University College Dublin

Quality Improvement Plan

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UCD School of Public Health, Physiotherapy and Sports Science

09th December 2021

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1. Introduction

The Review Group visited the UCD School of Public Health, Physiotherapy and Sports Science (SPHPSS) virtually (due to COVID 19) between 12-14th April 2021. They held a series of online meetings with School staff; undergraduate and postgraduate students; graduates, employers, other University staff and external stakeholders.

The review group comprised:
· Associate Professor Elva Johnston, UCD School of History, Chair
· Associate Professor Vincent Hargaden, UCD School of Mechanical & 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.

Staff members who had served on the Self-Assessment Report Committee (SARC) also served on the Quality Improvement Plan (QIP) committee. The committee met regularly from August 2021 on receipt of the Quality Review Group's report. Sub-groups also met independently of the plenary committee. Administrative support was provided by Nuria Corcoran.

The QIP was developed in collaboration and consultation with members of the School committees, where draft plans were presented and discussed during monthly meetings (Teaching and Learning committee, Graduate Research committee and the Research and Innovation committee).

The Head of School and members of the SARC/QIP committee thank the Review Group committee for their thorough and comprehensive review of the School and their constructive approach. We are appreciative for the support received from the staff of the Quality Office throughout this process. We also thank the School staff for their engagement with and contribution to the Quality Review process, and the associated work undertaken over the past 18 months.

The School found the Self-Assessment process to be constructive, reflective and self-affirming and welcomed the Review Groups report. Many of the recommendations outlined in the RG Report have captured the essence of the issues within the School. The recommendations will build on the recognised strengths of the School and benchmark progress within the SPHPSS, taking into account the current financial climate and in the context of the University's Strategic Plan.

Quality Improvement Plan Coordinating Committee

The committee ensures cross-school representation and reflects: School of Public Health, Physiotherapy and Sports Science (SPHPSS) disciplines (in bold), staff roles, students, and the School's centres and institutes.

1. **Catherine Blake,** Professor, Dean and Head of School, **(Physiotherapy)**
2. **Colin Boreham,** Full Professor of Sport and Exercise Science, Director, Institute for Sport and Health **(Sports and Exercise Management)**
3. **Brian Caulfield,** Full Professor in Physiotherapy, Associate Dean of Research, Innovation and Impact, Director of SFI Insight Centre for Data Analytics at UCD **(Physiotherapy)**
4. **Mary Codd,** Associate Professor, Associate Dean of Public Health, Director of UCD CSTAR – The Centre for Support and Training in Analysis in Research **(Public Health)**
5. **Nuria Corcoran,** Programme Manager, **(Administration)**
6. **Clare Corish,** Associate Professor, Programme Director MSc in Clinical Nutrition and Dietetics **(Clinical Nutrition and Dietetics)**
7. **Elena de Marco Castro (PhD student)**
8. **Eamonn Delahunt,** Professor, Associate Dean of Sport and Performance, Head of Subject, Performance Science, Programme Director BSc Health and Performance Science **(Health and Performance Science)**
9. **Catherine Doody,** Associate Professor, Associate Dean of Physiotherapy, Head of Subject, Physiotherapy **(Physiotherapy)**
10. **Anne Drummond,** Professor, Head of Subject, Occupational Safety and Health, Deputy Head of School, Programme Director Certificate in Safety and Health at Work, Director UCD Centre for Safety and Health at Work **(Occupational Safety and Health)**
11. **Brona Fullen, (Chair),** Associate Professor, Programme Director MSc Advanced Physiotherapy Studies Programme, Director UCD Centre for Translational Pain Research **(Physiotherapy)**
12. **Olive Lennon,** Assistant Professor, Associate Dean of Graduate Research Education SPHPSS **(Physiotherapy)**
13. **James Matthews,** Associate Professor, Programme Director MSc Sport Management, Associate Dean of Teaching and Learning SPHPSS **(Sports and Exercise Management)**
14. **Ross Neville,** Assistant Professor, Associate Dean of Equality, Diversity and Inclusion SPHPSS **(Sports and Exercise Management)**
15. **David O'Dwyer,** CSHW Centre Manager/SPHPPS Public Health and Postgraduate Senior Manager **(Administration)**
16. **Cliona O'Sullivan,** Assistant Professor, Programme Director Professional Master of Physiotherapy Programme, Associate Dean of Global Engagement, SPHPSS **(Physiotherapy)**
17. **Mairead Skinner,** Senior Professional Healthcare and Undergraduate Senior Programme Manager **(Administration)**
18. **Aileen Ward,** Director, SPHPPS Office **(Administration)**

