessment Report

1.8   The School set up a Self-assessment Co-ordinating Committee in accordance with the UCD Quality Office Guidelines.

- John Baker, Senior Lecturer in Equality Studies, Head of School (Chair)

- Ursula Barry, Senior Lecturer in Women's Studies, Deputy Head of School

- Catherine Conlon, PhD student in Women's Studies, Ad Astra Scholar

- Elizabeth Hassell, School Manager

- Maureen Lyons, Research Manager, UCD Equality Studies Centre

- Aideen Quilty, Outreach Coordinator, Women's Studies

1.9 Following an initial meeting with the UCD Director of Quality, the Co-ordinating Committee met on 6 occasions between September 2008 and the site visit, in addition to two School meetings.

1.10 Each member of the Committee undertook to write an initial draft of one or more sections of the report, consulting with colleagues within the School as necessary. After two further meetings at which the drafts and further revisions were discussed and changes agreed, the draft report was circulated to all School staff for comments and a meeting of the School Executive was convened to discuss the draft and make further recommendations. Further meetings of the Committee refined the draft and a second School meeting was convened with a facilitator to discuss some of the recommendations, this being considered the most effective use of the session, since all members of the School were satisfied with the contents and style of the report.

1.11 From the start, the Committee adapted the proposed structure and content of the SAR to the School's own circumstances and preoccupations, as they had been encouraged to do by the Director of Quality. Although they paid close attention to the guidance and prompts included in Quality Office template, they found that it was sometimes necessary to depart from them.

The University

1.12 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.

1.13 The current University Strategic Plan (2005-2008) states that the University's Mission is:

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

The University is organised into 35 Schools in five Colleges;

- UCD College of Arts and Celtic Studies

- UCD College of Human Sciences

- UCD College of Life Sciences

- UCD College of Engineering, Mathematical and Physical Sciences

- UCD College of Business and Law

1.14 As one of the largest universities on the island of Ireland, UCD supports a broad, deep and rich academic community in Science, Engineering, Medicine, Arts, Celtic Studies and Human Sciences. There are currently over 22,000

students registered on University programmes, including over 3,000 international students from more than 110 countries.

UCD School of Social Justice

1.15 UCD is unique in having set up a School specifically dedicated to Equality Studies and Women's Studies. The School of Social Justice was established in 2005 by bringing together the Equality Studies Centre (ESC) and the Women's Educational, Research and Resource Centre (WERRC). Both Centres had been established as Teaching and Research Centres in 1989, initially for the purpose of mounting masters degrees and higher diplomas and certificates in Equality Studies and Women's Studies, respectively. Initially run by existing UCD staff on a part-time basis, both Centres had by 2005 developed a set of full-time and part-time staff and had expanded their work to include an undergraduate programme in Women's Studies in the BA Evening Degree, outreach programmes in both areas and PhD programmes in both.

1.16 A fundamental challenge for the School has been to negotiate a balance between maintaining the identities and autonomy of the two Centres and developing the School as a joint project.

1.17 The School has benefited from the establishment and development of the Egalitarian World Initiative (EWI) in 2005, which has not only engaged senior scholars from abroad in teaching and research in the School, through the Marie Curie Programme (2006-2010), but has also created a wide network of like-minded staff throughout the University in new graduate teaching and learning initiatives in different Colleges, especially in the College of Human Sciences. The recently established network of staff engaged in Feminist and Gender Studies, should constitute an overlapping and complementary grouping that will be particularly useful for Women's Studies.

1.18 The School remains committed to its founding mission (see Strategic Plan 2005-2008, section 2), and sees its objectives as fully in line with UCD's Strategic Plan 2005 to 2008. In particular, the School sees itself as playing a leading role in upholding the UCD's Strategic Plan's values of '*fairness, equality and inclusiveness*' and of '*service to the local, national and global Irish communities*' (sec.2.3).

1.19 The School's core programmes are taught graduate programmes in Equality Studies and Women's Studies. Within UCD Horizons and in conjunction with the EWI, the School has offered a number of electives in both subjects. Both fields of study have strong Outreach programmes, including work with community partners and professional development programmes. All of the School's programmes are under continuous review and development. Recent developments include the mapping of the outreach programmes to UCD structures and the establishment of a working group on the development of Women's Studies.

1.20 The School runs a dynamic and strongly interdisciplinary research programme involving a wide range of both theoretical and empirical research on issues of equality, feminism, gender, social justice, human rights and comparative public policy.

2. Organisation and Management

2.1   The UCD School of Social Justice is a constituent School of the College of Human Sciences, with representation on the relevant College Committees and assistance from the relevant College officers.

2.2   The School has sought to put a management structure in place whilst respecting the autonomy of the Centres from which it emerged. Since June 2007, a Management Committee consisting of the full-time permanent members of staff has been the primary decision-making body. There is also a larger Executive Committee consisting of all staff, teaching fellows and researchers.

2.3   In accordance with University policy, the two Centres have been re-constituted as a Research Centre (Women's Studies) and a Research and CPD Centre (Equality Studies) and Heads of Subject have been appointed in both areas. The School is currently exploring the most appropriate ways to incorporate these changes into its own governance structures.

2.4   A workload allocation model is currently being discussed within the College of Human Sciences.

Commendations

2.5   The School outlined a very clear vision of its management structure and decision-making channels upon its formation in 2006.

2.6   There are good channels of communication in place within the School and all staff members are committed to the collegial culture of the unit. This environment of open communication and consultation also extends to the relationship between the staff and students.

2.7   The School has achieved some success in integrating the activities of the two distinct academic units that came together to form it during the restructuring process in UCD in 2005-6. School staff have worked diligently to achieve integration across two different sites whilst adapting to considerable change in academic governance and administration within the University during recent years.

Recommendations

2.8   The School should review its management structure to ensure its compliance with UCD governance structures as outlined in Statute 6. The Review Group recognises the fact that terminology/language may be a factor in the School appearing not to comply with University guidelines regarding School governance.

