



University College Dublin

REVIEW GROUP REPORT

Periodic Quality Review

UCD School of Nursing, Midwifery and Health Systems

September 2019

Accepted by the UCD Governing Authority at its meeting of 25 June 2020

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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 School of Nursing, Midwifery and Health Systems, 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.

Examples of Good Practice

The RG identified a number of commendations, in particular:

- This is a sizeable school with a large academic remit that brings challenges which they are meeting well. The level of support and engagement of the School during the site visit and the positive feedback from students/staff/faculty is noted. The School is to be commended for successful meeting of budget targets and generating revenue.
- The success of the School in achieving and sustaining QS subject rankings in top 50.
- The School has a diverse governance structure that has been responsive to curricular reviews and feedback to maintain programme excellence, achieve successes in global engagement, and a growth in the summer school programmes. The move by the School to blended learning and support to incorporate new pedagogy is highly commended.
- There are excellent collaborative relationships with clinical partners, with evidence of responsiveness to problems and swift and good communication at all levels. It is noted that the accessibility to UCD School staff is excellent.
- A high degree of student feedback on learning in practice and experience of CPCs; also student feedback on School-based learning

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:

- As part of the strategic plan for the next 5 years the School should revisit the management/leadership structure with a view toward a more devolved structure for faculty management. This should include the uncoupling of the role of Head of School and Dean and the articulation of more precise job descriptions for each post; the recognition that leadership is citizenship, and should be factored into workload plans i.e. those assuming major administrative roles should be allowed a reduced teaching load; and the filling of the position of School Director of Teaching and Learning as a priority. Using upcoming P4G to support these changes is important.
- In the area of research the RG would recommend that the School would continue to grow research capacity through building communities of practice around defined and robust research themes, supported with senior leadership, and more systematic links to other

disciplines such as Medicine, Physiotherapy, Psychology, Social Work, and more strategic links to other institutions.

- The RG would recommend that the Director of Research should have a deputy director and that the Research and Innovation Committee should meet more frequently with active working groups.
- A review and streamlining of the School's curricular portfolio should be undertaken to align graduate taught offerings with strengths, strategic needs, and research themes. Consideration on reducing the number of graduate programmes by 25%, exploring teaching opportunities with other schools e.g. Physiotherapy, social work, psychology and especially Medicine, and development of empirical research opportunities for undergraduates.
- Teaching excellence should be acknowledged and valued through promotion with mentoring and support of junior teaching-focused faculty on maximising their chances for promotion. Research-active faculty should have strategic advice and support on publishing and applying for grants etc. A sabbatical leave policy should be incorporated into School planning (that is compatible with University policy) for all research-active faculty.
- The School should continue developing a culture and social environment through increased opportunities for cross-school communication to enhance transparency about news, events, resource allocation, and strategic initiatives. A part of the School's planned expansions the creation of a dedicated common room for faculty and staff should be undertaken, along with an improved recognition and celebration of faculty, staff, student and alumni achievements.

1. Introduction and Overview of UCD School of Nursing, Midwifery and Health Systems

Introduction

- 1.1 This report presents the findings of a quality review of the School of Nursing, Midwifery and Health Systems, University College Dublin, which was undertaken on 4 – 7 March 2019. 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 Nursing, Midwifery and Health Systems was as follows:

Associate Professor Lynda Mulvin, UCD School of Art History and Cultural Policy (Chair)

Associate Professor Christopher Cowley, UCD School of Philosophy (Deputy Chair)

Professor Julie Sochalski, University of Pennsylvania, USA (Extern)

Professor Sue Latter, University of Southampton, UK (Extern)

1.6 The RG visited the School from 4-7 March 2019 and held meetings with School staff; undergraduate and postgraduate students; graduates, employers, the SAR Co-ordinating Committee; other University staff, including the Principal of the College of Health and Agricultural Sciences. The site visit schedule is included as Appendix 3. All members of the Review Group participated in all discussions and meetings.

1.7 In addition to the Self-assessment Report, the RG considered documentation provided by the School and the University during the 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 Head of School. The Committee reported to the School Management Committee and comprised faculty and staff who were members of the School Executive. The Committee also had one graduate research student and was chaired by the Head of School.

- 1.10 The SAR was prepared in the period January 2018 – January 2019. Each Committee member took responsibility for writing one or more chapters of the report. The Head of School assumed overall responsibility for editing the report which was submitted to the Quality Office in February 2019.
- 1.11 Staff were consulted during the process with a SWOT analysis taking place in early semester 1, 2018-19. Additional surveys informed various chapters of the SAR.
- 1.12 The RG noted that the SAR was fully comprehensive and reflected the current excellent reputation, the outstanding position of the School and the position of leadership of the School in the College and in the wider University.

The University

- 1.13 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.
- 1.14 The University Strategic Plan (to 2020) 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”.
- 1.15 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
- 1.16 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 Nursing, Midwifery and Health Systems

- 1.17 UCD’s School of Nursing, Midwifery and Health Systems is Ireland’s largest nursing and Midwifery school and is located in the Health Sciences Building on the Belfield campus. The School shares space with the School of Medicine and School of Public Health, Physiotherapy and Sports Science.
- 1.18 The School is one of five schools in the College of Health and Agricultural Sciences.

- 1.19 Although the School slipped from 31st to 44th from 2018 to 2019, they are still in the top 50 QS World University Rankings by Subject.
- 1.20 The School is statutorily approved by the Nursing and Midwifery Board of Ireland and has a range of programme offerings at levels 8, 9 and 10. The School delivers these programmes in partnership with a number of major academic teaching hospitals.
- 1.21 The School also has strong outreach with hospitals of the Ireland East Hospital Group, community and specialist services nationally, EU exchange programmes, Study Abroad programmes and Health Science Summer School.

2. Organisation and Management

General Comments and Context

- 2.1 UCD College of Health and Agricultural Science is one of six colleges in the University and comprises five schools: The UCD School of Nursing, Midwifery and Health Systems; the UCD School of Public Health, Physiotherapy and Sports Science; the UCD School of Medicine; the UCD School of Veterinary Medicine, and the UCD School of Agriculture and Food Science. The College of Health of Sciences mission is to foster the integration and delivery of impactful education research, services in health, wellbeing and agriculture. The School benefits considerably from the larger base of resources and service standards within the College of Health and Agricultural Science, comprised of excellent people and facilities.
- 2.2 The School of Nursing, Midwifery and Health Systems is Ireland's largest nursing and midwifery school. In 2018 UCD Nursing ranked #31 in QS *World rankings for Subjects*. The staff is in total 102, comprising 63 faculty and teaching only staff and 16 researchers and 23 support staff. The School has active research programmes and projects in health systems and services, maternal and infant, adolescent health, social gerontology, family care, palliative care, cancer care and nursing and midwifery policy. The School is at peak enrolment having increased its undergraduate student numbers as part of the Department of Health's plan to restore the national undergraduate student numbers to pre-recession levels. The School retains 40 per cent of its total fee income, and income generated in excess of the annual budget target is allocated to the School reserves. In addition, the School has seen significant growth in research income. It has developed a solid income stream and is in a financially strong position with considerable reserves. At the same time, it also benefits from levels of support from College/University services in finance and human resources.
- 2.3 The School is aligned to the governance and management structures and arrangements of the College of Health and Agricultural Sciences (CHAS) and received direct support from the College Principal and College officers including College Finance Manager, the College accountant and HR Partner.
- 2.4 The School Management Team (SMT) is supported and advised by the School Executive and several School Committees with responsibility for planning and operations and for setting direction for budget, staffing and curricula. There is a combined role of Dean of Nursing and Head of School; The Programme Office Director and School Manager; The Associate Dean of Undergraduate Studies; The Associate Dean for Taught Graduate Studies; Associate Dean for

Research Innovation and Impact; Associate Dean for Global Engagement; and Associate Dean for External Relations. The PA to the Dean and Head of School is in attendance to support the SMT. The RG noted that the School Director of Teaching and Learning position has remained open for some time.