2. Recommendations for Improvements - Follow-Up Action Taken and/or Planned

Categories

1. Recommendations concerning academic, organisational and other matters which are <u>entirely under the control of the unit</u>
2. Recommendations concerning shortcomings in services, procedures and facilities which are <u>outside the control of the unit</u>
3. Recommendations concerning inadequate staffing, and/or facilities <u>which require additional recurrent or capital funding</u>

1. PRIORITISED RECOMMENDATIONS

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead* (E.g., Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
2.13	The complex School structures require simplification and a move away from subject-based linearity towards greater communication between subjects and disciplines.	1	The School will review its structures, with a view to simplification. Academic roles within the *School Executive* composition and the amended reporting structure implemented in 2019 (SAR Ch3: Fig 2.2), will be reviewed and consolidation of roles considered. The School will also explore further collaborative administrative working.	HOS & Director School Office (DSO)	T3 2021/22	T3 2022/23
2.13 continued		1	The School has reviewed the *Centre for Sports Studies (CSS)* teaching centre as a school entity with a view to it ceasing as a Continuing Professional Development (CPD) centre, thereby expanding the activities and mission from CPD, to focus on mainstream BSc, MSc and graduate research programmes.	CSS Director in association with Head of Subject & HOS	T3 2020/21	T1 2021/22
2.13 continued		1	A *Projects, Marketing and Engagement* (PME) Manager (0.5 FTE)' for SPHPSS commenced in their role on 8th September 2021. They will liaise with key stakeholders to develop a	PME Manager in association with	T1 2021/22	T2 2021/22

		3	communications strategy, which will include an internal communication plan (see 7.13). The PME role is essential, and continued budget support is required beyond the current 1-year contract (end Sept 2022). The role will be expanded to a 1.0 FTE in the 5-year plan.	Committee Chairs HOS		
2.13 continued		1	In order to ensure within-School representation, the School will cross check representation on existing effective cross-discipline committees such as *T&L, PostGraduate Research, School Committee, and School Exec committees*.	DSO & HOS	T2 2021/22	T2 2022/23
2.13 continued		1	The School will review the existing (circa 30) School committees/groups (Appendix 2.6 in SAR) with a view to consolidation and exploring further School-wide engagement (see 7.13).	School Executive	T2 2020/21	T2 2022/23
2.13 continued	The RG also recommends that full meetings of the School occur more than twice during the academic year to enhance this greater communication.	1	The School will meet three times a year. The School will increase transparency on work undertaken at committee level, e.g., meeting minutes and cross-school communication; increase dissemination of work.	DSO in association with PME Manager and PA to HOS	T1 2021/22	T3 2021/22
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.	1	The School will devise and implement a transparent workload model. The recently established *Workload Model Working Group*, chaired by the HOS, will continue to meet in trimester 1 2021, to agree and pilot the first version of the SPHPSS Workload Model with a view to circulation in trimester 1 2022 (see 8.11).	SPHPSS *Workload Model Working Group*	T3 2020/21 and T1 2021/22	T1 2022/23

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	The HOS has initiated discussions with the College Accountant and College Principal to identify funding for this position when setting budgets for 2022-2023. When the resourcing of this position has been secured, this will enter the recruitment and appointment phase. As budget submissions for the upcoming financial years are agreed one-year in advance, this item will be included for discussion when the next financial planning session is underway (T2 2021/22).	HOS in association with College Accountant & College Principal	T2 2021/22	T3 2023/24
4.17	The RG noted a lack of consistency in the provision of descriptive and qualitative assessment feedback in some modules. The RG recommends 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.	1	A *T&L Committee* group will audit existing practices in the SPHPSS in relation to descriptive and qualitative assessment feedback. This group will present findings to the wider *Teaching and Learning Committee*. The development of recommendations will consider the diversity of programmes in terms of specialty, levels of award, size, teaching and learning strategies, staffing and resourcing. Programme teams will then be asked to review their feedback practices in light of these recommendations.	AD for T&L in association with Programme Directors, Heads of Subject, & Programme Teams as appropriate	T2 2021/22	T1 2022/23
4.17 continued		1	Alongside this process, in T2 2021/22, a School-wide Teaching and Learning seminar will be held, focusing on strategies to enhance consistency in feedback practices through the development of rubrics for different assessment types.	AD for T&L	T2 2021/22	T1 2022/23
6.16	The 'One Health' research focus is particularly timely. The RG recommends that the School extend and enhance pilot working groups,	1	The School will incorporate this into the planning of the working groups. The potential opportunities under the 'One Health' banner will be considered by the working groups as they	AD for RII in association with RIIC	T2 2021/22	T2 2022/23