2.9   The School should ensure that the scope and activities of the two Centres in the School remain within University Guidelines.

2.10   Changes in management structure that have occurred (and any that may occur following this review) need to be clearly articulated within and outside the School.

2.11 The School should put in place a system to optimise the synergies that can be developed with other Schools in the University and the structures and supports afforded within the College of Human Sciences.

2.12 The recent progression towards 'ad-hoc' communication channels in place of formal minuted meetings that was articulated in the SAR is too informal for a School and should be addressed. A schedule of regular committee meetings should be arranged well in advance with agenda and minutes circulated appropriately.

2.13 The School urgently needs to address staff workloads and put in place an agreed workload allocation model, appropriate to the College of Human Sciences, as speedily and transparently as possible. This should ensure a centralised allocation of teaching coming from the Head of School rather than the Heads of Centres within the School.

3. Staff and Facilities

3.1 There has been a significant reduction in the number of staff in the School since its inception in 2005. At the time of the SAR, the School had a complement of eleven permanent staff of which the University recognises six as academic staff. Some members of staff employed as active researchers have been classified as administrative staff.

3.2 Full-time staff numbers have been supplemented by post-doctoral teaching fellows. There are six fixed-term staff whose contracts will all expire by the end of 2009 and a number of occasional lecturers who play a significant role in the teaching of the modules offered by the School at both undergraduate and graduate levels.

3.3 The School's participation in the Marie Curie programme has allowed visiting academics to participate in the modules offered by the School.

3.4 At the time of the Review visit, the School was beginning the move to a single location. The SAR recognised that the fact the School had been divided between two sites since 2005 had raised some difficulties.

Commendations

3.5 In the face of a significant decrease in staffing levels, the School has maintained an extensive suite of modules on its graduate degrees and developed some successful undergraduate modules. It has sustained a graduate diploma/masters in both fields of study.

3.6 Through post-doctoral fellowships, the School offers a career start to a number of young academics. These bring a range of additional expertise to the School, strengthening its research and teaching capacity.

3.7 Through the Marie Curie programme, open to University-wide participation, the School has attracted leading international scholars who also contribute to teaching through the Marie Curie research seminar series.

3.8 The move to a single location in the Library building should encourage further synergies across the School.

Recommendations

3.9 The School, in association with the College, should develop a five-year strategic plan to address staffing requirements, particularly those teaching demands that arise from recommendations contained in this Report. This should ensure appropriate staff-student ratios in line with practice elsewhere in the University.

3.10 The School needs to ensure that all newly appointed teaching staff (including tutors) undertake relevant courses in the Centre for Teaching and Academic Development.

3.11 The University should develop a clear career path for research staff, and the University needs to address the current anomaly that exists in the School whereby staff employed to do research, are classified as administrative staff.

3.12 Steps should be taken to centralise administrative functions at School level to the greatest extent possible. Greater use should be made of existing IT facilities, e.g., Digital Drop Box.

3.13 A clearer regime should be developed by the School Executive for planning leave of absence and sabbaticals.

3.14 There should be dedicated provision of facilities to graduate research students within the new School accommodation.

3.15 The culture and ethos of the School is sustained by the use of congenial public spaces and a comfortable library/teaching room. This facilitates the integration of the staff-student body and is important for mature students coming in from community environments. It is important to ensure that such spaces are available at the new site.

4. Curriculum Development and Review

4.1 The School has quickly established a comprehensive curriculum, from outreach certificate and diploma programmes through undergraduate to graduate study that addresses directly the needs and concerns of socially disadvantaged groups in society. This curriculum is particularly relevant to the mission of the University under the Universities Act.

4.2 Curriculum development in the School has been organised along two semi-discrete programmes - Equality Studies and Women's Studies. The concept of progression shapes each of these programmes from certificate, diploma, undergraduate and graduate programmes.

4.3 The curriculum in each of these routes has been overhauled to address the demands of higher education reform and University policy around for example, modularization and interlocking levels of qualification.

4.4 Students and external examiners extensively evaluate the curriculum. Evidence was presented of where the curriculum has been adapted in light of such ongoing feedback.

4.5   The School has won extra funding that has allowed it to offer undergraduate modules, some of which have been over-subscribed whilst other modules have attracted very low numbers. Permanent members of staff have little involvement in these modules.

4.6   Developed over the last fifteen years, recruitment to the Masters programme has dropped substantially over the last three years, particularly in Women's Studies. There is an urgent need to address this decline in student recruitment.

Commendations

4.7   The School is committed to encouraging students, especially non-traditional applicants, to progress from certificate, diploma level (at NQF Level 7) through to graduate study. A number of alumni were involved in teaching the outreach programme and spoke enthusiastically about their personal development through the various programmes.

4.8   The School has taken the opportunities offered by the Horizons programme to develop modules in the undergraduate programme, which has provided a good foundation in Equality Studies and Women's Studies for students from other programmes, encouraging the possibility of continuing this interest at graduate level.

4.9   Masters programmes in both Equality Studies and Women's Studies offer an extensive range of modules and are the flagship degrees for the School. Particular attention has been paid to retaining the culture of each distinctive field, their theoretical and methodological approaches, and their relevance to policy making in the Irish context.

4.10   The doctoral programme is well established and intellectually exciting. It is strongly supported by the School with good completion rates. The Egalitarian World Initiative (EWI) and Marie Curie Transfer of Knowledge Programme (hereafter Marie Curie Programme) have contributed well to the curriculum offered to doctoral students, offering exceptional access to international academic research through the seminar programme.

Recommendations

4.11   The School should review its provision of undergraduate teaching in light of its strategic objectives, the need to maximise student numbers on individual modules, and staffing availability.

4.12   Women's Studies and Equality Studies have separately labelled courses even though it has been previously suggested that these should be relabelled Social Justice offerings. This strategy should be adopted as it will establish a stronger presence of the School in the undergraduate programme, and encourage greater integration between these two fields of study, whilst respecting their separate identities. Such integration would not preclude the naming of two strands *within* the Social Justice framework as Women's Studies and Equality Studies.