Commendations

- 2.5 The School is receiving robust leadership from the Dean, Associate Deans and other academic and administrative heads. The leadership of the School is clearly dedicated and effective, yet the RG considered the combined role of Dean and Head of School can be overwhelming. The RG commend the School for its ability to work within a large College where strong leadership with respect to the recent restructuring is evident.
- 2.6 This is a sizeable school with a large academic remit that brings challenges, for which, the School has demonstrated they are extremely able in meeting. The RG noted excellent support and engagement of the School during the site visit and especially extremely positive feedback from students/staff/faculty. The school is to be commended for successful meeting of budget targets and generating revenue.

Recommendations

- 2.7 As part of the University's strategic plan from 2020 the School, together with the College, should embark on a new strategic process to identify a set of clear goals and objectives for the next five years. This should include reviewing the achievements and KPIs of the School's current strategic Plan, 2015-2020.
- 2.8 While the School is clearly successful on any number of evaluative standards, succession planning needs to be addressed at all levels. This should involve consideration of different positions from the top down i.e. Head of School and Deputy School roles to Senior research-active faculty to teaching-focused recruiting, to Post-doctoral, PhD, MA and Undergraduate students.
- 2.9 It is clear to the RG that in order to achieve *Nursing, Midwifery & Health Systems 2.0*, as part of strategic plan for next 5 years, it is recommended that the School revisit management/leadership structures with a view toward more devolved organisation for faculty management. Leadership is citizenship and should be factored in to workload plans, in order to incentivise.
- 2.10 The role of School Director of Teaching and Learning is vital and as a top priority it should be filled as soon as possible.
- 2.11 The RG recommend that the School should benefit from a more devolved committee structure to include the office of a Marketing and Communications Committee. With other structures such as Sub-Committees of the Executive Committee should be developed as part of the Alumni and Careers Development sub-Committee, the Graduate sub-Committee, the Undergraduate sub-Committee. Ethics and Teaching and learning committees should feature University mandated committees include the Research Committee and the Teaching and Learning Committee.
- 2.12 It would be desirable for the School to develop a longer term staffing plan to prioritize the areas of the School most in need of support. This would ensure that additional or new revenue generated by the School be retained and invested in key priority posts.

- 2.13 Sabbatical leave should become a feature for research active staff.
- 2.14 The RG recommends the School, in collaboration with the College, engage in longer-term planning to benefit from a multi-year budgeting framework.
- 2.15 Consideration should be undertaken by the School to recruit a marketing and communications staff member.
- 2.16 A mentorship system should be set up to aid and improve recognition of faculty, staff, student and alumni achievements.

3. Staff and Facilities

General Comments and Context

Staff

- 3.1 The total headcount of School staff is 100 (87.07 FTE) over four categories of faculty, staff, clinical tutors (teaching only), and research funded staff. Overall staff numbers have increased by approximately one-third in the period 2014-18 due to the growth in programmes and research activity.
- 3.2 The majority of faculty are at Lecturer/Assistant Professor grade (46), with five at Associate Professor, three at Professor, and three at full Professor. The School has a number of joint faculty positions with key health service partners. The School currently has 32 adjunct faculty and one adjunct research fellow.
- 3.3 School staff are predominantly female across all categories of staff. In a School with such a gender imbalance (over 80% female), it is particularly striking to see that four out of seven members of the management team are men.
- 3.4 The School is currently considering an Athena Swan Bronze Award application over the next year.
- 3.5 The SAR and Head of School have very clear and sensible strategies for succession planning e.g. harnessing the research expertise in the Health Systems unit into faculty posts. The RG heard that research staff do engage in teaching and graduate supervision; however, it was also reported that advertised posts often require the post holder to be clinically qualified and this therefore limited the ability of the social and behavioral scientists in the Health Systems unit to apply for faculty posts.
- 3.6 A plan for developing and supporting faculty needs to be put in place to support and encourage existing faculty for promotion, to secure additional faculty through the Central Pool Academic Appointment Policy, as well as the potential of clinical staff, if a re-generation of the School faculty is to be realized. Over a quarter of the School's faculty will be at or close to retiring age within five to six years.
- 3.7 Opportunities for mentoring, career development and line management are vested in the Head of School and ADR. The SAR outlined that School leadership was invested in a few, senior research-active faculty, with a reluctance from others to take on leadership or management roles. P4G should provide an impetus to change this, with more section-based faculty

management and development. The SAR also highlighted that the key post of School Director of Teaching and Learning remained vacant and it was desirable that this be filled. All this would relieve the workload on Head of School and ADR in these respects, and distribute leadership and management more equitably through the School.

- 3.8 There appeared to be potential for increasing the management of faculty workload allocation. Staff were unaware of what % of their time should be spent on research, education and administration or whether this was rationalised according to whether a faculty member was research active or primarily teaching-focused. The RG read in the SAR and heard from senior faculty that the School has an ageing workforce and some faculty may not wish to or be able to be research active pre-retirement.
- 3.9 Students gave highly positive feedback on teaching, with integration of an evidence-base for knowledge and could cite opportunities to be involved in research. Given the above, and the expressed feeling by some that research was prioritized above all else, excellence in teaching could be better valued.
- 3.10 The RG heard evidence from the SAR and faculty that graduates were not being recruited back into the faculty to research-focused programmes and that graduates may have limited views of what a research or clinical academic career might look like.
- 3.11 The School is a large School relative to other schools in the University with a large academic remit and number of faculty staff; this brings challenges that the School is in many respects managing well. The SAR outlined numerous examples of success e.g. in the number of doctorally qualified staff and new grant capture, and the QS World Rankings results. This was substantiated by the RG hearing evidence of individual successes during its meetings with faculty, staff and students. There were also some reports of faculty working in silos and an expressed need for greater and more regular communication about some aspects of School business.

Facilities

- 3.12 The School is based in the UCD Health Sciences Centre along with the School of Medicine, School of Public Health, Physiotherapy and Sports Science, Medical Bureau of Road Safety, Health Sciences Library, student computer labs and restaurant.
- 3.13 A tour of the School included the clinical skills labs and the Library, as well as staff, faculty and graduate research staff offices.