	already being engaged in by members of the School, to identify and develop inter-school research collaborations under the 'One Health' umbrella.		form. However, it is not planned to be prescriptive as a theme that they must develop plans against. The vision for the working groups is that they are free to develop plans as they see fit.			

2. ORGANISATION AND MANAGEMENT OF RESOURCES

RG (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g., Name of Faculty/Staff / Group)	Start Date	Planned Completion Date
2.13	The complex School structures require simplification and a move away from subject-based linearity towards greater communication between subjects and disciplines.	1	The School will review its structures, with a view to simplification. Academic roles within the *School Executive* composition and the amended reporting structure implemented in 2019 (SAR Ch3: Fig 2.2), will be reviewed and consolidation of roles considered. The School will also explore further collaborative administrative working.	HOS & Director School Office (DSO)	T3 2021/22	T3 2022/23
2.13 continued		1	The School has reviewed the *Centre for Sports Studies (CSS)* teaching centre as a school entity with a view to it ceasing as a Continuing Professional Development (CPD) centre, thereby expanding the activities and mission from CPD, to focus on mainstream BSc, MSc and graduate research programmes.	CSS Director in association with Head of Subject & HOS	T3 2020/21	T1 2021/22
2.13 continued		1	A *Projects, Marketing and Engagement* (PME) Manager (0.5 FTE)' for SPHPSS commenced in their role on 8th September 2021. They will liaise with key stakeholders to develop a communications strategy, which will include an internal communication plan (see 7.13).	PME Manager in association with Committee chairs	T1 2021/22	T2 2021/22
		3	The PME role is essential, and continued budget support is required beyond the current 1-year	HOS		

				contract (end Sept 2022). The role will be expanded to a 1.0 FTE in the 5-year plan.		
2.13 continued		1	In order to ensure within-School representation, the School will cross check representation on existing effective cross-discipline committees such as *T&L, PostGraduate Research, School Committee, and School Exec committees*.	DSO & HOS	T2 2021/22	T2 2022/23
2.13 continued		1	The School will review the existing (circa 30) School committees/groups (Appendix 2.6 in SAR) with a view to consolidation and exploring further School-wide engagement (see 7.13).	School Executive	T2 2020/21	T2 2022/23
2.13 continued	The RG also recommends that full meetings of the School occur more than twice during the academic year to enhance this greater communication.	1	The School will meet three times a year. The School will increase transparency on work undertaken at committee level, e.g., meeting minutes and cross-school communication; increase dissemination of work.	DSO in association with PME Manager and PA to HOS	T1 2021/22	T3 2021/22
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.	1	Integrate 'One Health' into the School strategy planned for 2022 where possible. In order to further the 'One Health' agenda, the School will liaise with the '*CHAS* One Health champion'. The School will be aware of opportunities when developing the marketing and communication plan.	AD for RII & AD for T&L in association with PME Manager & DSO	T1 2021/22	T1 2023/24
2.15	The RG recommends the development of a transparent workload model to capture the full spectrum of academic	1	The School will devise and implement a transparent workload model. The recently established *Workload Model Working Group*,	SPHPSS *Workload*	T3 2020/21 and	T1 2022/23

	staff activities. This is an area that the School itself has identified as a key action.		chaired by the HOS, will continue to meet in trimester 1 2021, to agree and pilot the first version of the SPHPSS Workload Model with a view to circulation in trimester 1 2022 (see 8.11).	*Model Working Group*	T1 2021/22	

3. STAFF AND FACILITIES

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
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.	1	The SPHPSS will initiate a mentoring process. Initial discussions will take place between the HOS and Subject Heads/ADs in subject areas. Development of Mentorship programmes will be informed by the key actions of the 2021 *Athena Swan* plan. This process will build on the many informal mentoring relationships that already exist. The SPHPSS mentorship programme will operate in tandem with the UCD P4G staff development programme and the Mentoring programme initiated for new *Ad Astra* Staff Members. The School will keep staff informed of wider University initiatives, such as *CHAS* Postdocs club, and *UCD People Development* general mentorship programme, which includes mentor training and a facility for staff to choose a mentor from an existing list of potential mentors.	HOS in association with the *School Executive* Team	T2 2021/22	Review in three years