4.13   An objective of offering Social Justice as a minor within the BA/BSocSci degree is recommended with the proviso that it would require the active

involvement of permanent established staff in the provision of undergraduate modules.

4.14   Given declining student numbers, greater attempts need to be made to recruit Masters applications nationally and overseas.   Greater cooperation with cognate schools in the College of Human Sciences and the wider University may broaden and reinvigorate the existing programmes.

4.15   The School should undertake an assessment of where the new markets lie for graduates and graduate scholarships in comparable taught Master's programmes elsewhere. The recommendations identified in the SAR to enhance student recruitment need to be implemented as a matter of urgency. For example, the School is strongly advised to utilise its extensive international networks (e.g. Marie Curie Programme and EWI), to advertise its programmes and explore the possibility of sharing Masters degrees with a number of international partner universities with expertise in social justice research.

4.16   The School needs to review the interrelationship between Equality Studies and Women's Studies and the possibilities of working in a more integrated way that would sustain specialist expertise and teaching as well as providing opportunities for cross-fertilisation of ideas for staff and students. Collaborative teaching of modules, especially at the graduate level, would reduce the number of modules with low student numbers.

4.17   There is considerable potential to establish an internationally attractive Masters in, for example, *Global Social Justice*, within which students could specialise. Such an umbrella degree might contain a series of streams each with their own core courses and a shared range of options. The existing programmes in Equality Studies and Women's Studies could be two specialist streams within this framework.   Such a development must involve consultation and collaboration with cognate schools in the College of Human Sciences and the wider University.

4.18   In order to increase graduate recruitment, the School, in association with cognate Schools in the College of Human Sciences and the wider University, could also avail of the opportunities provided by the Marie Curie Programme and EWI to offer a M.Res programme on *Egalitarian Research and Policy.* This course could address the international interest in skill training in the humanities and social sciences and would feed into the doctoral programme. It would also, in part, address contemporary Irish government interest in evidence-based policy and help developed capability in quantitative data analysis.

4.19   There is a need for the School to review and refresh its provision in the light of low level and declining recruitment of graduate research students. It could, for example, encourage more applications in the fields of Women's Studies by developing new areas of expertise that are attractive to overseas candidates (for example, Gender and Development). The School should consider the possibility that members of staff in other Schools in the College of Human Science and the wider University could actively participate in the supervision of these students.

4.20   The School should exploit the opportunities provided by the community-university partnerships it has built up.   These opportunities could be

developed in a systematic programme of placements appropriate for Women's Studies, Equality Studies or Social Justice more generally, which would assist the employment prospects of their graduates.

5. Teaching, Learning and Assessment

5.1   The primary teaching activity of the School occurs at the graduate level through the Masters programmes in Equality Studies and Women's Studies. The School has adopted a strong student-centred approach to teaching, learning and assessment across all its curricular provision.

5.2   The National Framework for Qualifications has led to changes in the progression of students from outreach programmes into University programmes offered by the School.

5.3   The teaching, learning and assessment of undergraduate modules has been reviewed, leading to pairing of courses, differential assessment modes for different levels, mentoring and monitoring of teaching.

5.4   The Masters programmes offer critical thinking, a chance to reflect on the nature of society and students' own lives and professional work.

5.5   The teaching, learning and assessment of the structured doctoral programme has been carefully designed, reflected upon and monitored. The programme has allowed doctoral students to work independently and collaboratively in a supportive research-oriented environment.

Commendations

5.6   A strong student-centred approach has been adopted by the School to teaching, learning and assessment across all facets of its provision and has shaped a clear programme of work and schedule for students with careful attention paid to student feedback.

5.7   Students appreciate the nature of the teaching and the commitment of teaching staff on the diploma and undergraduate modules, offering students opportunities to engage with women's experience and issues of social justice for the first time in many cases. They reported that the modules were well structured, objective, accessible and challenging. Levels of participation were high and participants gave a strong impression about the personal meaning of the modules to their lives.

5.8   The Masters programmes contribute to the personal development of the students. They appreciate both the culture and content of the teaching programmes, the collegiality and commitment of staff to their specialist forms of knowledge and their mission in relation to social justice concerns.

5.9   The Graduate student roundtables are an important innovative element of the School doctoral programme and the Marie Curie Programme has extended the range of members of staff to whom the students are exposed.

5.10   Graduate research students are encouraged to participate in the discussions about staff-led research projects gaining valuable experience of funded research. They are also encouraged to publish or co-publish their work.

5.11   Graduate research students are given opportunities to develop teaching skills on the undergraduate and outreach programmes, lecturing, tutoring and assessing.

5.12   The strong commitment and high level of involvement of supervisors and other teaching staff and the collegial atmosphere of the School is highly valued by doctoral students many of whom are mature students, often from different disciplinary backgrounds.

Recommendations

5.13   Masters programmes should identify the skills training offered, and consider additional opportunities for service learning through placements and short internships in civic organisations and partner institutions. This should allow students to identify the skills and relevant experiences that they have achieved on the programme.

5.14   The School should review the range of methodological training and skill levels expected by the Masters programmes, especially as students on the Equality Studies programme were not encouraged to conduct empirical research, which has implications for the methodological training required for doctoral study.

5.15   At present, recruitment of international students has not led to major changes in the curriculum. Greater efforts to introduce international (particularly Southern) theory, knowledge and perspectives into the Masters programmes would encourage increased recruitment of overseas students and afford them the opportunity to draw on their own national experiences in seminars. This request has implications for providing international resources in the library and course readings. Liaison with other collections (e.g. development studies) would be useful.

5.16   The University should re-examine the budgetary allocations to facilitate the greater cooperation between Schools on graduate programmes. Opportunities for setting up joint masters or sharing modules with other Schools and/or Centres within the University (e.g. development studies, sociology, politics, law, etc.) should be fully exploited. This could increase student numbers on some of the modules offered by the School.

5.17   More opportunities could be given to prepare graduate research students for their transfer to doctoral study and to promote dialogue between graduate research students on the programmes offered by the School.

