



University College Dublin

REVIEW GROUP REPORT

Periodic Quality Review

UCD School of Public Health, Physiotherapy and Sports Science

August 2021

Accepted by the UCD Governing Authority at its meeting of 27 January 2022

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Key Findings of the Review Group

The Review Group (RG) has identified a number of key findings in relation to areas of good practice operating within the UCD School of Public Health, Physiotherapy and Sports Science and also areas which the RG would highlight as requiring improvement. The main section of this Report sets out all observations, commendations and recommendations of the RG in more detail. An aggregated list of all commendations and recommendations is set out in Appendix 1.

The RG identified a number of commendations, in particular:

1. Strong subject identities within the School enhance the success of its professional programmes, contributing to impressive international recognition, such as in the QS world rankings. (Commendation 2.10)
2. The RG was impressed with the commitment of academic, clinical, research and professional staff in providing extensive pedagogical and administrative services despite the challenges of the multi-site locations. (Commendation 3.11)
3. Teaching excellence is a hallmark of the School: it is recognised in the teaching awards and fellowships awarded to staff as well as through feedback from students and external stakeholders. (Commendation 4.11)
4. The School is highly research active as evidenced by grants, publications, research centres, board memberships and industry partnerships. (Commendation 6.13)
5. The RG recognises the School's success in the appointment of Ad Astra Fellows, which has enhanced research activity and output in the School. (Commendation 6.14)

Prioritised Recommendations for Improvement

The full list of recommendations is set out in Appendix 1; however, the RG would suggest that the following be prioritised:

1. The complex School structures require simplification and a move away from subject-based linearity towards greater communication between subjects and disciplines. The RG also recommends that full meetings of the School occur more than twice during the academic year to enhance this greater communication. (Recommendation 2.13)
2. The RG recommends the development of a transparent workload model to capture the full spectrum of academic staff activities. This is an area that the School itself has identified as a key action. (Recommendation 2.15)

3. The RG strongly recommends the strategic hiring of a Director of Clinical Education to manage clinical placements across the School. The Director will be expected to take a leading role in the establishment of Memoranda of Agreement to frame the placements and provide a stable environment for the School and its stakeholders. (Recommendation 3.15)
4. The RG noted a lack of consistency in the provision of descriptive and qualitative assessment feedback across programmes and modules. It is recommended that this be addressed while also ensuring timely feedback in line with UCD academic regulations. There should also be a School-wide articulation of transparent rubrics in these areas. (Recommendation 4.17)
5. The 'One Health' research focus is particularly timely. The RG recommends that the School extend and enhance the pilot working groups, already been engaged in by members of the School, to identify and develop inter-School research collaborations under the 'One Health' umbrella. (Recommendation 6.16)

1. Introduction and Overview

Introduction

- 1.1 This report presents the findings of a quality review of the School of Public Health, Physiotherapy and Sports Science, University College Dublin, which was undertaken in April 2021. The School response to the Review Group Report is attached as Appendix 2.

The Review Framework

- 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 Qualifications and Quality Assurance (Education and Training) Act 2012, and international good practice (e.g. Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2015). 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 developmental process in order to effect improvement, including:
- To monitor the quality of the student experience, and of teaching and learning.
 - 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 identify, encourage and disseminate good practice, and to identify challenges and how to address these.
 - To provide an opportunity for units to test the effectiveness of their systems and procedures for monitoring and enhancing quality and standards.
 - To encourage the development and enhancement of these systems, in the context of current and emerging provision.
 - To inform the University's strategic planning process.
 - The output report provides robust evidence for external accreditation bodies.
 - The process provides an external benchmark on practice and curriculum.

- 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 procedures enables it to demonstrate how it discharges its responsibilities for assuring the quality and standards of its awards, as required by the Qualifications and Quality Assurance (Education and Training) Act 2012.

The Review Process

1.4 Typically, the review model comprises four major elements:

- Preparation of a self-assessment report (SAR)
- A visit by a 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.

The Review Group

1.5 The composition of the RG for the UCD School of Public Health, Physiotherapy and Sports Science was as follows:

- Associate Professor Elva Johnston, UCD School of History, Chair
- Associate Professor Vincent Hargaden, UCD School of Mechanical and Materials Engineering, Deputy Chair
- Professor Henrique Barros, Medical School and Institute of Public Health, University of Porto
- Associate Professor Laura Mason, School of Sport and Exercise Sciences, Swansea University
- Senior Professor Lena Nilsson Wikmar, Department of Neurobiology, Care Sciences and Society, Division of Physiotherapy, Karolinska Institutet

1.6 The RG visited the School remotely from 12-14 April 2021 and held a series of online meetings with School staff; undergraduate and postgraduate students; graduates, employers, other University staff. The site visit schedule is included as Appendix 3.

1.7 In addition to the Self-assessment Report, the RG considered documentation provided by the School and the University during the remote site visit.

1.8 This Report has been read and approved by all members of the Review Group.

Preparation of the Self-assessment Report (SAR)

1.9 Following a briefing from the UCD Quality Office, a Self-assessment Report Coordinating Committee (SARCC) was established by the School.

1.10 The SAR was prepared in the period January 2020 – November 2020. Staff were consulted during the process with specific aspects of the report discussed in various fora. The final draft report was developed by the SAR Co-ordinating Committee reflecting the various inputs with individual members taking responsibility for chapters of the report. All staff were given the opportunity to comment on the final draft and to contribute to the final report.

1.11 The RG notes that the SAR was of high quality and provided very useful signposts that greatly helped in understanding the contexts and challenges identified by the School. It was also impressed by the engagement of the School's staff with the review process overall.

The University

1.12 University College Dublin (UCD) is a large and diverse university whose origins date back to 1854. The University is situated on a large modern campus about 4 km to the south of the centre of Dublin.

1.13 The University Strategic Plan (2020 to 2024) states that the University's mission is: "to contribute to the flourishing of Dublin, Ireland, Europe and the world through the excellence and impact of our research and scholarship, the quality of our graduates and our global engagement; providing a supportive community in which every member of the University is enabled to achieve their full potential".

The University is currently organised into six colleges and 37 schools:

- UCD College of Arts and Humanities
- UCD College of Business
- UCD College of Engineering and Architecture
- UCD College of Health and Agricultural Sciences
- UCD College of Social Sciences and Law
- UCD College of Science

- 1.14 As one of the largest universities on the island of Ireland, UCD supports a broad, deep and rich academic community in Science, Business, Engineering, Health Sciences, Agriculture, Veterinary Medicine, Arts, Law, Celtic Studies and Human Sciences. There are currently more than 26,000 students in our UCD campus (approximately 16,300 undergraduates, 7,800 postgraduates and 2,200 Occasional and Adult Education students) registered on over 70 University degree programmes, including over 6,300 international students from more than 121 countries. The University also has over 5,400 students studying UCD degree programmes on campuses overseas.