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).	1	The HOS initiated a mechanism in Sep 2021 to firstly regularise hourly-paid rates across the subject areas when the list of continuing hourly-paid staff was sent to HR for approval. A number of these continuing contributors are still being paid on off-scale rates in the short-term, but this will be phased out gradually. Several pay rates outside the generic University hourly-paid rates have also been removed from the system. The HOS has communicated with the *UCD School of Architecture* regarding their studio design fellows, and subsequently with *UCD HR* to consider the suitability of this model for SPHPSS. The SPHPSS has an *Adjunct Faculty Pathway* already in place for a number of clinical contributors, which is an alternative to the Clinical Lecturer Career pathway in the *School of Medicine*. The application and utility of this system will be reviewed for the SPHPSS.	HOS in association with Heads of Subject, & Programme Directors	T1 2021/22	Review in three years
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	The HOS has initiated discussions with the College Accountant and College Principal to identify funding for this position when setting budgets for 2022-2023. When the resourcing of this position has been secured, this will enter the recruitment and appointment phase. As budget submissions for the upcoming financial years are agreed one-year in advance, this item will be included for discussion when the next financial planning session is underway (T2 2021/22).	HOS in association with College Accountant & College Principal	T2 2021/22	T3 2023/24

| 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. | 2, 3 | The issue of space was highlighted in the 2013 Quality Review Report. Since that time, the demand for space has increased significantly but there is no capacity to increase space in our current footprint. While there is ongoing engagement with *UCD Estates* regarding a shared social space, owing to capacity constraints no space has yet been identified. The School referred this recommendation to the *CHAS Building Committee*, which governs space allocation. The Committee discussed the RGs recommendation in Sep 21 and a social space for staff is not considered to be an achievable recommendation.

While we concur with the need for social and workspaces, suitable workspaces must be given priority. On the positive side, shared workspaces for clinical tutors across disciplines (dieticians and physiotherapists) have been achieved in a hot-desking space in the Health Sciences building complex, thereby increasing communication opportunities across clinical disciplines.

However, there remains an overall deficit of space for staff and students in the first instance, which still needs to be addressed. We have recently had to reduce PhD student desk space from a designated space to a hot-desk scenario, which is not desirable. In the recent past communal *CHAS* spaces, such as boardrooms, have been repurposed as shared office space to accommodate staff. With the positive development of incoming *Ad Astra* scholars and | *CHAS* Building Committee | T2 2021/22 | Review in 2 years |

			their team members, this challenge will increase, requiring additional space capacity. Workspaces for staff and students will be kept high on the agenda by the School and pursued as a part of a five-year plan. The first step in this process is to engage with *UCD Estates* and undertake a needs analysis.			

4. TEACHING, LEARNING AND ASSESSMENT

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g. Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
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.	1	Interdisciplinary learning has taken place between the two undergraduate programmes since 2007 (*BSc Health and Performance Science and BSc Physiotherapy*) and between three undergraduate programmes since 2012 (*BSc HPS, BSc Physiotherapy and BSc SEM*). Interprofessional learning has taken place between two professional programmes, *Professional Masters in Physiotherapy* and *MSc in Clinical Nutrition and Dietetic*s since 2016. Interprofessional learning has also taken place for final year students in the *BSc Physiotherapy* and the *MSc in Clinical Nutrition and Dietetics* since 2020. In 2022-23, we will review opportunities for consolidating learning and develop a common	AD for T&L in association with relevant Programme Directors	T2 2021/22	T2 2022/23

			strategy to facilitate greater interdisciplinary and interprofessional 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.	1	A *T&L Committee* sub-group will convene to develop School-level general guidelines and templates to support quality, consistency and best practices and principles in teaching and learning among external contributors. This sub-group will have representatives from each of the subject areas. The guidelines will be developed with the potential to be tailored by programme teams to suit their particular needs and will include programmes seeking student feedback on the contribution of external experts on an ongoing basis.	AD for T&L in association with Heads of Subject & Programme Directors	T2 2021/22	T1 2022/23
4.16 continued		1	This review of external contributors will form part of a wider, standardised School level approach to monitoring quality and enhancement across SPHPSS programmes, which Programme Directors will complete and report on at the *T&L committee* meeting in June	Programme Directors	T2 2021/22	T1 2022/23