6. Wider Relations

6.1   The School has established the Egalitarian World Initiative to network academics with an interest in the teaching and research of social justice. This initiative was an important element in securing a Marie Curie Transfer of Knowledge Programme and Irish Aid funding. The Marie Curie project has allowed for the consolidation of existing links with other universities in the same area of study and to extend new links to universities in Europe.

6.2   A Working Group on the development of Women's Studies in UCD has been established with a view to position the Women's Studies Centre at the centre for feminist and gender studies teaching and research across the University.

6.3   The form of teaching developed for outreach education has developed through extensive practice in the field. It develops from a principle of dialogical education that is appropriate for community adult education and professional short courses. Student experiences, their needs and their levels of confidence in learning inform the teaching. Considerable care is taken in terms of the styles of classroom interaction, the diverse modes of assessment and the individual and group pastoral support that is offered.

6.4   There has been a substantial reduction in the level of activity in the outreach programmes of the School. Programmes are highly valued by stakeholders, who confirm that they address local concerns and recruit students who would not normally be drawn into higher education. The programmes also encourage confidence, capacity building and empowerment among women particularly, widening their horizons and opportunities for feeding back benefits to their local communities and families.

6.5   The School is held in very high esteem by the state bodies, NGOs and community groups with whom it has interacted in both the applied research and teaching areas. These reflect very well on the University as a whole and play a part in its national mission of drawing out the best in each individual and contributing to the social, cultural and economic life of Ireland in the wider world.

6.6   From an academic point of view, the relationships with communities and with civil society enhance the link between theory, research, practice and policy-making. They contribute to the development of a more cohesive and socially inclusive society. However, with regard to the outreach programmes that have formed an important part of the School's activities and progression pathways, recent changes in methods of financing the Universities' outreach activities, together with the impact of the economic downturn, present a challenge to their extent and organisation.

Commendations

6.7   The School has attracted major European funding for the Marie Curie Programme. It has used this funding to attract major international scholars to the University, has established, and deepened, its relationships with other prestigious universities throughout Europe.

6.8   The School has also built a significant European reputation through its participation in European Expert Networks and in European Commission Framework Programme 7 (FP7) programmes.

6.9   Outreach education is designed so that students can progress to undergraduate courses. There is an impressive commitment to bring non-traditional students and community activists into the University and to develop their capacity for civic engagement.

6.10   An innovative and highly valued curriculum exists for outreach education that offers access to higher education and career development and contributes to the University's mission in promoting national, economic and social

development, in disseminating research widely and providing opportunities for the University to engage with civil society.

6.11 The School has established major interconnections with the wider society, most especially with community groups. The relationships built with civil society and community groups has created unique and innovative pathways for disadvantaged and marginalised groups to access undergraduate and graduate studies. They also reflect the values of service to the local national and global Irish communities that underlie the University's mission statement in its Strategic Plan.

6.12 The School has coped well with the concentration of the outreach programme given limited staff availability.

Recommendations

6.13 A further application should be made when the current Marie Curie Programme comes to an end.

6.14 The Working Group on the development of Women's Studies in UCD should complete its deliberations as a matter of urgency and seek to implement its recommendations in association with other schools in the College and the wider University.

6.15 Recognising that cutbacks in funding for outreach programmes have had a severe effect on the sustainability of the School's outreach programme, the University, as part of its mission under Section 12(i) of the Universities Act 1997, should consider developing a funding stream for staffing the outreach programmes run by the School.

6.16 The School needs to identify the optimal scale and size of outreach education in light of the financial needs and availability of teaching staff. This programme must continue if the mission of the School is to be met and it would benefit from longer term planning and finance in this area.

6.17 The SAR suggests that some web based learning could be developed for the outreach programmes. This concept could be valuable if it helped preserve knowledge and expertise, train new tutors, and offer mature students IT web - based skills, as well as complement face-to-face tutoring.

7. Research Activity

7.1 The School has a strong, coherent and diverse research programme that mixes both empirical and theoretical research in the broad area of social justice. The research programme is a mixture of researcher-initiated and commissioned/funded research that is both national and international.

7.2 The results of the research programme are widely disseminated through high quality peer-reviewed journals and books by major publishers to the wider academic community and contributions to policy analyses and debates. Bibliometric analysis is not capable of conveying the full extent of the research programme of the School.

7.3 A strong tradition of research funding exists within the School with funding coming from European sources, government departments, statutory agencies and civil society. An equivalent record is noticeable in relation to the funding of doctoral and post-doctoral students.

7.4 Great efforts have been made to promote a strong research culture amongst not only the members of staff but also the graduate research community. Problems have emerged over the proper designation of School research staff within the University.

Commendations

7.5 Stakeholders demonstrated a high regard for the contribution to policy development of the research conducted by members of the School. They point to the quality of such contributions in raising public awareness and offering policy advice.

7.6 The School has an impressive record of winning high levels of research funding, particularly at EU level through FP6 and 7.

7.7 The School has an international reputation as a centre of excellence for policy-oriented research on women's issues and equality issues for a range of leading private and statutory bodies nationally and internationally. It holds a unique position in Ireland for its role in promoting the equality agenda among state and civil society policy makers.

7.8 The School is recognised internationally for its innovation with staff members publishing well-regarded seminal works with leading international academic publishers.

7.9 The School attracts a high number of graduate research applicants for its size and is recognised for the quality of its doctoral training. This is attested to by its success in gaining research scholarships and funding for research students.

Recommendations

7.10 The School needs to establish key research priorities, through the establishment of a coherent five-year research strategy indicating the mix of innovative theoretical research, large-scale programmatic research and policy-oriented research that it intends to undertake and the means through which this research will be disseminated.

7.11 The School should more proactively seek to influence research indicators at College and University levels. The Head of Research and Innovation should represent the School on College research bodies and seek to ensure that it receives appropriate recognition within the College (and the University) for their record of research in recent years.

7.12 Research administration should be centralised at School level to offer support for research in both fields of study within the School.