UCD School of Public Health Physiotherapy and Sports Science

- 1.15 The UCD School of Public Health, Physiotherapy and Sports Science (SPHPSS) is one of thirty-seven Schools in UCD. It was established in 2009 following the amalgamation of the former School of Public Health and Population Science (PHPS) and of the School of Physiotherapy and Performance Science (SPPS). Both Schools were created following an earlier restructuring of UCD in 2005, when the Disciplines of Public Health and Physiotherapy left the (then) Faculty of Medicine to become two separate new Schools.
- 1.16 Since 2015, the School has been under the governance of the UCD College of Health and Agricultural Sciences (CHAS), one of the six UCD colleges. CHAS brings together five Schools under a 'One Health' banner, providing opportunities to exploit synergies which exist across the constituent Schools: the UCD School of Agriculture and Food Science, the UCD School of Nursing, Midwifery and Health Systems, the UCD School of Medicine, the SPHPSS and the UCD School of Veterinary Medicine.
- 1.17 The College vision to which the School's vision aligns is to lead the advancement of human, animal and environmental health and wellbeing for the benefit of society; its mission is to foster the integration and delivery of impactful education, research and services in health, wellbeing and agriculture with excellent people and facilities.
- 1.18 In addition, the School has broader formal strategic affiliations within the University, such as UCD's Institute of Food and Health, the Insight Centre for Data Analytics, the Conway Institute, the Geary Institute for the Social Sciences and with external partners in the National Nutritional Surveillance Centre and Cystic Fibrosis Registry.
- 1.19 There are seven hospital groups in Ireland, and UCD is the academic partner with the largest: the Ireland East Hospital Group (IEHG). Serving a population of 1.2 million, the group comprises ten hospitals, including three major academic teaching hospitals and the National Maternity Hospital.
- 1.20 The Health Affairs Unit of UCD CHAS is a partnership between the University and healthcare providers focusing on research, clinical services, education, and training.

1.21 The School offers a range of programmes at undergraduate level, including Bachelor of Science in Health and Performance Science, Physiotherapy, Sport and Exercise Management, as well as the Higher Diploma in Safety, Health and Well-Being at Work, and the Certificate in Health and Safety and Work. Several taught graduate programmes are offered in Dietetics, Food Safety, Occupational Safety and Health, Physiotherapy, Public Health and Sports Sciences. In addition, advanced graduate research is supported across the subject areas of the School.

2. Organisation and Management

General Comments and Context

- 2.1 The School is home to five approved subjects: Occupational Safety and Health, Physiotherapy, Public Health, Sport Management and Performance Science.
- 2.2 The School's multi-focal subjects and themes in teaching and research are delivered through the various entities of the School, including its core disciplines, its academic centres and institutes.
- 2.3 The School is organised through a committee structure that reports to the School Executive. The School Executive includes the Head of School, five Heads of Subject and eight Associate Deans. Three of the Associate Deans are responsible for programme areas while five oversee cross-School committees. Individuals frequently hold multiple roles across a number of committees. The School formally meets twice a year.
- 2.4 This organisational structure is effective in reporting to the School Executive and to the College but less so in communicating across the School. The SAR identified School cohesion as a challenge and this is reflected in the linearity of the committee structure. Members primarily represent their subjects. There is less evidence for synergies across subjects or examples of administrative, curricular or research collaborations within the School.
- 2.5 The School engages well with College and University initiatives. Its 'One Health' focus is central to the College and aligns with the University's goal of 'Building a Healthy World', outlined in *UCD Strategy 2020-24: Rising to the Future*.
- 2.6 The School is engaged in EDI initiatives, particularly through its reapplication for a Bronze Award as part of the Athena SWAN process.
- 2.7 The School has clearly defined core subjects but does not have as strong an identity as a School. The 'One Health' strategic focus is timely but is yet to be strongly embedded in research and teaching.
- 2.8 The SAR identified the need to review the workload model in order to ensure transparency in workloads across the School, especially among academic staff.

- 2.9 The UCD budgetary model has been a constraint on the School, with the School running an annual deficit since 2013-14. This has resulted in challenges, especially around strategic planning.

Commendations

- 2.10 Strong subject identities within the School enhance the success of its professional programmes, contributing to impressive international recognition, such as in the QS world rankings.
- 2.11 The School is strongly integrated with the College and this is further enhanced through the 'One Health' strategic focus.
- 2.12 The RG commends the School's proactive engagement with initiatives such as Athena SWAN, demonstrating leadership at university level.

Recommendations

- 2.13 The complex School structures require simplification and a move away from subject-based linearity towards greater communication between subjects and disciplines. The RG also recommends that full meetings of the School occur more than twice during the academic year to enhance this greater communication.
- 2.14 The RG recommends that the 'One Health' strategy be more strongly articulated through research and teaching. There is an opportunity for the School to enhance its strategy around this theme in order to promote the School's visibility at university, national and international levels.
- 2.15 The RG recommends the development of a transparent workload model to capture the full spectrum of academic staff activities. This is an area that the School itself has identified as a key action.

3. Staff and Facilities

General Comments and Context

- 3.1 The School has approximately one hundred staff, comprising faculty (47.9 FTE Faculty (42.4 FTE + 5.5 FTE Clinical Education staff designated Special Lecturer; counted as academic staff for student:faculty ratio)), administrative staff (FTE 13.6) and Research (FTE 30.2), with a high student-faculty ratio (18.7:1, in 2019). Taking into consideration the quality of teaching and

research, and the way students praised the School activities, it is clear that staff within the School are highly committed.