Commendations

- 3.14 The School is well equipped and satisfies the requirements of the teaching and clinical skills teaching and is managed by an excellent team of Laboratory and Clinical skills technicians. We support the School's deliberation on new investments into higher-fidelity mannequins and the possible use of new VR technology.

Recommendations

Staff

- 3.15 As part of the strategic plan for the next 5 years it is recommended that the School revisit its management/leadership structure with a view towards a more devolved structure for faculty management (see also Section 2: Organisation and Management)
- 3.16 Leadership is citizenship and should be factored into workload plans, i.e. specific teaching reductions should be associated with specific tasks and activities.
- 3.17 The School should fill the School Director of Teaching and Learning post as a priority.
- 3.18 The School should use the upcoming University P4G to support faculty and staff development within the School.
- 3.19 Consider staffing categories of “teaching-focused” and “teaching & research” for equitable teaching load assignments.
- 3.20 The RG recommends that succession planning now needs an operational plan.
- 3.21 The RG recommends that clearly-defined career pathways are needed for not only for staff and faculty, but also for UG and PG students to see
- 3.22 Teaching excellence needs to be recognized and valued through promotion or other rewards
- 3.23 A mentorship system should be re-established.
- 3.24 The School’s recruitment policy should continue to reflect that of the University’s on equality, diversity and inclusion.
- 3.25 A School EDI Officer position should be established with clear roles and responsibilities and should be a full member of the School Executive Committee.
- 3.26 We recommend the creation of a three-year post focused on marketing, business development and alumni engagement, to take over and co-ordinate existing efforts among other faculty and staff. Such a person would not only work with stakeholders, but would also work with students, with a view to ensuring longer-term collaboration with some of them after they leave the School.
- 3.27 The School should progress its Athena Swan Bronze award application.

Facilities

- 3.28 Within the context of planned expansions, create a dedicated common room space for faculty and staff.
- 3.29 The School should work with the College Committee looking at maintenance of the Building and space needs on future student growth.

4. Teaching, Learning and Assessment

General Comments and Context

- 4.1 The substantial academic remit for the School along with growing enrollment in both undergraduate and graduate programmes have challenged faculty to fully deploy available academic resources to meet the students' learning needs.
- 4.2 The faculty seek out and incorporate pedagogical innovation and student-centered approaches in their teaching—e.g., problem-based learning, blended learning approaches—which enhances student learning and fosters critical thinking. The School's mission of teaching excellence is evident through strong protocols for faculty teaching review as well as resources and opportunities to develop the most effective learning methodologies.
- 4.3 The director and staff in the Simulation Lab work well with faculty to effectively integrate simulation into the classroom. The recent review of the skills and simulation lab facilities highlighted areas for future growth, including high-fidelity equipment, to advance clinical skills development and critical thinking. The report has been embraced by school leadership and faculty and planning is moving forward.
- 4.4 Strong partnerships with clinical placements site leadership undergird the clinical teaching-learning experiences and are especially important given the growth in enrollment and the impact on clinical training site availability. Clinical training opportunities, especially in the undergraduate programme, are increasingly outstripped by the enrollment growth and the expanding training requirements from NMBI. The Joint Working Group—the academic-practice collaborative committee—has provided an effective forum to share the clinical teaching needs and challenges and to strategize to meet the needs on both sides and to strengthen this essential partnership. The Personal Tutors have been a critical member of the clinical placement team and support on-the-ground management of clinical placement and training issues.
- 4.5 Student feedback is valued and sought in courses and courses, and a wide range of learning assessment strategies are used to obtain this feedback, including online module evaluation and the assessment of learning. Faculty note, though, the low response rates to student feedback on modules; students report the late arrival of the feedback requests—well after completion of the module—leads to low response rates.
- 4.6 The profile of students at undergraduate and postgraduate are predominantly female.
- 4.7 The School is committed to inclusiveness in its student recruitment and is higher across all but one of the categories (socially disadvantaged backgrounds, disability, mature and access via QQI) than the UCD average.

Commendations

- 4.8 The School has been responsive to demands from multiple stakeholders and has developed an academic portfolio commensurate with the School's mission and the needs of the community.
- 4.9 The strong clinical partnerships and good relations between academia and practice are the pillars of clinical teaching effectiveness and provide the foundation for future curricular enhancement. The clinical partners and the School value accessibility and good communication that allow both to be responsive to clinical learning needs of students.
- 4.10 Students at all levels at SNMHS note the significant support they receive to manage and excel in their studies and report a supportive and engaging learning environment.
- 4.11 The embrace of pedagogical innovation and new modalities like the use of blended learning approaches by the faculty allows the School to innovate learning.
- 4.12 Significant and successful effort to diversify the student enrolment and include the full range of interested learners (e.g., mature students, DARE, HEAR, applicants with prior certificate or ordinary degree).

Recommendations

- 4.13 Prioritize filling the position of the School Director of Teaching and Learning.
- 4.14 Teaching excellence needs to be recognized and valued through promotion or other rewards.
- 4.15 Consider staffing categories of "teaching-focused" and "teaching and research" for equitable teaching load assignments.
- 4.16 Grade distributions

The School needs to urgently review grade distributions across its modules so as to ensure consistency of standards and learning outcomes. The RG suggest that this review include the following modules:

- 10020 Human Body had A (38%) and B (38%)
- 10090 History of Irish Healthcare had A+ (50%), A and A- (14%), and B (17%)
- 10100 Health had A (51%) and B (43%)
- 10490 Psychology had A (63%) and B (17%).
- 20060 Interpersonal skills had A (50%) and B (32%)
- 20070 Women's and Men's Health had A (45%) and B (35%)
- 20410 Psychology had A (53%) and B (32%)

5. Curriculum Development and Review

General Comments and Context

- 5.1 The undergraduate curriculum is well aligned with the University, with the School's recent curricular revisions made coincident with University-wide revisions.
- 5.2 The School's clinical partners and other key stakeholders are notably engaged in curricular review and revision. Curricular review is managed through a well-established governance structure; implementation decision-making resides with the Head of School.
- 5.3 The curriculum supports and encourages technology-enhanced training.
- 5.4 The large number of programme/course offerings in the Graduate-Taught programme derive in part from the academic-clinical partnership and responding to learning needs. These programmes have grown substantially, and enrollment numbers vary across them.
- 5.5 Interest in cross-disciplinary teaching-learning opportunities has grown among students and faculty and supported in the School's strategic plan, and nascent development continues.
- 5.6 Continuing professional development is a growing part of the school's curricular initiatives. Leveraging these opportunities is developing.
- 5.7 Significant growth experienced in the PhD programme. Graduate research and PhD programmes are individually structured and guided by mentors and are loosely organized thematically. The Health Systems programme has established a strong programme of study and research, mentoring pre- and post-doctoral students in a wide range of research studies.