7.13 The School should seek to build on its tradition of interdisciplinary research by engaging more actively with colleagues in other schools in the College of Human Sciences and/or the wider University.

7.14 The School should consider engaging in negotiation with external funders to ensure that elements of reports, where appropriate, may also be used to contribute to papers to be submitted to international peer-reviewed journals. In the current funding climate, it may serve the School's interests to identify a wider range of possible funders, including international charitable foundations whose main aim is to promote pure rather than applied policy research.

7.15 The University's mechanisms for the evaluation of research should be reviewed to ensure that it recognises the range and importance of research being undertaken in the social sciences, including in the School of Social Justice. Such a review would seek to ensure that some of the important applied research, which has contributed to the high standing of the School at national and European levels, counts towards the recognised output for promotional purposes by the University.

7.16 With University support, the School should develop its website to reflect its international reputation as a centre of research excellence.

8. Management of Quality and Enhancement

8.1 Both Centres within the School have put in place systems to enhance the quality of the learning experience, including, for example, student evaluations, tutor evaluation, external examiners reports and annual programme reviews.

8.2 All full-time members of staff engage in graduate teaching (on both the Masters or the doctoral programme) with the undergraduate modules being taught by doctoral and post-doctoral researchers.

Commendations

8.3 Students at all levels from outreach to graduate research programmes were highly complimentary of the quality of teaching, research supervision and mentoring offered by the School. The quality of teaching and opportunities for advancement provided by the outreach programmes were particularly evident.

8.4 Students reported high levels of satisfaction with the degree of opportunity for provision of feedback and could see immediate and direct evidence of their feedback resulting in improvements in module delivery.

8.5 Formal module and programme evaluation methods are in place with evidence of positive student feedback and evidence of their results being translated into action.

8.6 A large group of external stakeholders offered strong positive feedback regarding School performance across a range of teaching and research activities.

Recommendations

8.7 Separate systems for evaluation are in place in the two different parts of the School. There should be a review of module and programme evaluation to achieve harmonisation of quality assurance practices at a School level. This

would allow a greater sharing of experience and good practice between subject areas.

8.8 The School should consider formal involvement of appropriate external stakeholders and employers in programme development and evaluation. A stakeholder forum could be established to facilitate this process.

8.9 The School needs to review its policy of using doctoral and post doctoral students in module delivery and assessment. If it is to use doctoral and/or post-doctoral students to deliver modules, these students should complete appropriate induction and training programmes offered by the Centre for Teaching and Academic Development prior to involvement in module delivery.

8.10 It is not good practice to rely on single marking of essays submitted by undergraduate students by inexperienced teaching staff, double marking should be encouraged for all formal assessments moderated by full-time members of staff in the case of undergraduate modules.

9. Support Services

9.1 The School has a strong relationship with the subject librarian who has worked tirelessly to ensure the continuing development of Library holdings in the area of Social Justice.

9.2 Members of School have adequate access to appropriate IT facilities with support being provided by the University.

9.3 The School is in discussion with the International Office about the marketing of the graduate programmes as part of its drive to recruit more international students.

Commendations

9.4 The Review Group commends the improvements which have taken place in the University in the provision of on-line journals and databases, on-line teaching support systems, administrative and management information systems.

Recommendations

9.5 Efforts should be undertaken to increase the Library allocation of the School as it seeks to develop its graduate teaching programme.

9.6 The University has a responsibility to help the School to advertise and promote its programmes and its reputation as a global research centre on social justice. The International Office should offer assistance to the School to design a strategy for the recruitment of international students to its graduate programmes.

10. Summary of Commendations and Recommendations

a. Organisation and Management

Commendations

2.5 The School outlined a very clear vision of its management structure and decision-making channels upon its formation in 2006.

2.6 There are good channels of communication in place within the School and all staff members are committed to the collegial culture of the unit. This environment of open communication and consultation also extends to the relationship between the staff and students.

2.7 The School has achieved some success in integrating the activities of the two distinct academic units that came together to form it during the restructuring process in UCD in 2005-6. School staff have worked diligently to achieve integration across two different sites whilst adapting to considerable change in academic governance and administration within the University during recent years.

Recommendations

2.8 The School should review its management structure to ensure its compliance with UCD governance structures as outlined in Statute 6. The Review Group recognises the fact that terminology/language may be a factor in the School appearing not to comply with University guidelines regarding School governance.

2.9 The School should ensure that the scope and activities of the two Centres in the School remain within University Guidelines.

2.10 Changes in management structure that have occurred (and any that may occur following this review) need to be clearly articulated within and outside the School.

2.11 The School should put in place a system to optimise the synergies that can be developed with other Schools in the University and the structures and supports afforded within the College of Human Sciences.

2.12 The recent progression towards 'ad-hoc' communication channels in place of formal minuted meetings that was articulated in the SAR is too informal for a School and should be addressed. A schedule of regular committee meetings should be arranged well in advance with agenda and minutes circulated appropriately.

2.13 The School urgently needs to address staff workloads and put in place an agreed workload allocation model, appropriate to the College of Human Sciences, as speedily and transparently as possible. This should ensure a centralised allocation of teaching coming from the Head of School rather than the Heads of Centres within the School.

b. Staff and Facilities

Commendations

3.5   In the face of a significant decrease in staffing levels, the School has maintained an extensive suite of modules on its graduate degrees and developed some successful undergraduate modules. It has sustained a graduate diploma/masters in both fields of study.

3.6   Through post-doctoral fellowships, the School offers a career start to a number of young academics. These bring a range of additional expertise to the School, strengthening its research and teaching capacity.

3.7   Through the Marie Curie programme, open to University-wide participation, the School has attracted leading international scholars who also contribute to teaching through the Marie Curie research seminar series.

3.8   The move to a single location in the Library building should encourage further synergies across the School.

Recommendations

3.9   The School, in association with the College, should develop a five-year strategic plan to address staffing requirements, particularly those teaching demands that arise from recommendations contained in this Report. This should ensure appropriate staff-student ratios in line with practice elsewhere in the University.