- 3.2 The School has a Continuing Professional Development (CPD) strategy in line with university expectations. In addition, the School is committed to mentoring new staff. These activities take place within the context of the School recognising the importance of expanding EDI initiatives. However, there is a gap when it comes to ongoing mentoring of early-career and mid-career staff.
- 3.3 Delivery of many School programmes depends on a large number of external contributors and hourly-paid staff, with 189 registered from across the School. They often bring specialist knowledge and practical skills essential to student training. There is, however, a lack of defined paths for integrating external contributors into the overall mission of the School.
- 3.4 As clinical programmes rely on external contributors, it is important to pay special attention to the planning processes that involve clinical and administrative staff. The SAR noted the importance of hiring a Director of Clinical Education to manage these areas. The Director would also be responsible for streamlining practices in clinical placement, which are currently managed on individual bases from year to year.
- 3.5 The School's staff identified challenges related to temporary contracts and the long lead-in time in replacing professional staff. This increases the burden on core staff and creates challenges in co-ordinating the roll-out of new university initiatives across School units.
- 3.6 The approval, since the SAR was submitted, to recruit a School Marketing Manager (0.5 FTE) is strongly welcomed as it will remove some of the administrative burden associated with this activity from academic and professional staff.
- 3.7 The School is located over several buildings including Woodview House, the Health Science Centre, the Conway Institute, the Institute for Sport & Health Newstead, Science Centre South and Science Centre East. The variety of activities and subjects covered by the School asks for multiple different types of facilities. Dispersed physical resources however pose challenges to communication.
- 3.8 While the site visit took place online, it was evident from the video material provided that the School has access to some excellent facilities, especially in Sports Sciences, the Health Sciences Building and the O'Brien Centre for Science.
- 3.9 The SAR recognises the challenges of the multi-site and has suggested long-term projects that encompass purpose-built facilities for the entire School. However, one possible ongoing solution would be to prioritise engagement with UCD Estates in order to identify strategic initiatives to help consolidate space-use across the School.
- 3.10 It was noted that there are accessibility issues in relation to Woodview House, which is the location of the Programme Office. The SAR recognises this and proposes it be upgraded.

Commendations

- 3.11 The RG was impressed with the commitment of academic, clinical, research and professional staff in providing extensive pedagogical and administrative services despite the challenges of the multi-site locations.
- 3.12 The position of Educational Technologist (0.5 FTE) has been effectively used to support staff during the Covid-19 pandemic in developing online teaching models and resources.

Recommendations

- 3.13 The School should develop its current mentoring system to embrace all early-career and mid-career staff, guiding their progression through the UCD Faculty Development & Promotions Framework.
- 3.14 The RG recommends that the School examine opportunities to regularise arrangements with hourly paid/external staff, as has been done in recent years in other Schools who have a high level of hourly paid/external staff input to programmes (e.g. UCD School of Architecture Studio lecturers, the Clinical Lecturer career pathway in the UCD School of Medicine).
- 3.15 The RG strongly recommends the strategic hiring of a Director of Clinical Education to manage clinical placements across the School. The Director will be expected to take a leading role in the establishment of Memoranda of Agreement to frame the placements and provide a stable environment for the School and its stakeholders.
- 3.16 The RG recommends further engagement with UCD Estates in terms of identifying shared social or workspaces to address communication deficits resulting from the School's multi-site locations.

4. Teaching, Learning and Assessment

General Comments and Context

- 4.1 The School provides teaching, learning and assessment of a high quality that has been recognized through teaching awards and fellowships. The programmes are well-implemented as identified through positive feedback from external assessors, accreditation bodies and external stakeholders.

- 4.2 The School's Planning Document emphasises the importance of developing a School-level Teaching & Learning strategy that will promote transferable skills and EDI values within the School's curricula.
- 4.3 The School engages with different learning styles and employs a wide range of teaching and assessment methods. The SAR outlines how programmes provide grading training and engage with UCD Teaching and Learning to develop standardisation of assessment.
- 4.4 As outlined in the SAR, and building on the last quality review, the School has enhanced its contributions to experiential/ practical learning, including initiatives such as the Physiotherapy Hub and important student contributions to UCD's annual Healthy Eating Week.
- 4.5 The RG noted disparities in teaching contributions. Some faculty co-ordinate more than 10 modules per academic year. In total 23.2% of faculty members co-ordinate upwards of 7 modules. The School recognises the challenge of integrating teaching and research and the review of the workload model should go some way to address these disparities.
- 4.6 Feedback from students indicates that they feel supported through their studies. They showed an appreciation for support schemes such as School-based peer mentoring. Small class sizes in many programmes mean that students feel they have a strong voice and that they could approach staff for support if needed. This is enhanced through the formal use of staff-student committees.
- 4.7 Discussion between the RG and student representatives during the site visit indicated inconsistencies in the timing, quality, and nature of feedback for assessments across different programmes. As already noted in Section 3 above, there is a significant use of hourly-paid staff and this may be a contributing factor.
- 4.8 Students who met with the RG commented on the successful continuation of in-person clinical training during the pandemic as a real positive. The Covid-19 pandemic has, however, highlighted the risk of the lack of formal Memoranda of Agreement with Irish clinical placement sites. Their lack poses a risk to the delivery of programmes as well as placing significant administrative burden on staff on an annual basis.
- 4.9 There are some shared modules across different programmes and the RG note that there is the potential to identify more of them in order to strengthen interprofessional and interdisciplinary learning, while also streamlining the School's large number of modules.
- 4.10 Online learning has been particularly important during the Covid-19 pandemic. The investment in an Educational Technologist to support existing online learning and its expansion, has been welcome, as noted above in Section 3.

Commendations

- 4.11 Teaching excellence is a hallmark of the School: it is recognised in the teaching awards and fellowships awarded to staff as well as through feedback from students and external stakeholders.

- 4.12 The School's use of varied teaching and assessment methods stimulates different learning styles and enhances student engagement.
- 4.13 The School has provided excellent support for online learning and experiential/practical learning.
- 4.14 Student enthusiasm was noteworthy: they recognised the excellence of the teaching and particularly commended the School's integration of expert practitioners into the teaching of their modules.

Recommendations

- 4.15 It is recommended that the School develop strategies for learning across programmes and modules within the School to facilitate greater interprofessional and interdisciplinary learning.
- 4.16 External contributors are important to many programmes and welcomed by students. However, the School should ensure processes are in place to ensure consistency of teaching and learning practices provided by these contributors.
- 4.17 The RG noted a lack of consistency in the provision of descriptive and qualitative assessment feedback in some modules. The RG recommend that this be addressed while also ensuring timely feedback in line with UCD Academic Regulations. There should also be a School-wide articulation of transparent rubrics in these areas.
- 4.18 Given the likely reliance on on-line/hybrid delivery of modules in the future, the School should consider increasing capacity to support this area.

5. Curriculum Development and Review

General Comments and Context

- 5.1 The Heads of Subject are responsible for ensuring overall governance of the programmes in accordance with the University's academic regulations.
- 5.2 The professional programmes are highly respected and are approved by accreditation bodies. External professional stakeholders commented favourably on the quality of the programmes.
- 5.3 Curriculum development is a continuous process with a clear structure, regulated in relation to both ongoing and new programmes and modules.
- 5.4 A number of research projects aligned to curriculum development have been initiated and undertaken.