Commendations

- 5.8 The School has diverse governance structure that has been responsive to curricular reviews and feedback to maintain programme excellence.
- 5.9 The University has embraced cross-disciplinary education and supports curricular innovation that crosses schools and disciplines.
- 5.10 Programmes for international students, both semester long and short-term summer programmes, have grown substantially and represent a growing source of revenue.

Recommendations

- 5.11 Align the Graduate Taught offerings with the School's strengths, its strategic needs and clinical partnerships, and its core research themes. Consider reducing the number of graduate programmes by up to 25%.
- 5.12 Pursue teaching/instruction opportunities with other schools e.g. Public Health, Physiotherapy and Social Science, Social Policy, Social Work and Social Justice, Psychology. – and especially Medicine

- 5.13 Thoughtfully integrate health systems, ethics, law and social science (e.g., economics, psychology, sociology) in the undergraduate curriculum, thematically deployed across all four years.
- 5.14 Build graduate research and PhD programmes around core research themes. Section 6 of this report describes the context, commendations and recommendations for the School's Research Activity. We underscore those recommendations and note here that the graduate and PhD programme of study should have the established research themes at their core.
- 5.15 Provide curricular opportunities for empirical research for undergraduates, in order to encourage some of them to the possibility of continuing with graduate research.

6. Research Activity

General Comments and Context

- 6.1 The RG noted that there has been a marked increase in research activity since the last review, with an overall growth in income, outputs and PhD completions. The Health Systems subject now forms a part of the School, and represents the area where research is most highly concentrated. In the disciplinary areas of Nursing and Midwifery, approximately two thirds of the faculty have doctorates and there has been considerable investment from the School in supporting staff to complete these. It was evident that there have been individual faculty successes at grant capture. It was also noted that in some areas (particularly children's nursing and midwifery) there has been local research and evaluation activity, usually funded with small local grants and often not counted in the University income metric, with this funding being 'spent' in the service sector.
- 6.2 Research themes that are articulated on the School web page, those cited in the SAR and those cited by the ADR were all somewhat different. Faculty did not seem to be cognizant of strong research themes that characterize the School in our meetings with them, apart from the local joint research networks in children's nursing and midwifery. There did not appear to be shared faculty and graduate student research foci in the Nursing and Midwifery Units. The RG noted too that recent attempts to appoint to Professorial posts in Midwifery and Children's Nursing, had not been able to be made, largely due to a lack of suitable candidates.
- 6.3 With a few exceptions, the RG noted the potential for greater inter-disciplinary research, especially given the position of the School in the College with other Schools of Physiotherapy, Public Health and especially Medicine, and the wider diversity of health-related disciplines and initiatives (e.g. One Health) across the University.
- 6.4 Faculty and staff reported a very good range of international collaborations; there was potential however for these to be chosen more strategically and for more local and national collaborations to form.
- 6.5 The RG also noted in staff meetings the expressed need for more research administrative support, some at more senior levels, and with a need for stronger support from the University research support services, particularly post-award. This appears to be constraining quality management of studies, especially in Health Systems.

Commendations

- 6.6 Achieving and sustaining QS ranking in the top 50 nursing Schools world-wide is a significant accolade
- 6.7 A notable increase in research income since the last review, including programmatic funding.

Recommendations

6.8 Growing research capacity

- 6.8.1 Build communities of practice around defined and robust research themes, which will also create foci, critical mass and branding for the School (Nursing and Midwifery units in particular). This should include a review of current themes, including consideration given to the sustainability of current foci on children's and midwifery research, in view of the level of funding achieved to date and the inability to recruit at Professorial level to these areas.
- 6.8.2 Senior leadership identified for each theme. This may be at Professorial or Associate Professor level. Research leadership appointments may include Professorial appointments through the reactive mode of the Central Pool, as well as a consideration of how to re-badge the two unfilled Professorial posts. Align all faculty to a research theme and consider line management and faculty development within these themes.
- 6.8.3 Within each research theme, more systematic links (more joint grant applications) to other disciplines: notably medicine, Physiotherapy, psychology, and social work. Develop more systematic and strategic links to Trinity and other institutions.
- 6.8.4 Invest in leadership and administrative support for growing and maintaining research, including post award, both by School-funded posts and stronger support from the University centre.
- 6.8.5 Build graduate research and PhD programmes around core research themes.

7. Management of Quality and Enhancement

General Comments and Context

- 7.1 The Review group would highly commend the performance of the School achieving exemplary rankings within the top 50 for Nursing. As the oldest School of Nursing in Ireland its reputation is exemplary. The range of undergraduate and taught graduate programmes is excellent and the range of opportunities for graduates is also notable. School governance and management structures appear well equipped to operate and team has a research administrator to assist with development.
- 7.2 As the Strategic Plan is complete in 2020: the Review Group is concerned that the School match up to the goals and targets set out in the plan and in last QIP (2012). This Review Group would like to hear of the plan for next phase of development especially in relation to Succession Planning. While School governance and management structures appear well equipped, there are very complex arrangements for such a large school, which might suggest new more refined structures should be implemented. The trajectory of graduate recruitment and its future sustainability was not clear to the Review Group. It remains unclear from the SAR as to the School's intentions surrounding supporting research-led teaching. Currently, the School has not a well-developed strategy for Alumni Development.
- 7.3 The School engages with many quality mechanisms such as strategic planning (Strategic Plan, 2015-20), curriculum review, student feedback; external examining, committee structure, accreditation.

Commendations

- 7.4 The Review Group was impressed with the enthusiasm and engagement of all staff in delivering the multiple activities of the School, which include a diverse range of Undergraduate and Postgraduate programmes, as well as creating a significant number of research students and strong levels of scholarly research output by staff. The feedback from the Students was glowing.
- 7.5 The quality of the physical environment in the School as well as its IT infrastructure is commended as exceptional.
- 7.6 The RG note the excellent relationship and strong links that has been developed by the School and the nursing profession in the major teaching hospitals and wider community in Ireland.
- 7.7 Professionalism of support staff in their engagement with staff and students.

Recommendations

- 7.8 The School, together with the College, should embark on the creation of a new strategic process to identify a set of objectives, goals and benchmarks which are mapped to UCD's strategic planning cycle. This should include a more developed plan for increasing graduate recruitment, and ensuring future sustainability.
- 7.9 To introduce steps to support a clear pathway for succession planning and to expand on School leadership roles with clear incentives for staff and faculty to ensure these roles are filled

- 7.10 The School should expand the organisational base with more staff in designated areas to enable the maximisation of the many highly ranked achievements of the School. With this in mind the School must enable and devise School strategy to include steps to further enhance aspects of professional development/career development of all staff and administrative and support staff. The School should also seek to engage with and develop further connections with the HR unit as part of this process.
- 7.11 School develops a strategy for research which is aligned with UCD's strategy for research, innovation and impact. As Nursing has the potential to contribute to any of the six themes in the latter: agri-food, economy and society, energy, environment, ICT, and health, the rendering of the School's priorities across these themes would assist in focusing on sources of income and would foster further interdisciplinary initiatives. Within this objective there should be a clear pathway to create sustainable funding linked to research and teaching outputs and to adjust the research remit in terms of sustainability with a view to the internationalisation of graduate programmes.
- 7.12 Across the School there is great potential to introduce Plans for Alumni Development which can assist in reputation building of the School in the University and Internationally.