3.10 The School needs to ensure that all newly appointed teaching staff (including tutors) undertake relevant courses in the Centre for Teaching and Academic Development.

3.11 The University should develop a clear career path for research staff, and the University needs to address the current anomaly that exists in the School whereby staff employed to do research, are classified as administrative staff.

3.12 Steps should be taken to centralise administrative functions at School level to the greatest extent possible. Greater use should be made of existing IT facilities, e.g., Digital Drop Box.

3.13 A clearer regime should be developed by the School Executive for planning leave of absence and sabbaticals.

3.14 There should be dedicated provision of facilities to graduate research students within the new School accommodation.

3.15 The culture and ethos of the School is sustained by the use of congenial public spaces and a comfortable library/teaching room. This facilitates the integration of the staff-student body and is important for mature students coming in from community environments. It is important to ensure that such spaces are available at the new site.

c. Curriculum Development and Review

Commendations

4.7   The School is committed to encouraging students, especially non-traditional applicants, to progress from certificate, diploma level (at NQF Level 7) through to graduate study. A number of alumni were involved in teaching the outreach programme and spoke enthusiastically about their personal development through the various programmes.

4.8   The School has taken the opportunities offered by the Horizons programme to develop modules in the undergraduate programme, which has provided a good foundation in Equality Studies and Women's Studies for students from other programmes, encouraging the possibility of continuing this interest at graduate level.

4.9   Masters programmes in both Equality Studies and Women's Studies offer an extensive range of modules and are the flagship degrees for the School. Particular attention has been paid to retaining the culture of each distinctive field, their theoretical and methodological approaches, and their relevance to policy making in the Irish context.

4.10   The doctoral programme is well established and intellectually exciting. It is strongly supported by the School with good completion rates. The Egalitarian World Initiative (EWI) and Marie Curie Transfer of Knowledge Programme (hereafter Marie Curie Programme) have contributed well to the curriculum offered to doctoral students, offering exceptional access to international academic research through the seminar programme.

Recommendations

4.11   The School should review its provision of undergraduate teaching in light of its strategic objectives, the need to maximise student numbers on individual modules, and staffing availability.

4.12   Women's Studies and Equality Studies have separately labelled courses even though it has been previously suggested that these should be relabelled Social Justice offerings. This strategy should be adopted as it will establish a stronger presence of the School in the undergraduate programme, and encourage greater integration between these two fields of study, whilst respecting their separate identities. Such integration would not preclude the naming of two strands *within* the Social Justice framework as Women's Studies and Equality Studies.

4.13   An objective of offering Social Justice as a minor within the BA/BSocSci degree is recommended with the proviso that it would require the active involvement of permanent established staff in the provision of undergraduate modules.

4.14   Given declining student numbers, greater attempts need to be made to recruit Masters applications nationally and overseas. Greater cooperation with cognate schools in the College of Human Sciences and the wider University may broaden and reinvigorate the existing programmes.

4.15   The School should undertake an assessment of where the new markets lie for graduates and graduate scholarships in comparable taught Master's programmes elsewhere. The recommendations identified in the SAR to enhance student recruitment need to be implemented as a matter of urgency. For example, the School is strongly advised to utilise its extensive international networks (e.g. Marie Curie Programme and EWI), to advertise its programmes and explore the possibility of sharing Masters degrees with a number of international partner universities with expertise in social justice research.

4.16   The School needs to review the interrelationship between Equality Studies and Women's Studies and the possibilities of working in a more integrated way that would sustain specialist expertise and teaching as well as providing opportunities for cross-fertilisation of ideas for staff and students. Collaborative teaching of modules, especially at the graduate level, would reduce the number of modules with low student numbers.

4.17   There is considerable potential to establish an internationally attractive Masters in, for example, *Global Social Justice*, within which students could specialise. Such an umbrella degree might contain a series of streams each with their own core courses and a shared range of options. The existing programmes in Equality Studies and Women's Studies could be two specialist streams within this framework.   Such a development must involve consultation and collaboration with cognate schools in the College of Human Sciences and the wider University.

4.18   In order to increase graduate recruitment, the School, in association with cognate Schools in the College of Human Sciences and the wider University, could also avail of the opportunities provided by the Marie Curie Programme and EWI to offer a M.Res programme on *Egalitarian Research and Policy*. This course could address the international interest in skill training in the humanities and social sciences and would feed into the doctoral programme. It would also, in part, address contemporary Irish government interest in evidence-based policy and help developed capability in quantitative data analysis.

4.19   There is a need for the School to review and refresh its provision in the light of low level and declining recruitment of graduate research students. It could, for example, encourage more applications in the fields of Women's Studies by developing new areas of expertise that are attractive to overseas candidates (for example, Gender and Development). The School should consider the possibility that members of staff in other Schools in the College of Human Science and the wider University could actively participate in the supervision of these students.

4.20   The School should exploit the opportunities provided by the community-university partnerships it has built up. These opportunities could be developed in a systematic programme of placements appropriate for Women's Studies, Equality Studies or Social Justice more generally, which would assist the employment prospects of their graduates.

d. Teaching, Learning and Assessment

Commendations

5.6   A strong student-centred approach has been adopted by the School to teaching, learning and assessment across all facets of its provision and has shaped a clear programme of work and schedule for students with careful attention paid to student feedback.

5.7   Students appreciate the nature of the teaching and the commitment of teaching staff on the diploma and undergraduate modules, offering students opportunities to engage with women's experience and issues of social justice for the first time in many cases. They reported that the modules were well structured, objective, accessible and challenging. Levels of participation were high and participants gave a strong impression about the personal meaning of the modules to their lives.

5.8   The Masters programmes contribute to the personal development of the students. They appreciate both the culture and content of the teaching programmes, the collegiality and commitment of staff to their specialist forms of knowledge and their mission in relation to social justice concerns.

5.9   The Graduate student roundtables are an important innovative element of the School doctoral programme and the Marie Curie Programme has extended the range of members of staff to whom the students are exposed.