Commendations

- 5.5 The School has a well-structured process of curriculum development overseen by its Teaching and Learning Committee. As noted in the SAR, it has demonstrated ongoing engagement with the University's Curriculum Review and Enhancement Process.
- 5.6 The School is highly responsive to professional accreditation requirements and ensuring that the curriculum design satisfies these, as evidenced in the SAR.
- 5.7 The RG commends the work of the School's Teaching and Learning Committee in providing direction and oversight of pedagogical practices across the School.

Recommendations

- 5.8 The RG recommends that the School continue to review its curriculum, especially with a view to developing teaching synergies around the 'One Health' focus.
- 5.9 The School should explore rationalising its number of module offerings, especially in order to eliminate duplication and within the context of managing staff capacity.
- 5.10 The RG recommends that the School evaluate the potential to offer Continuous Professional Development training modules, especially in clinical practice, an area highlighted by external stakeholders. To inform this evaluation, the School should examine the modular and pathway approaches developed in the recently launched UCD ADVANCE Centre for Graduate Professional Education (www.advancecentre.ie).

6. Research Activity

General Comments and Context

- 6.1 The School is research-intensive in line with UCD's overall strategy for research innovation and impact. However, research initiatives and projects are clearly viewed as individually driven. While this has produced many innovative and policy-relevant outputs, there is room for identifying interdisciplinary opportunities.
- 6.2 The RG found that the 'One Health' School focus could be more evident in the way faculty strategically present their research and work at individual and institutional levels. Members of the School are engaged in pilot working groups to explore inter-subject collaborations, which is a welcome initiative.

- 6.3 The School compares favourably at an international level: 90% of faculty are research active (0.6 research FTEs per academic FTE), with annual funded research outcome of €4.3- 4.8m for the past 5 years (equivalent to over €100k per academic FTE per annum), and a rolling field-weighted citation impact of 1.73 (2014-18). There has been a stable number of proposals and new awards during the last five years (with a decrease in 2019-20, at least in part related to the pandemic situation).
- 6.4 The decreasing number of postgraduate research students during the same period might bring additional concerns, as noted in the SAR.
- 6.5 During most of 2020 a great deal of research has not been possible due to safety concerns. At the time of writing, it is not clear when face-to-face research activities will return to their 2019 levels
- 6.6 The School is affiliated with and contributes to an impressive number of research centres.
- 6.7 There is a need for a continuous mapping of research activity in the School and the active promotion of synergies between the various disciplines and programmes, with an emphasis on the integration of students and early career scholars. The appointment of four Ad Astra Fellows has helped further research synergies.
- 6.8 The multidisciplinary nature of the School means that there are many competing needs in terms of research staff, including bench and desk scientists, clinicians, public health practitioners and bio-statisticians. Clinical nutrition and dietetics, a major professional and research area that fits very well a 'One Health' approach, seems to lack visibility within the School.
- 6.9 The lack of research administrative support for academic staff who are not affiliated with a UCD research centre remains a challenge. Research overheads returned to the School are considered insufficient to cover the cost of administrative positions.
- 6.10 The School participates in international graduate programmes. The high completion rates in such programmes are a good indication of the quality of research engagement. However, a postgraduate research students focus group in December 2020 identified gaps in orientation and student supports, impacting the development of a research community. This was borne out in discussions during the remote site visit.
- 6.11 Although benchmarking is not readily available to measure the level of commitment to commercialization and knowledge transfer it appears strong, with School members involved in Invention Disclosures, License Agreements, spinout companies and industry funded-research collaborations, as outlined in the SAR.
- 6.12 As noted in the SAR, the overall demands of work within the School makes it difficult for staff to avail of sabbatical leave and its uptake is rare.

Commendations

- 6.13 The School is highly research active as evidenced by grants, publications, research centres, board memberships and industry partnerships.
- 6.14 The RG recognises the School's success in the appointment of Ad Astra Fellows, which has enhanced research activity and output in the School.
- 6.15 The School has developed a strong track record in knowledge transfer and commercialisation.

Recommendations

- 6.16 The 'One Health' research focus is particularly timely. The RG recommends that the School extend and enhance pilot working groups, already been engaged in by members of the School, to identify and develop inter-School research collaborations under the 'One Health' umbrella.
- 6.17 The lack of research administrative support for academic staff who are not affiliated with a UCD research centre is a challenge. The RG recommends that the School, in conjunction with the College, pursue this with UCD Research and Innovation.
- 6.18 The School must continue to address the gaps in research student orientation and support as identified by the postgraduate research students focus group.
- 6.19 The SAR provided publication metrics at School rather than subject level. In future, it would be useful to disaggregate these in order to identify specific-subject contexts, achievements and challenges.

7. Management of Quality and Enhancement

General Comments and Context

- 7.1 There was widespread and highly positive engagement by the School and its stakeholders with the Quality Review indicating a strong willingness to support quality improvement in the School.
- 7.2 Academic governance through the programme board and individual programme stewardship through programme directors is in line with University policies.
- 7.3 The School is committed to GDPR. The 2020 SAR staff survey indicated a strong completion rate of research integrity training among faculty and research staff (79% of the 49 who had completed the survey). It also identified the need to further enhance the School's data management practices.

- 7.4 The School uses a range of approaches to evaluate its activities, including external examiner reports, accreditation of taught programmes by professional and regulatory bodies as well as UCD's online modular student feedback system. Staff-student committee meetings are held regularly and involve a broad cohort of students. A School-specific student experience questionnaire was developed in 2020.
- 7.5 A number of the School's programmes are accredited by state regulators or professional bodies (e.g. the Institution of Occupational Safety and Health (UK), Clinical Nutrition and Dietetics and Physiotherapy by CORU, and the UCD Centre for Safety and Health at Work by the Institution of Occupational Safety and Health).
- 7.6 Staff engagement with UCD Teaching and Learning programme offerings, the University teaching fellowships awarded and the number of Teaching and Learning Awards won by staff demonstrates the high level of commitment to quality and enhancement of teaching and learning practice in the School.
- 7.7 In line with the 2013 Review Group Report recommendation, the School engages with external stakeholders in relation to the suitability of its educational offering, strategy development and programme marketing. External stakeholders commented very positively on the quality of the graduates from the range of programmes in the School.
- 7.8 As noted in Section 3 above, the School is highly reliant on a large number of hourly paid lecturers to deliver its programmes (e.g. 189 in 2019-2020). The RG noted the process to ensure quality of teaching by hourly paid lecturers varies across the subject areas and programmes.
- 7.9 While the School has a number of specific purpose committees with membership drawn from across the unit, it was not clear in the School structure how effective cross-school communication is at building widespread understanding of quality improvement initiatives.