8. Support Services

General background

- 8.1 A Student Adviser is appointed to the School. That Adviser sits on the School's Extenuating Circumstances Committee, the Undergraduate and Taught Postgraduate Standing Committees, the Programme Board. He/she also works closely with the Programme Office staff and personal tutors in supporting students.
- 8.2 The University's Access and Lifelong Learning (ALL) oversees, promotes and monitors the University's progress toward the achievement of widening participation, diversifying the student population, and supporting lifelong learning. Currently 30% of students come from non-traditional backgrounds.
- 8.3 The University offers a Career Development Centre, but the School's students tend to communicate directly with potential employers before graduation.
- 8.4 The Registry is involved with university-wide student recruitment, admissions, orientation, and assessment. Relations with Registry seem to be good, especially given the complexity of the School's teaching and clinical placements.
- 8.5 At College Level, there is a Health Sciences Building Committee to address concerns about the building in which the School sits, including the technology in classrooms. There are certain problems with the building which the College is already addressing.
- 8.6 The School is well supported by the College library, situated in the building.

Commendations

- 8.7 On the whole the School seems well supported by the College and the University.

- 8.8 The School's approach to ALL and to widening participation is very good. Such students can present special challenges, in that they might have employment and family commitments, and the School has done well to assist students with these.

Recommendations

- 8.9 A classic problem with any school of nursing is the gender balance and under-representation of male students. Currently 85% of the student body is female. In order to dispel the impression that nursing is a "female" profession, we recommend that the School make more effort to recruit male students. (At the same time, as described in Chapter 3, the School should make more effort to recruit male faculty, and to promote female faculty to higher grades, and to executive positions.)
- 8.10 The School has clinical skills laboratories which are adequately equipped for the moment. We support the School's deliberation on new investments into higher-fidelity mannequins and the possible use of new VR technology.

9. Collaborative Educational Provision

General background

- 9.1 The School has links with over 35 health service providers for the purpose of providing conjointly-validated education and training courses, principally (but not exclusively) for nurses and midwives. Students spend half their studies in clinical training.
- 9.2 The principal expressions of collaborative educational provision are the preparatory professional-registration-education programmes, mainly at Bachelor and higher Diploma levels; the large number of taught-Master programmes, the occasional majors, the Health Science Summer School and the Continuing Professional Development (CPD) offerings.
- 9.3 The School has Erasmus exchange links with 10 European universities, and Study Abroad links with 18 American universities.
- 9.4 The School is part of the MSc in Advanced Practice, in co-operation with the universities of Trinity, Cork and Galway, and part of the National Foundations Programme in Critical Care Nursing with the University of Cork. The School also contributes to the MSc in Children's Palliative and Complex Care, governed by the University of Galway.
- 9.5 The School offers Lean Six Sigma programmes under the auspices of the Mater Lean Academy, and has a partnership arrangement with the Royal College of Physicians of Ireland (RCPI) to provide executive education in health care.
- 9.6 The School is also part of a Graduate Diploma / MSc in Child Protection and Welfare, run by the School of Medicine.

Commendations

- 9.7 The clinical training programmes are very complicated to administer, and the School does a fantastic job. The clinical partners were all delighted with their relationship with the School. In our opinion, this is the strongest element of the School's provision.
- 9.8 The School has good curricular links with other Irish universities, and we commend the MSc in Advanced Practice.
- 9.9 The Lean Six Sigma programme within Health Systems was popular among its students. The executive education programme would seem to be important for the country. We support the further development of both.
- 9.10 The Summer School and the CPD seem to be working well, and bring in important income to the School. We recommend expanding both offerings.

Recommendations

- 9.11 We were struck by the relative absence of engagement with the UCD School of Medicine. Given that the graduates of the School of Nursing will be working closely with the graduates of the School of Medicine, and given that the two Schools share a building, we suggest that the undergraduate curricula should be much more integrated. Not only will this lead to cost savings, but it will contribute to a genuinely integrated and mutually trusting relationship for the ultimate benefit of patients.
- 9.12 In a similar vein, we recommend closer and more systematic links, both curricular and research, with the UCD schools of physiotherapy, social work, and psychology.
- 9.13 We were also struck by the relative absence of engagement – both at the curricular level and at the research level – with the School of Nursing at Trinity College Dublin. Given that the Trinity School also did well on the QS rankings, closer and more systematic links would make sense for both, and for the country as a whole.

10. External Relations

General background

- 10.1 The most important external relations are with the clinical partners in delivering the curriculum.
- 10.2 The School has also developed important contacts with the Health Research Board and other research bodies, with the Health Service Executive, and with the Nursing and Midwifery Board of Ireland (NMBI). Following a site visit, the NMBI granted approval of undergraduate registration-education for a further five years from 2018.
- 10.3 The School has successfully cultivated half a dozen joint appointments with external bodies, and relies on a large group of adjunct faculty and visiting full professors from around the world.

10.4 The School has developed important links with the USA through the Study Abroad and Summer School programmes.

Commendations

10.5 The School has good external relations with all relevant stakeholders.

Recommendations

10.6 We recommend the expansion of the links with the USA.

10.7 Among the Visiting Full Professorships, there is only one from Continental Europe (Switzerland). We suggest seeking out new professorships there, especially given the Brexit uncertainty that is likely to continue for years.

10.8 The joint appointments seem to be working well, and we would recommend seeking new ones, especially if the absolute numbers of permanent faculty continue to be limited by the Employment Control Framework.

UCD School of Nursing, Midwifery and Health Systems – 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 Nursing, Midwifery and Health Systems, 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

- 2.5 The School is receiving robust leadership from the Dean, Associate Deans and other academic and administrative heads. The leadership of the School is clearly dedicated and effective, yet the RG considered the combined role of Dean and Head of School can be overwhelming. The RG commend the School for its ability to work within a large College where strong leadership with respect to the recent restructuring is evident.
- 2.6 This is a sizeable school with a large academic remit that brings challenges, for which, the School has demonstrated they are extremely able in meeting. The RG noted excellent support and engagement of the School during the site visit and especially extremely positive feedback from students/staff/faculty. The school is to be commended for successful meeting of budget targets and generating revenue.

Recommendations

- 2.7 As part of the University's strategic plan from 2020 the School, together with the College, should embark on a new strategic process to identify a set of clear goals and objectives for the next five years. This should include reviewing the achievements and KPIs of the School's current strategic Plan, 2015-2020.
- 2.8 While the School is clearly successful on any number of evaluative standards, succession planning needs to be addressed at all levels. This should involve consideration of different positions from the top down i.e. Head of School and Deputy School roles to Senior research-active faculty to teaching-focused recruiting, to Post-doctoral, PhD, MA and Undergraduate students.
- 2.9 It is clear to the RG that in order to achieve *Nursing, Midwifery & Health Systems 2.0*, as part of strategic plan for next 5 years, it is recommended that the School revisit management/leadership structures with a view toward more devolved organisation for faculty management. Leadership is citizenship and should be factored in to workload plans, in order to incentivise.