5.10   Graduate research students are encouraged to participate in the discussions about staff-led research projects gaining valuable experience of funded research. They are also encouraged to publish or co-publish their work.

5.11   Graduate research students are given opportunities to develop teaching skills on the undergraduate and outreach programmes, lecturing, tutoring and assessing.

5.12   The strong commitment and high level of involvement of supervisors and other teaching staff and the collegial atmosphere of the School is highly valued by doctoral students many of whom are mature students, often from different disciplinary backgrounds.

Recommendations

5.13   Masters programmes should identify the skills training offered, and consider additional opportunities for service learning through placements and short internships in civic organisations and partner institutions. This should allow students to identify the skills and relevant experiences that they have achieved on the programme.

5.14   The School should review the range of methodological training and skill levels expected by the Masters programmes, especially as students on the Equality Studies programme were not encouraged to conduct empirical research, which has implications for the methodological training required for doctoral study.

5.15   At present, recruitment of international students has not led to major changes in the curriculum.   Greater efforts to introduce international (particularly

Southern) theory, knowledge and perspectives into the Masters programmes would encourage increased recruitment of overseas students and afford them the opportunity to draw on their own national experiences in seminars. This request has implications for providing international resources in the library and course readings. Liaison with other collections (e.g. development studies) would be useful.

5.16   The University should re-examine the budgetary allocations to facilitate the greater cooperation between Schools on graduate programmes. Opportunities for setting up joint masters or sharing modules with other Schools and/or Centres within the University (e.g. development studies, sociology, politics, law, etc.) should be fully exploited. This could increase student numbers on some of the modules offered by the School.

5.17   More opportunities could be given to prepare graduate research students for their transfer to doctoral study and to promote dialogue between graduate research students on the programmes offered by the School.

e. Wider Relations

Commendations

6.7   The School has attracted major European funding for the Marie Curie Programme. It has used this funding to attract major international scholars to the University, has established, and deepened, its relationships with other prestigious universities throughout Europe.

6.8   The School has also built a significant European reputation through its participation in European Expert Networks and in European Commission Framework Programme 7 (FP7) programmes.

6.9   Outreach education is designed so that students can progress to undergraduate courses. There is an impressive commitment to bring non-traditional students and community activists into the University and to develop their capacity for civic engagement.

6.10   An innovative and highly valued curriculum exists for outreach education that offers access to higher education and career development and contributes to the University's mission in promoting national, economic and social development, in disseminating research widely and providing opportunities for the University to engage with civil society.

6.11   The School has established major interconnections with the wider society, most especially with community groups. The relationships built with civil society and community groups has created unique and innovative pathways for disadvantaged and marginalised groups to access undergraduate and graduate studies. They also reflect the values of service to the local national and global Irish communities that underlie the University's mission statement in its Strategic Plan.

6.12   The School has coped well with the concentration of the outreach programme given limited staff availability.

Recommendations

6.13 A further application should be made when the current Marie Curie Programme comes to an end.

6.14 The Working Group on the development of Women's Studies in UCD should complete its deliberations as a matter of urgency and seek to implement its recommendations in association with other schools in the College and the wider University.

6.15 Recognising that cutbacks in funding for outreach programmes have had a severe effect on the sustainability of the School's outreach programme, the University, as part of its mission under Section 12(i) of the Universities Act 1997, should consider developing a funding stream for staffing the outreach programmes run by the School.

6.16 The School needs to identify the optimal scale and size of outreach education in light of the financial needs and availability of teaching staff. This programme must continue if the mission of the School is to be met and it would benefit from longer term planning and finance in this area.

6.17 The SAR suggests that some web based learning could be developed for the outreach programmes. This concept could be valuable if it helped preserve knowledge and expertise, train new tutors, and offer mature students IT web - based skills, as well as complement face-to-face tutoring.

f. Research Activity

Commendations

7.5 Stakeholders demonstrated a high regard for the contribution to policy development of the research conducted by members of the School. They point to the quality of such contributions in raising public awareness and offering policy advice.

7.6 The School has an impressive record of winning high levels of research funding, particularly at EU level through FP6 and 7.

7.7 The School has an international reputation as a centre of excellence for policy-oriented research on women's issues and equality issues for a range of leading private and statutory bodies nationally and internationally. It holds a unique position in Ireland for its role in promoting the equality agenda among state and civil society policy makers.

7.8 The School is recognised internationally for its innovation with staff members publishing well-regarded seminal works with leading international academic publishers.

7.9 The School attracts a high number of graduate research applicants for its size and is recognised for the quality of its doctoral training. This is attested to by its success in gaining research scholarships and funding for research students.

Recommendations

7.10　The School needs to establish key research priorities, through the establishment of a coherent five-year research strategy indicating the mix of innovative theoretical research, large-scale programmatic research and policy-oriented research that it intends to undertake and the means through which this research will be disseminated.

7.11　The School should more proactively seek to influence research indicators at College and University levels. The Head of Research and Innovation should represent the School on College research bodies and seek to ensure that it receives appropriate recognition within the College (and the University) for their record of research in recent years.

7.12　Research administration should be centralised at School level to offer support for research in both fields of study within the School.

7.13　The School should seek to build on its tradition of interdisciplinary research by engaging more actively with colleagues in other schools in the College of Human Sciences and/or the wider University.

7.14　The School should consider engaging in negotiation with external funders to ensure that elements of reports, where appropriate, may also be used to contribute to papers to be submitted to international peer-reviewed journals. In the current funding climate, it may serve the School's interests to identify a wider range of possible funders, including international charitable foundations whose main aim is to promote pure rather than applied policy research.

7.15　The University's mechanisms for the evaluation of research should be reviewed to ensure that it recognises the range and importance of research being undertaken in the social sciences, including in the School of Social Justice. Such a review would seek to ensure that some of the important applied research, which has contributed to the high standing of the School at national and European levels, counts towards the recognised output for promotional purposes by the University.