Commendations

- 7.10 There is a very strong commitment to quality and enhancement of teaching and learning practice in the School, as evidenced by the number of School staff who have been awarded University Teaching Fellowships, College and University Teaching and Learning Awards.
- 7.11 Undergraduate students commented very positively on the manner in which the staff-student committee engages with the students and how the School then ensures that any issues raised in that forum are resolved.
- 7.12 Student support mechanisms are implemented well. Student class representatives have recognised roles across the School. In addition, academic members of staff are assigned year head roles.

Recommendations

- 7.13 Given the strong subject-level identity in the School, coupled with the number of campus locations in which the School is based, the School should ensure that the communications mechanisms are in place to facilitate the management of quality and enhancement, in particular in relation to the sharing of best practice in Teaching and Learning.
- 7.14 As the School engages a high number of hourly paid lecturers to deliver modules across its programmes, the School should ensure that processes are in place across the entire School for managing and enhancing quality and consistency of delivery. (See also 4.16 above).

8. Support Services

General Comments and Context

- 8.1 Central University support services are closely aligned with the School and there is a wide range of services including the Students' Union, Chaplaincy and a School-specific Student advisor.
- 8.2 The School supports and bears the full cost of the Elite (sport) Ad Astra Academy and provides mentoring support.
- 8.3 UCD Registry and UCD IT Services provide strong student support. The integrated Infohub service appears to work well for both self-directed solutions and one-to-one support.
- 8.4 It is evident that a range of support services for staff exist across the institution. However, the RG notes that there appears to be access issues for part-time or casual staff which may lead to some gaps in training and understanding.
- 8.5 While a good proportion of staff hold recognised teaching and learning qualifications there are challenges around workload and incentives for staff to complete CPD more widely, leaving gaps in career development support.
- 8.6 The School has made progress in increasing the percentage of students enrolled on their programmes from Access routes (e.g. Higher Education Access Route (HEAR), Disability Access Route to Education (DARE) and access for mature learners), yet still remains behind the University target in terms of widening participation. This has been recognised in the SAR which has proposed to increase the intake of access students through creating a non-CAO entry pathway onto the School's full-time undergraduate programmes.
- 8.7 The School has a close services link with staff in the Health Sciences Library with benefit for students in the School. Library teams provide a very good service with tightened resources, supporting both staff and students with systematic reviews. Where possible, the Library aligns its resources with the main subject areas of the School.

Commendations

- 8.8 The availability of a wide range of student-facing support services from UCD Registry, UCD IT Services and Student Advisors is positive. In particular, students appreciate the open door policy of the Student Advisor service.
- 8.9 There is a high level of support given to Ad Astra elite scholars within the School through the Ad Astra Academy. This was evident both in terms of academic support and through individual pastoral support.
- 8.10 The School has access to excellent Library services, including the Health Sciences Library, which has strong student-facing supports and is aligned with the curricula of the School.

Recommendations

- 8.11 It is recommended that mechanisms to promote or incentivise engagement in CPD by all staff are supported, especially through the P4G university framework. Time to engage in these activities should be embedded into an updated workload model.
- 8.12 The School works well with the UCD Access and Lifelong Learning Centre. The RG recommends that in tandem the School develop a non-CAO entry pathway onto its full-time undergraduate programmes, as outlined in the SAR, in order to further increase the percentage of students accessing programmes from disadvantaged backgrounds in line with the UCD University for All initiative.

9. Collaborative Educational Provision

General Comments and Context

- 9.1 The School has supported the University's Global Engagement strategy through increased international student numbers on its programmes. While the overall level of international student numbers at the undergraduate level across the School is lower than the University average (16% versus 29%), it was noted that on certain taught postgraduate programmes, there are significant international cohorts.
- 9.2 It was also noted in discussion with the RG that the availability of required clinical placements for Physiotherapy and Clinical Nutrition & Dietetics programmes limits the total number of students that can be accepted on those programmes.
- 9.3 Following a detailed SWOT analysis, the School has developed draft Terms of Reference (ToR) for the School's Global Engagement committee.
- 9.4 The School has a range of collaborative educational provisions, including Beijing Sports University Double Masters in Sports, collaborative degree in Sport & Exercise Management, (Health & Performance Science), Shanghai University of Sport (Sports Management) and Tianjin University for Sport (Sport & Exercise Management) and Shenzhen University.

- 9.5 The School is a partner in the Erasmus Mundus Europubhealth (EPH+) joint masters' degree programme and through delivery of a 10 ECTS module, it supports a new online Master of Science in Sustainable Development based in the UCD School of Politics and International Relations and will be run in partnership with the United Nations Sustainable Development Network.
- 9.6 The School has a long history of involvement in UCD Volunteers Overseas, where 15-20 Physiotherapy and Clinical Nutrition and Dietetics students complete an elective practice placement in Uganda and South India every year.
- 9.7 The School has a partnership with Mbarara University of Science and Technology (Uganda) which sees joint clinical placements for four Physiotherapy students from each institution annually. This partnership includes the development of an e-learning initiative to form virtual learning teams across universities in the area of rehabilitation.
- 9.8 As already noted in Section 3 above, the position of School Marketing Manager (0.5 FTE) has been approved by the University. This role will provide the School with an opportunity to develop its external communications strategy and avail of marketing analytics skills.

Commendations

- 9.9 The School is to be highly commended on the wide range of its collaborative education offerings, from Study Abroad, Pre-Masters and Joint Degree Programmes in Sports Science (China), Erasmus Mundus joint masters' degree programme (Public Health), Uganda partnership (Physiotherapy), Summer Schools, support of UCD Volunteers Overseas and international clinical placements.
- 9.10 The School's strong reputation, as evidenced by its position in subject rankings has enabled it to develop links in China. In addition, the graduates from the School's Sports programmes have provided it with a very strong alumni network in China.

Recommendations

- 9.11 When in post, the new School Marketing Manager should, as a priority, develop a coherent external communications strategy, including use of relevant social media tools. In particular, decide which tools will be used (You Tube, Twitter, Facebook, Instagram etc) and ensure that where these accounts exist, that they contain up to date information on the School-wide activities and achievements. Part of this exercise should include review and updating the School website.
- 9.12 As the School develops its global engagement strategy, the RG recommends that it incorporate the detailed reflections and questions that emerged from the SWOT analysis carried out in March 2020, particularly in relation to the impact on student:staff ratio and administrative workload for academic and professional support staff.