- 2.10 The role of School Director of Teaching and Learning is vital and as a top priority it should be filled as soon as possible.
- 2.11 The RG recommend that the School should benefit from a more devolved committee structure to include the office of a Marketing and Communications Committee. With other structures such as Sub-Committees of the Executive Committee should be developed as part of the Alumni and Careers Development sub-Committee, the Graduate sub-Committee, the Undergraduate sub-Committee. Ethics and Teaching and learning committees should feature University mandated committees include the Research Committee and the Teaching and Learning Committee.
- 2.12 It would be desirable for the School to develop a longer term staffing plan to prioritize the areas of the School most in need of support. This would ensure that additional or new revenue generated by the School be retained and invested in key priority posts.
- 2.13 Sabbatical leave should become a feature for research active staff.
- 2.14 The RG recommends the School, in collaboration with the College, engage in longer-term planning to benefit from a multi-year budgeting framework.
- 2.15 Consideration should be undertaken by the School to recruit a marketing and communications staff member.
- 2.16 A mentorship system should be set up to aid and improve recognition of faculty, staff, student and alumni achievements.

3. Staff and Facilities

Commendations

- 3.14 The School is well equipped and satisfies the requirements of the teaching and clinical skills teaching and is managed by an excellent team of Laboratory and Clinical skills technicians. We support the School's deliberation on new investments into higher-fidelity mannequins and the possible use of new VR technology.

Recommendations

Staff

- 3.15 As part of the strategic plan for the next 5 years it is recommended that the School revisit its management/leadership structure with a view towards a more devolved structure for faculty management (see also Section 2: Organisation and Management)
- 3.16 Leadership is citizenship and should be factored into workload plans, i.e. specific teaching reductions should be associated with specific tasks and activities.
- 3.17 The School should fill the School Director of Teaching and Learning post as a priority.
- 3.18 The School should use the upcoming University P4G to support faculty and staff development within the School.

- 3.19 Consider staffing categories of “teaching-focused” and “teaching & research” for equitable teaching load assignments.
- 3.20 The RG recommends that succession planning now needs an operational plan.
- 3.21 The RG recommends that clearly-defined career pathways are needed for not only for staff and faculty, but also for UG and PG students to see
- 3.22 Teaching excellence needs to be recognized and valued through promotion or other rewards
- 3.23 A mentorship system should be re-established.
- 3.24 The School’s recruitment policy should continue to reflect that of the University’s on equality, diversity and inclusion.
- 3.25 A School EDI Officer position should be established with clear roles and responsibilities and should be a full member of the School Executive Committee.
- 3.26 We recommend the creation of a three-year post focused on marketing, business development and alumni engagement, to take over and co-ordinate existing efforts among other faculty and staff. Such a person would not only work with stakeholders, but would also work with students, with a view to ensuring longer-term collaboration with some of them after they leave the School.
- 3.27 The School should progress its Athena Swan Bronze award application.

Facilities

- 3.28 Within the context of planned expansions, create a dedicated common room space for faculty and staff.
- 3.29 The School should work with the College Committee looking at maintenance of the Building and space needs on future student growth.

4. Teaching, Learning and Assessment

Commendations

- 4.8 The School has been responsive to demands from multiple stakeholders and has developed an academic portfolio commensurate with the School’s mission and the needs of the community.
- 4.9 The strong clinical partnerships and good relations between academia and practice are the pillars of clinical teaching effectiveness and provide the foundation for future curricular enhancement. The clinical partners and the School value accessibility and good communication that allow both to be responsive to clinical learning needs of students.

- 4.10 Students at all levels at SNMHS note the significant support they receive to manage and excel in their studies and report a supportive and engaging learning environment.
- 4.11 The embrace of pedagogical innovation and new modalities like the use of blended learning approaches by the faculty allows the School to innovate learning.
- 4.12 Significant and successful effort to diversify the student enrolment and include the full range of interested learners (e.g., mature students, DARE, HEAR, applicants with prior certificate or ordinary degree).

Recommendations

- 4.13 Prioritize filling the position of the School Director of Teaching and Learning.
- 4.14 Teaching excellence needs to be recognized and valued through promotion or other rewards.
- 4.15 Consider staffing categories of “teaching-focused” and “teaching and research” for equitable teaching load assignments.
- 4.16 Grade distributions

The School needs to urgently review grade distributions across its modules so as to ensure consistency of standards and learning outcomes. The RG suggest that this review include the following modules:

- 10020 Human Body had A (38%) and B (38%)
- 10090 History of Irish Healthcare had A+ (50%), A and A- (14%), and B (17%)
- 10100 Health had A (51%) and B (43%)
- 10490 Psychology had A (63%) and B (17%).
- 20060 Interpersonal skills had A (50%) and B (32%)
- 20070 Women’s and Men’s Health had A (45%) and B (35%)
- 20410 Psychology had A (53%) and B (32%)

5. Curriculum Development and Review

Commendations

- 5.16 The School has diverse governance structure that has been responsive to curricular reviews and feedback to maintain programme excellence.
- 5.17 The University has embraced cross-disciplinary education and supports curricular innovation that crosses schools and disciplines.

- 5.18 Programmes for international students, both semester long and short-term summer programmes, have grown substantially and represent a growing source of revenue.

Recommendations

- 5.19 Align the Graduate Taught offerings with the School's strengths, its strategic needs and clinical partnerships, and its core research themes. Consider reducing the number of graduate programmes by up to 25%.
- 5.20 Pursue teaching/instruction opportunities with other schools e.g. Public Health, Physiotherapy and Social Science, Social Policy, Social Work and Social Justice, Psychology. – and especially Medicine
- 5.21 Thoughtfully integrate health systems, ethics, law and social science (e.g., economics, psychology, sociology) in the undergraduate curriculum, thematically deployed across all four years.
- 5.22 Build graduate research and PhD programmes around core research themes. Section 6 of this report describes the context, commendations and recommendations for the School's Research Activity. We underscore those recommendations and note here that the graduate and PhD programme of study should have the established research themes at their core.
- 5.23 Provide curricular opportunities for empirical research for undergraduates, in order to encourage some of them to the possibility of continuing with graduate research.

6. Research Activity

Commendations

- 6.6 Achieving and sustaining QS ranking in the top 50 nursing Schools world-wide is a significant accolade
- 6.7 A notable increase in research income since the last review, including programmatic funding.