7.16　With University support, the School should develop its website to reflect its international reputation as a centre of research excellence.

g. Management of Quality and Enhancement

Commendations

8.3　Students at all levels from outreach to graduate research programmes were highly complimentary of the quality of teaching, research supervision and mentoring offered by the School. The quality of teaching and opportunities for advancement provided by the outreach programmes were particularly evident.

8.4　Students reported high levels of satisfaction with the degree of opportunity for provision of feedback and could see immediate and direct evidence of their feedback resulting in improvements in module delivery.

8.5   Formal module and programme evaluation methods are in place with evidence of positive student feedback and evidence of their results being translated into action.

8.6   A large group of external stakeholders offered strong positive feedback regarding School performance across a range of teaching and research activities.

Recommendations

8.7   Separate systems for evaluation are in place in the two different parts of the School. There should be a review of module and programme evaluation to achieve harmonisation of quality assurance practices at a School level. This would allow a greater sharing of experience and good practice between subject areas.

8.8   The School should consider formal involvement of appropriate external stakeholders and employers in programme development and evaluation. A stakeholder forum could be established to facilitate this process.

8.9   The School needs to review its policy of using doctoral and post doctoral students in module delivery and assessment. If it is to use doctoral and/or post-doctoral students to deliver modules, these students should complete appropriate induction and training programmes offered by the Centre for Teaching and Academic Development prior to involvement in module delivery.

8.10   It is not good practice to rely on single marking of essays submitted by undergraduate students by inexperienced teaching staff, double marking should be encouraged for all formal assessments moderated by full-time members of staff in the case of undergraduate modules.

h. Support Services

Commendations

9.4   The Review Group commends the improvements which have taken place in the University in the provision of on-line journals and databases, on-line teaching support systems, administrative and management information systems.

Recommendations

9.5   Efforts should be undertaken to increase the Library allocation of the School as it seeks to develop its graduate teaching programme.

9.6   The University has a responsibility to help the School to advertise and promote its programmes and its reputation as a global research centre on social justice. The International Office should offer assistance to the School to design a strategy for the recruitment of international students to its graduate programmes.

UCD School of Social Justice Response to the Review Group Report

The UCD School of Social Justice welcomes the Quality Review Report as the culmination of a very useful and constructive process. We view the Report as a strong endorsement of the ethos, activities and dedication of the School and we appreciate its many commendations.

The recommendations made in the Report will assist the School to further enhance its provision. The School will be considering how to address each of the recommendations over the next few months, with the aim of preparing a Quality Improvement Plan. The School's Self-assessment Report, the Review Group Report and the Quality Improvement Plan will all be used to inform the School's strategic plan for the next five years.

The School looks forward to the University's responses to the Report's recommendations on reclassifying staff, facilitating cooperation between Schools, providing secure funding for Outreach, evaluating research, increasing Library allocations and promoting the School internationally.

Schedule for Review Visit to

UCD School of Social Justice

5-8 May 2009

Tuesday, 5 May 2009

17.15-18.45   Private meeting of RG and Director of Quality **only** in the hotel to agree work schedule and assignment of tasks for the site visit.

19.30   Dinner hosted for the RG by the Registrar and Deputy President

Wednesday, 6 May 2009
Venue: Hanna Sheehy-Skeffington Building, Room 201

09.00-09.30   Private meeting of Review Group (RG)

09.30 – 10.15   **Tour of facilities**

10.15-10.25   Break

10.25 –11.20   RG meet with **SAR Coordinating Committee**

11.20 – 11.30   Tea/coffee break

11.30 – 12.30   RG meet with **Head of School**, **School Manager and Heads of Subject**

12.30-12.45   Break – RG prepare for next meeting

12.45-13.45   Working lunch (buffet) – meeting with **external stakeholders**

13.45-14.00   Private session of RG

14.00-15.30   RG meet with **representative group of staff** in relation to Belfield-based programmes

15.30-15.45   RG tea/coffee break

15.45-16.30   RG meet with **outreach staff representatives**

16.30-17.15   RG meet with **College Principal and College Finance Officer**
(17.00-17.15)

17.30   RG depart

Thursday, 7 May 2009
Venue: Hanna Sheehy-Skeffington Building, Room 201

08.45-09.15	RG private meeting
09.15-10.00	RG meet **representative group of fixed-term and/or part-time teaching staff**
10.00-10.10	Break
10.10-11.10	RG meet with a representative group of **postgraduate students and recent graduates of taught graduate programmes**
11.10-11.30	RG tea/coffee break
11.30-12.30	RG meet with **representative group of academic and research staff in relation to research**
12.30-12.45	Break – RG prepare for next meeting
12.45-13.45	Working lunch (buffet) - RG meet with **representative group of research postgraduate students and recent graduates**
13.45-14.00	RG private meeting
14.00-14.45	RG meet with **representative group of undergraduate level students including outreach students**
14.45-15.00	Break
15.00-15.25	RG meeting with representative from **UCD Library**
15.25-15.30	Break
15.30-16.00	RG meeting with **UCD International Office Manager**
16.00-16.15	Break
16.15-16.40	**Private Individual Meetings**
16.40-16.50	Break
16.50-17.30	RG meet **Head of School** to clarify outstanding issues
17.45	RG depart
19.30	(Optional) Conferring of the Women's Studies outreach Certificate and Diploma in the Astra Hall in the Student Centre – RG members were all invited to attend if they wished

Friday, 8 May 2009
Venue: Hanna Sheehy-Skeffington Building, Room 201

09.00-09.30   Private meeting of RG

09.30-09.40   **Private Individual Meeting**

09.45-10.30   (Optional) RG meet with unit or University staff to clarify outstanding issues or start preparing draft RG Report

10.30-12.30   RG continue preparing draft RG Report

12.30-13.15   Lunch

13.15-15.00   RG finalise first draft of RG Report and feedback commendations/recommendations

15.00-15.15   Break

15.15-15.30   RG meet with Head of School to feedback outline Strengths and Recommendations on areas for further development

15.30-Close   Exit presentation to all available staff of the unit

16.15   RG departs