- 9.13 It was suggested to the RG during the site visit that demand exists in Asia and the Middle East for a graduate taught programme with a food risk/integrity theme. Subject to evaluating the impact on the student:staff ratio, the School could consider relaunching the Master of Science in Food Safety and Risk Management.
- 9.14 When international travel resumes, the RG recommends that the School revisit its plans to host the Sport and Athletic Development Summer School. As part of its global engagement strategy, the School should also further assess other opportunities for summer schools.

10. External Relations

General Comments and Context

- 10.1 The voice of staff from the School is very strong outside of the institution. A high number of staff contribute to industrial boards and committees as well as to national, statutory and government bodies. This 'good citizenship' is exemplified by the Schools contribution, from staff and students to the fight against the Covid-19 pandemic in establishing and running the contact tracing centre from UCD.
- 10.2 Whilst there appears to be ample exchange programmes for both staff and students across the School, as already noted in Section 6, staff participation in sabbaticals is low. It seems this is related to workload and the number of modules many staff are responsible for coordinating across each trimester.
- 10.3 As already noted, there are a very large number of placements on programmes both at undergraduate and postgraduate level across the School. These are monitored well, with the large associated workload sitting on just a few staff within the School. Non-academic issues that may arise while students are on placements are dealt with through central University student support links within the School which is positive.
- 10.4 The coordination, and more specifically the formalisation of the clinical placements available from year to year, is an issue that was raised in a number of places both in the SAR and with those the RG met with during the site visit. The desire to formalise arrangements, which are largely based on individual staff and their professional relationships, was also highlighted during the Covid-19 pandemic. (See also 3.15 recommendation above).
- 10.5 Programmes delivered by the School are strongly aligned with the requirements of professional and accrediting bodies and are sensitive to the needs of employers.
- 10.6 External relations with employers are strong with stakeholders valuing the educational offerings of the School. This is evidenced by the number of graduates being employed by placement providers and through the feedback from this group during the site visit.

- 10.7 The School's alumni, tracked by UCD Careers Network, have been successful in finding employment. For the academic year 2018/19 a 56% response from SPHPSS graduates showed that 93% were employed or engaged in further studies.
- 10.8 The School's Bachelor of Science in Physiotherapy and Bachelor of Science in Health and Performance Science programmes provide outreach activities to secondary schools within the UCD catchment area while the Master of Science in Clinical Nutrition & Dietetics is involved in a collaborative programme with Airfield Estate in Dundrum, particularly focusing on children from disadvantaged areas.

Commendations

- 10.9 The School has a high number of good quality external relations in both partner institutions for student and staff exchange, and in professional partnerships with relevant industries.
- 10.10 The School is to be commended for its contribution to contact tracing during the Covid-19 emergency, facilitating students whose placements had been cancelled to work, instead, in this area.
- 10.11 The School makes good use of its relationships to inform the curriculum and to ensure it is 'fit for purpose' which further enhances student employability. This is evidenced by the number of students who gain future employment with their placement providers.
- 10.12 The School's valuable outreach programmes to children at primary and secondary level is to be commended for helping fulfil the University's strategic goal of 'Building a Healthy World'.

Recommendations

- 10.13 Given the extent of international partnerships across the School, the number of international students coming into the School is low. It is suggested that once appointed, the new School Marketing Manager should investigate international promotion opportunities.
- 10.14 School-specific orientation for international students joining the School should be considered, alongside the supports offered by the College and UCD Global.
- 10.15 The RG recommends that the School could build further on the success of its alumni through fostering their relationship with the School, through emphasising their importance as role models for current students and as advocates for the disciplines.

UCD School of Public Health, Physiotherapy and Sports Science – Full List of Commendations and Recommendations

This Appendix contains a full list of commendations and recommendations made by the Review Group for the UCD School of Public Health, Physiotherapy and Sports Science and should be read in conjunction with the specific chapter above. *(Please note that the paragraph references below refer to the relevant paragraphs in the report text)*

2. Organisation and Management

Commendations

- 2.10 Strong subject identities within the School enhance the success of its professional programmes, contributing to impressive international recognition, such as in the QS world rankings.
- 2.11 The School is strongly integrated with the College and this is further enhanced through the 'One Health' strategic focus.
- 2.12 The RG commends the School's proactive engagement with initiatives such as Athena SWAN, demonstrating leadership at university level.

Recommendations

- 2.13 The complex School structures require simplification and a move away from subject-based linearity towards greater communication between subjects and disciplines. The RG also recommends that full meetings of the School occur more than twice during the academic year to enhance this greater communication.
- 2.14 The RG recommends that the 'One Health' strategy be more strongly articulated through research and teaching. There is an opportunity for the School to enhance its strategy around this theme in order to promote the School's visibility at university, national and international levels.
- 2.15 The RG recommends the development of a transparent workload model to capture the full spectrum of academic staff activities. This is an area that the School itself has identified as a key action.

3. Staff and Facilities

Commendations

- 3.11 The RG was impressed with the commitment of academic, clinical, research and professional staff in providing extensive pedagogical and administrative services despite the challenges of the multi-site locations.
- 3.12 The position of Educational Technologist (0.5 FTE) has been effectively used to support staff during the Covid-19 pandemic in developing online teaching models and resources.

Recommendations

- 3.13 The School should develop its current mentoring system to embrace all early-career and mid-career staff, guiding their progression through the UCD Faculty Development & Promotions Framework.
- 3.14 The RG recommends that the School examine opportunities to regularise arrangements with hourly paid/external staff, as has been done in recent years in other Schools who have a high level of hourly paid/external staff input to programmes (e.g. UCD School of Architecture Studio lecturers, the Clinical Lecturer career pathway in the UCD School of Medicine).
- 3.15 The RG strongly recommends the strategic hiring of a Director of Clinical Education to manage clinical placements across the School. The Director will be expected to take a leading role in the establishment of Memoranda of Agreement to frame the placements and provide a stable environment for the School and its stakeholders.
- 3.16 The RG recommends further engagement with UCD Estates in terms of identifying shared social or workspaces to address communication deficits resulting from the School's multi-site locations.

4. Teaching, Learning and Assessment

Commendations

- 4.11 Teaching excellence is a hallmark of the School: it is recognised in the teaching awards and fellowships awarded to staff as well as through feedback from students and external stakeholders.
- 4.12 The School's use of varied teaching and assessment methods stimulates different learning styles and enhances student engagement.

- 4.13 The School has provided excellent support for online learning and experiential/practical learning.
- 4.14 Student enthusiasm was noteworthy: they recognised the excellence of the teaching and particularly commended the School's integration of expert practitioners into the teaching of their modules.