Recommendations

- 6.8 Growing research capacity
- 6.8.1 Build communities of practice around defined and robust research themes, which will also create foci, critical mass and branding for the School (Nursing and Midwifery units in particular). This should include a review of current themes, including consideration given to the sustainability of current foci on children's and midwifery research, in view of the level of funding achieved to date and the inability to recruit at Professorial level to these areas.
- 6.8.2 Senior leadership identified for each theme. This may be at Professorial or Associate Professor level. Research leadership appointments may include Professorial

appointments through the reactive mode of the Central Pool, as well as a consideration of how to re-badge the two unfilled Professorial posts. Align all faculty to a research theme and consider line management and faculty development within these themes.

6.8.3 Within each research theme, more systematic links (more joint grant applications) to other disciplines: notably medicine, Physiotherapy, psychology, and social work. Develop more systematic and strategic links to Trinity and other institutions.

6.8.4 Invest in leadership and administrative support for growing and maintaining research, including post award, both by School-funded posts and stronger support from the University centre.

6.8.5 Build graduate research and PhD programmes around core research themes.

7. Management of Quality and Enhancement

Commendations

7.4 The Review Group was impressed with the enthusiasm and engagement of all staff in delivering the multiple activities of the School, which include a diverse range of Undergraduate and Postgraduate programmes, as well as creating a significant number of research students and strong levels of scholarly research output by staff. The feedback from the Students was glowing.

7.5 The quality of the physical environment in the School as well as its IT infrastructure is commended as exceptional.

7.6 The RG note the excellent relationship and strong links that has been developed by the School and the nursing profession in the major teaching hospitals and wider community in Ireland.

7.7 Professionalism of support staff in their engagement with staff and students.

Recommendations

7.8 The School, together with the College, should embark on the creation of a new strategic process to identify a set of objectives, goals and benchmarks which are mapped to UCD's strategic planning cycle. This should include a more developed plan for increasing graduate recruitment, and ensuring future sustainability.

7.9 To introduce steps to support a clear pathway for succession planning and to expand on School leadership roles with clear incentives for staff and faculty to ensure these roles are filled

7.10 The School should expand the organisational base with more staff in designated areas to enable the maximisation of the many highly ranked achievements of the School. With this in mind the School must enable and devise School strategy to include steps to further enhance aspects of

professional development/career development of all staff and administrative and support staff. The School should also seek to engage with and develop further connections with the HR unit as part of this process.

- 7.11 School develops a strategy for research which is aligned with UCD's strategy for research, innovation and impact. As Nursing has the potential to contribute to any of the six themes in the latter: agri-food, economy and society, energy, environment, ICT, and health, the rendering of the School's priorities across these themes would assist in focusing on sources of income and would foster further interdisciplinary initiatives. Within this objective there should be a clear pathway to create sustainable funding linked to research and teaching outputs and to adjust the research remit in terms of sustainability with a view to the internationalisation of graduate programmes.
- 7.12 Across the School there is great potential to introduce Plans for Alumni Development which can assist in reputation building of the School in the University and Internationally.

8. Support Services

Commendations

- 8.7 On the whole the School seems well supported by the College and the University.
- 8.8 The School's approach to ALL and to widening participation is very good. Such students can present special challenges, in that they might have employment and family commitments, and the School has done well to assist students with these.

Recommendations

- 8.9 A classic problem with any school of nursing is the gender balance and under-representation of male students. Currently 85% of the student body is female. In order to dispel the impression that nursing is a "female" profession, we recommend that the School make more effort to recruit male students. (At the same time, as described in Chapter 3, the School should make more effort to recruit male faculty, and to promote female faculty to higher grades, and to executive positions.)
- 8.10 The School has clinical skills laboratories which are adequately equipped for the moment. We support the School's deliberation on new investments into higher-fidelity mannequins and the possible use of new VR technology.

9. Collaborative Educational Provision

Commendations

- 9.7 The clinical training programmes are very complicated to administer, and the School does a fantastic job. The clinical partners were all delighted with their relationship with the School. In our opinion, this is the strongest element of the School's provision.

- 9.8 The School has good curricular links with other Irish universities, and we commend the MSc in Advanced Practice.
- 9.9 The Lean Six Sigma programme within Health Systems was popular among its students. The executive education programme would seem to be important for the country. We support the further development of both.
- 9.10 The Summer School and the CPD seem to be working well, and bring in important income to the School. We recommend expanding both offerings.

Recommendations

- 9.11 We were struck by the relative absence of engagement with the UCD School of Medicine. Given that the graduates of the School of Nursing will be working closely with the graduates of the School of Medicine, and given that the two Schools share a building, we suggest that the undergraduate curricula should be much more integrated. Not only will this lead to cost savings, but it will contribute to a genuinely integrated and mutually trusting relationship for the ultimate benefit of patients.
- 9.12 In a similar vein, we recommend closer and more systematic links, both curricular and research, with the UCD schools of physiotherapy, social work, and psychology.
- 9.13 We were also struck by the relative absence of engagement – both at the curricular level and at the research level – with the School of Nursing at Trinity College Dublin. Given that the Trinity School also did well on the QS rankings, closer and more systematic links would make sense for both, and for the country as a whole.

10. External Relations

Commendations

- 10.5 The School has good external relations with all relevant stakeholders.

Recommendations

- 10.6 We recommend the expansion of the links with the USA.
- 10.7 Among the Visiting Full Professorships, there is only one from Continental Europe (Switzerland). We suggest seeking out new professorships there, especially given the Brexit uncertainty that is likely to continue for years.
- 10.8 The joint appointments seem to be working well, and we would recommend seeking new ones, especially if the absolute numbers of permanent faculty continue to be limited by the Employment Control Framework.

UCD School of Nursing, Midwifery and Health Systems – Response to the Review Group Report

Introduction

The periodic quality review provided the School with a good opportunity to take stock, through reflecting on developments and achievements since the previous quality review. The process of developing the SAR and meeting with the Review Group also enabled the School to identify exemplars of good practices across the School, to evaluate those aspects of School practices that require development and improvement, and to critically analyse the School's challenges and their potential solutions. The process also provided the School community with an opportunity to contribute to wider strategic and operational questions and the whole School community demonstrated enthusiastic and active engagement in the development of the SAR Report.

The School is very grateful to the Review Group for its Report, which in much part, reflects the School's own analysis, as set out in the SAR Report and in the meetings with the Review Group, and endorses the School's stated plans for effecting ongoing quality enhancement. The School is grateful to the members of the Review Group for the respect and courtesy shown to our School and for demonstrating a genuine interest in the School's continued development. We are also grateful to the Deputy Director of Quality for guiding the School through the development of the SAR Report and the planning for the site visit.

The School will now use the Review Group Report as a basis for developing its Quality Improvement Plan (QIP). At the time of writing, the School had already taken steps to address some of the recommendations made in the Review Group Report. These include the following: appointment of a School representative for Equality, Diversity and Inclusion; begun a process of appointing visiting professors to each School subject; conducted internal discussions on succession planning; offered two Ad Astra Fellowship appointments through the Central Pool scheme; secured budgetary approval for a School Marketing and Communications function and a Joint Professor of Midwifery.

The School offers the following additional responses and comments on selected recommendations of the Review Group.