Recommendations

- 4.15 It is recommended that the School develop strategies for learning across programmes and modules within the School to facilitate greater interprofessional and interdisciplinary learning.
- 4.16 External contributors are important to many programmes and welcomed by students. However, the School should ensure processes in place to ensure consistency of teaching and learning practices provided by these contributors.
- 4.17 The RG noted a lack of consistency in the provision of descriptive and qualitative assessment feedback in some modules. The RG recommend that this be addressed while also ensuring timely feedback in line with UCD academic regulations. There should also be a School-wide articulation of transparent rubrics in these areas.
- 4.18 Given the likely reliance on on-line/hybrid delivery of modules in the future, the School should consider increasing capacity to support this area.

5. Curriculum Development and Review

Commendations

- 5.5 The School has a well-structured process of curriculum development overseen by its Teaching and Learning Committee. As noted in the SAR, it has demonstrated ongoing engagement with the University's Curriculum Review and Enhancement Process.
- 5.6 The School is highly responsive to professional accreditation requirements and ensuring that the curriculum design satisfies these, as evidenced in the SAR.
- 5.7 The RG commends the work of the School's Teaching and Learning Committee in providing direction and oversight of pedagogical practices across the School.

Recommendations

- 5.8 The RG recommends that the School continue to review its curriculum, especially with a view to developing teaching synergies around the 'One Health' focus.
- 5.9 The School should explore rationalising its number of module offerings, especially in order to eliminate duplication and within the context of managing staff capacity.

- 5.10 The RG recommends that the School evaluate the potential to offer Continuous Professional Development training modules, especially in clinical practice, an area highlighted by external stakeholders. To inform this evaluation, the School should examine the modular and pathway approaches developed in the recently launched UCD ADVANCE Centre for Graduate Professional Education (www.advancecentre.ie).

6. Research Activity

Commendations

- 6.13 The School is highly research active as evidenced by grants, publications, research centres, board memberships and industry partnerships.
- 6.14 The RG recognises the School's success in the appointment of Ad Astra Fellows, which has enhanced research activity and output in the School.
- 6.15 The School has developed a strong track record in knowledge transfer and commercialisation.

Recommendations

- 6.16 The 'One Health' research focus is particularly timely. The RG recommends that the School extend and enhance pilot working groups, already been engaged in by members of the School, to identify and develop inter-School research collaborations under the 'One Health' umbrella.
- 6.17 The lack of research administrative support for academic staff who are not affiliated with a UCD research centre is a challenge. The RG recommends that the School, in conjunction with the College, pursue this with UCD Research and Innovation.
- 6.18 The School must continue to address the gaps in research student orientation and support as identified by the postgraduate research students focus group.
- 6.19 The SAR provided publication metrics at School rather than subject level. In future, it would be useful to disaggregate these in order to identify specific-subject contexts, achievements and challenges.

7. Management of Quality and Enhancement

Commendations

- 7.10 There is a very strong commitment to quality and enhancement of teaching and learning practice in the School, as evidenced by the number of School staff who have been awarded University Teaching Fellowships, College and University Teaching and Learning Awards.

- 7.11 Undergraduate students commented very positively on the manner in which the staff-student committee engages with the students and how the School then ensures that any issues raised in that forum are resolved.
- 7.12 Student support mechanisms are implemented well. Student class representatives have recognised roles across the School. In addition, academic members of staff are assigned year head roles.

Recommendations

- 7.13 Given the strong subject-level identity in the School, coupled with the number of campus locations in which the School is based, the School should ensure that the communications mechanisms are in place to facilitate the management of quality and enhancement, in particular in relation to the sharing of best practice in Teaching and Learning.
- 7.14 As the School engages a high number of hourly paid lecturers to deliver modules across its programmes, the School should ensure that processes are in place across the entire School for managing and enhancing quality and consistency of delivery. (See also 4.16 above).

8. Support Services

Commendations

- 8.8 The availability of a wide range of student-facing support services from UCD Registry, UCD IT Services and Student Advisors is positive. In particular, students appreciate the open door policy of the Student Advisor service.
- 8.9 There is a high level of support given to Ad Astra elite scholars within the School through the Ad Astra Academy. This was evident both in terms of academic support and through individual pastoral support.
- 8.10 The School has access to excellent Library services, including the Health Sciences Library, which has strong student-facing supports and is aligned with the curricula of the School.

Recommendations

- 8.11 It is recommended that mechanisms to promote or incentivise engagement in CPD by all staff are supported, especially through the P4G university framework. Time to engage in these activities should be embedded into an updated workload model.

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- 9.10 The School's strong reputation, as evidenced by its position in subject rankings has enabled it to develop links in China. In addition, the graduates from the School's Sports programmes have provided it with a very strong alumni network in China.

Recommendations

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- 9.12 As the School develops its global engagement strategy, the RG recommends that it incorporate the detailed reflections and questions that emerged from the SWOT analysis carried out in March 2020, particularly in relation to the impact on student:staff ratio and administrative workload for academic and professional support staff.
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UCD School Of Public Health, Physiotherapy and Sports Science Response to the Review Group Report

The task of developing the Self-assessment Report was a valuable reflective exercise, which facilitated the School to review its position from a number of perspectives, highlight and confirm our strengths and opportunities, identify areas of good practice and evaluate our weaknesses and challenges in a systematic way. Whilst the Review Group Site Visit was held virtually due to the ongoing COVID pandemic it was a positive and constructive experience. We welcome the endorsement of the Review Group for our activities through commendations and will carefully consider the recommendations during the Quality Improvement Planning process.

There was a high level of engagement from all staff categories and from the student community, both in compiling the Self-assessment Report and in interacting with the Review Group during the site visit. The School wishes to thank the Review Group for their time, expertise and constructive comments, both at the visit and in their helpful Report.

We are formulating a plan to address the recommendations in the Quality Review Report, and many actions are already underway. These include addressing the issues identified with communication of information across the School; the need to refresh our workload model; standardisation of feedback across modules and programmes, and stronger articulation of the 'one Health' strategy. These changes will significantly benefit the School and its outputs.

With specific reference to the prioritised recommendations identified by the Review Group, the School's initial proposals/comments are outlined below:

- 1. The complex School structures require simplification and a move away from subject-based linearity towards greater communication between subjects and disciplines. The RG also recommends that full meetings of the School occur more than twice during the academic year to enhance this greater communication. (Recommendation 2.13)**

Proposal/Comment: The School acknowledges the communication challenges within the School and has already moved to enhance communication with the introduction of a new school newsletter and commitment to hold three townhall style meetings per annum going forward. Whilst communication was seen to have improved (2020 SWOT) further strategies to enhance communication between disciplines and subjects will be explored, especially through reporting from the 6 school committees that have cross school representation; Teaching and Learning, Equality Diversity and Inclusion, Research Innovation and Impact, Graduate Research, Global Engagement and Safety Committees.