Recommendations on School governance and leadership

Recommendation: As part of the strategic plan for the next 5 years the School should revisit the management/leadership structure with a view toward a more devolved structure for faculty management. This should include the uncoupling of the role of Head of School and Dean and the articulation of more precise job descriptions for each post ... and the filling of the position of School Director of Teaching and Learning as a priority ... The RG would recommend that the Director of Research should have a deputy director.

The School will carefully consider the Review Group's recommendations on School governance and leadership. In doing so, the School must have due regard to Statute 25 of the University, which describes the role of Head of School and stipulates the mechanism for appointing a Head of School. Additionally, the Terms of Reference of the Programme Board requires that 'the Head of the School of Nursing, Midwifery and Health Systems shall normally serve as Dean of Nursing'. Hence, since the roles of Head of School and Dean of Nursing are set down in relevant University statutes and terms of

reference, the School considers that it is not its prerogative to articulate new or amended role descriptions for either role. Nevertheless, the School will consider how it may achieve meaningful and effective distributive leadership through its associate deans and other School leadership roles and functions.

Regarding the recommendation to appoint a School Director of Teaching and Learning, the functions of this role currently rest, ostensibly, with the respective associate deans for undergraduate and taught graduate studies. Nevertheless, the School will carefully consider this recommendation, along with the recommendation to re-constitute a School Teaching and Learning Committee.

Regarding the recommendation that the 'Director of Research' (sic) should have a deputy director, the School notes that the School Director of Graduate Research represents a key support role for the Associate Dean for Research, Innovation and Impact. The School will carefully consider the role of Associate Dean for Research, Innovation and Impact as it currently operates.

Recommendation 2.4: As part of the University's strategic plan from 2020, the School, together with the College, should embark on a new strategic process to identify a set of clear goals and objectives for the next five years.

As a member of the University Extended Leadership Group (ELG), the Head of School, together with the College, has now begun the process of developing a new strategic process to identify a set of clear goals and objectives for the next five years. While these goals and objectives relate to the development of the University Strategy to 2025, in setting out its own goals and objectives, the School will aim to reflect and support those of the University.

Recommendation 5.24: Align the Graduate Taught offerings with the School's strengths, its strategic needs and clinical partnerships, and its core research themes. Consider reducing the number of graduate programmes by up to 25%.

The School's graduate offerings are developed in response to the self-articulated needs of the health service providers with whom the School is strategically aligned. Accordingly, the School's taught-graduate programmes are developed conjointly with the strategic service partners and some modular content is delivered with the direct input and support of the clinical experts in the hospitals and associated services. Hence, the graduate taught offerings already align with the School's strengths, its strategic needs and clinical partnerships. While some programmes are developed in response to service needs and demands, this can present difficulties for the School in not having the requisite expertise. The School will consider how it may more closely align its taught-graduate offerings with its core research themes and will also consider the budgetary implications of the Review Group's recommendation to reduce the number of taught-graduate programmes by up to 25 per cent.

Recommendations 9.11 and 9.12: Given that the graduates of the School will be working closely with the graduates of the School of Medicine, and given that the two Schools share a building, we suggest that the undergraduate curricula should be much more integrated ... In a similar vein, we recommend closer and more systematic links, both curricular and research, with the UCD schools of physiotherapy, social work, and psychology.

The School accepts the importance of cross-disciplinary collaboration in teaching and research and, where needed, does engage in interdisciplinary research with the schools and disciplines mentioned. The main barrier to cross-disciplinary teaching, including shared learning, is the fact that the various disciplines mentioned are required to develop and deliver bespoke curricula based on prescribed syllabi and standards and requirements, as set down by their respective regulatory bodies.



UCD School of Nursing, Midwifery and Health Systems

Review Visit Timetable

Pre-Visit Briefing Prior to Site Visit – Monday 4 March 2019

- 17.00-19.00 RG meet to review preliminary issues and to confirm work schedule and assignment of tasks for the site visit – RG and UCD Quality Office only
- 19.30 Dinner hosted for the RG by the UCD Registrar and Deputy President – RG, UCD Deputy President and UCD Quality Office only

Day 1: Tuesday 5 March 2019

Venue: B107, NMHS Boardroom

- 09.00-09.30 Private meeting of Review Group (RG)
- 09.30 – 10.00 RG meet with Head of School
- 10.00 – 11.00 RG meet with School Management Team
- 11.00 – 11.15 Tea/coffee break
- 11.15 – 12.15 RG meet with representative group of academic staff – primary focus on Teaching and Learning, and Curriculum issues.
- 12.15-12.45 Break – RG review key observations and prepare for lunch time meeting
- 12.45-13.45 Working lunch – representative group of undergraduate students (10-12 students, representative of programmes and stages)
- 13.45-14.15 RG review key observations
- 14.15-15.30 RG meet with Principal, College of Health and Agricultural Sciences
- 15.30-15.45 RG tea/coffee break

15.45-16.30	RG meet with support staff representatives (e.g. administrative / technical etc)
16.30-16.35	Break
16.35-17.30	RG meet relevant support service representatives
17.30-18.15	RG private meeting
18.15	RG depart

Day 2: Wednesday , 6 March 2019

Venue: B107, NMHS Boardroom

08.30-10.00	Breakfast – Review Group only meeting with Clinical Partners
10:00 – 11:00	RG tour facilities of the School
11:00 – 11:15	Break
11.15-12.15	RG meet with the Research Innovation and Impact Committee
12.15-12.30	Break - RG review key observations
12:30 – 13:30	Lunch - RG meet with a representative group of postgraduate students (taught and research, recent graduates (PG and UG) and post doctorates
13.30-14.15	RG private meeting - review key observations
14.15-15.00	RG meet with College Finance Manager and Head of School to outline School's financial situation
15.00-15.15	Break
15.15-16.00	RG meet with recently appointed members of staff (if any)
16.00-17.15	RG available for private individual meetings with staff
17.15-18.00	RG private meeting – review key observations/findings
18.00	RG depart

Day 3: Thursday 7th March 2019

Venue: B107, NMHS Boardroom

09.00-09.30	Tea/coffee on arrival Private meeting of RG
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09.30-10.30	(Optional) RG meet with Head of School and/or specified University staff to clarify any outstanding issues <u>or</u> begin preparing draft RG Report - to be confirmed during site visit
10.30-11.00	Skye call Vice Dean for Research
10.45-12.00	RG continue preparing draft RG Report
12.00-12.30	RG finalise first draft of RG Report and feedback commendations/recommendations
12.30-13.15	Lunch
13.15-13.30	RG meet with College Principal, to feedback initial outline commendations and recommendations
13.30-14.00	Leeway for flexibility with meetings
14.00-14.30	RG meet with Head of School, to feedback initial outline commendations and recommendations
15.00 and 16.00	Exit presentation to <u>all available staff of the unit</u> – usually made by an extern member of the Review Group (or other member of the Group, as agreed) summarising the principal commendations/recommendations of the Review Group.
16.00	Review Group depart