- 2. The RG recommends the development of a transparent workload model to capture the full spectrum of academic staff activities. This is an area that the School itself has identified as a key action. (Recommendation 2.15)**

Proposal/Comment: The School acknowledges the need for a transparent workload model and has already moved in this direction by undertaking preliminary review of faculty workload and has established a representative workload committee within the School to advance this initiative. Greater alignment across programmes by integrating similar modules could also address disparities in teaching contributions as well as strengthen interprofessional and interdisciplinary learning.

- 3. The RG strongly recommends the strategic hiring of a Director of Clinical Education to manage clinical placements across the School. The Director will be expected to take a leading role in the establishment of Memoranda of Agreement to frame the placements and provide a stable environment for the School and its stakeholders. (Recommendation 3.15)**

Proposal/Comment: The School acknowledges the need for a strategic hire to consolidate and direct Clinical Education across relevant programmes within the School and welcomes the Review Groups strong recommendation. Resource planning for this position will be progressed.

- 4. The RG noted a lack of consistency in the provision of descriptive and qualitative assessment feedback across programmes and modules. It is recommended that this be addressed while also ensuring timely feedback in line with UCD academic regulations. There should also be a School-wide articulation of transparent rubrics in these areas. (Recommendation 4.17)**

Proposal/Comment: The School acknowledges this issue. Whilst feedback for completed assignments was above university norms there is an opportunity to further enhance and standardise feedback across faculty and hourly paid staff to ensure standardisation of timing, quality, and nature of formative feedback for assessments across all programmes.

- 5. The 'One Health' research focus is particularly timely. The RG recommends that the School extend and enhance the pilot working groups, already been engaged in by members of the School, to identify and develop inter-School research collaborations under the 'One Health' umbrella. (Recommendation 6.16)**

Proposal/Comment: The School acknowledges that the One Health strategy could be more strongly articulated within School research agenda in order to promote the School's visibility at university, national and international levels and will continue to extend ongoing developments, through the Research Innovation and Impact Committee and whole school fora.



UCD School of Public Health, Physiotherapy and Sports Science

Quality Review Remote Site Visit: April 2021

TIMETABLE

<p>Tuesday 6 April 2021 Review Group Planning Meeting</p>	
<i>All times are local Irish time</i>	
09.45	Virtual Meeting Room opened (UCD Quality Office Lead)
10.00-13.00	Planning Meeting Review Group and UCD Quality Office

<p>Thursday 8 April 2021 Review Group Meeting with Register and Vice President College Principal and Head of School Organisation/Management of Resources/Strategy</p>	
<i>All times are local Irish time</i>	
11.00	Virtual Meeting Room opened (Quality Office Lead)
11.30-12.00	Review Group only – prep
12.00-13.00	Deputy President\Registrar
13.00-13.30	Private meeting of Review Group
13.30-14.30	College Principal, College of Health and Agricultural Sciences
14.30-15.00	Review Group only – Key observations & break
15.00-16.00	Head of School, School of Public Health, Physiotherapy and Sports Science
16.00-16.30	Review Group only – Key observations & preparation for next session

Monday 12 April 2021 Staff Sessions & External Keyholder Feedback	
<i>All times are local Irish time</i>	
08.45	Virtual Meeting Room opened (Quality Office Lead)
09.00-09.30	Private meeting of Review Group
09.30-10.30	Representatives from School Executive Committee
10.30-11.00	Review Group only – Key observations & break for lunch
11.00-11.30	College Finance Manager HR Partner
11.30-12.00	Review Group only – Key observations & break
12.00-12.45	Academic Staff (at all levels – Professor, Associate Professor, Lecturer, etc.)
12.45-13.45	Review Group only – Key observations & Lunch
13.45-14.00	Review Group only – prep for afternoon
14.00-14.30	VP for Global & Director of Institute of Food and Health (IFH)
14.30-14.45	Review Group only – Key observations & break
14.45-15.30	Representative Group of Professional Staff
15.30-15.45	Review Group only – Key observations & break
15.45-16.15	Representative Group of Research Funded
16.15-16.45	Review Group only – Key observations & break
16.45-17.45	Representative Group of External Stakeholder
17.45-18.00	Key observations and wrap up

Tuesday, 13 April 2021 Support Services, Research , T&L & Graduate Studies	
<i>All times are local Irish time</i>	
09.15	Virtual Meeting Room opened (Quality Office Lead)
09.30-10.00	Private meeting of Review Group
10.00-10.45	School support service representatives: (Estates, IT Services, Library, Registry, Student Advisor services)
10.45-11.00	Review Group only – Key observations & break
11.00-11.45	Representative Group of Postgraduate Students, Recent Graduates -Research and Taught
11.45-12.15	Review Group only – Key observations & break
12.15-13.00	Representative Group of Undergraduate Students
13.00-13.15	Review Group only – Key observations
13.15-14.00	Review Group Break for lunch
14.00-14.15	Review Group preparation for afternoon
14.15-15.00	Research Innovation and Impact Representatives
15.00-15.30	Review Group only – Key observations & break
15.30-16.15	Graduate Studies Representatives
16.15-16.45	Review Group only – Key observations & break
16.45-17.30	Teaching and Learning Representatives
17.30 -17.45	Review Group only – Key observations & break
17.45-18.00	Wrap up

Wednesday, 14 April 2021
Additional Stakeholder Meetings & Review Key Findings, Exit Presentation

All times are local Irish time

09.15	Virtual Meeting Room opened (Quality Office Lead)
09.30-10.30	Review Group only – Report Drafting and preparation for Exit Presentations
10.30-11.00	Representatives of Newly Appointed Staff (Academic, Ad Astra Professional Staff
11.00-11.15	Review Group break
11.00-13.00	Review Group only – Report Drafting and preparation for Exit Presentations
13.00-13.30	Review Group break
13.30-14.00	Review Group only –preparation for Exit Presentations
14.00-14.20	Review Group feedback initial outline commendations and findings College Principal, College of Health and Agricultural Sciences, Head of School
14.20-14.50	Review Group final prep before main presentation
14.50-15.00	Break/ Transition to Exit
15.00-15.30	Exit Presentation to UCD School of Public Health, Physiotherapy and Sports Science College Principal, Head of School; all School staff, Quality Office Representatives
15.30-16.00	Review Group only – Remote Site Visit close out and next steps