			or December of each year (see 7.13) with Head of Subject sign-off. Design and pilot will take place in 20-21 and formal commencement in 2021-22.			
4.17	The RG noted a lack of consistency in the provision of descriptive and qualitative assessment feedback in some modules. The RG recommends 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.	1	A *T&L Committee* group will audit existing practices in the SPHPSS in relation to descriptive and qualitative assessment feedback. This group will present findings to the wider *Teaching and Learning Committee*. The development of recommendations will consider the diversity of programmes in terms of specialty, levels of award, size, teaching and learning strategies, staffing and resourcing. Programme teams will then be asked to review their feedback practices in light of these recommendations.	AD for T&L in association with Programme Directors, Heads of Subject, & Programme Teams as appropriate	T2 2021/22	T1 2022/23
4.17 continued		1	Alongside this process, in T2 2021/22, a School-wide Teaching and Learning seminar will be held, focusing on strategies to enhance consistency in feedback practices through the development of rubrics for different assessment types.	AD for T&L	T2 2021/22	T1 2022/23
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.	1	It is envisaged that the further development of online/hybrid delivery of modules in the future will be underpinned by best International practice in Teaching and Learning, relevant pedagogy, and programme / module specific requirements etc.	Educational Technologist	T2 2021/22	T3 2023/24
4.18 continued		1	Programme Teams will consider this recommendation in their end-of-year reviews.	Programme Teams	T2 2021/22	T3 2023/24

4.18 continued		3	There is currently only 0.5 FTE Educational Technology support available within the School. In order to develop further in this area a full-time resource (1.0 FTE) will be required.	HOS	T2 2021/22	T3 2023/24

5. CURRICULUM DEVELOPMENT AND REVIEW

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g., Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
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.	1	The School will engage with the CHAS One Health Champion to identify teaching synergies with a view to having curriculum/programmes and research under one health umbrella. Curriculum review mechanisms will include a) developing a protocol for standardised timeframes and SOPs for curriculum reviews across all programmes, b) quality assurance mechanisms at programme level, using a matrix that includes the following stakeholders: module coordinators, programme Directors, Teaching and Learning, and External Examiners. Curriculum review quality processes will be noted and approved by T&L annually using a bespoke checklist.	AD for TL in association with Heads of Subjects, Programme ADs & Programme Directors	T3 2021/22	T3 2022/23
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.	1	Programme Directors and Heads of Subject will undertake rationalising modules offerings as a standing task, when the programme team are making curriculum decisions (may vary according to the programme cycle). This	Heads of Subject in association with Programme ADs & Programme Directors	T1 2021/22	Ongoing

			process has started with Statistics and Sports modules. Rationalisation will also be considered where there are consistently small module enrolments.			
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).	1	The School will evaluate / capitalise on the potential for current and future offerings of CPD. The potential for approved pathway programmes is already established in Physiotherapy where discrete learning units combine to form a Graduate Diploma or MSc (Grad Cert/Dip/MSc Advanced Physiotherapy Studies). The School is also moving this way with Professional Certificates in a) Epidemiology/ Biostatistics, and Health Promotion in Public Health, and b) Cardiac Rehabilitation, Spinal Studies in Physiotherapy. The School shall explore such opportunities and continue to review. The School is a key partner in the *Advance Centre:* responsible for *Health Data Analytics* Stream. Modules are being developed and delivered from Sept 2021.	Heads of Subject & Programme Directors	T2 2021-22	T3 2022/23

6. RESEARCH ACTIVITY

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g., Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
6.16	The 'One Health' research focus is particularly timely. The RG recommends that the School extend and enhance pilot working groups, already being engaged in by members of the School, to identify and develop inter-school research collaborations under the 'One Health' umbrella.	1	The School will incorporate this into the planning of the working groups. The potential opportunities under the 'One Health' banner will be considered by the working groups as they form. However, it is not planned to be prescriptive as a theme that they must develop plans against. The vision for the working groups is that they are free to develop plans as they see fit.	AD for RII in association with RIIC	T2 2021/22	T2 2022/23
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.	2, 3	We will discuss this with *UCD Finance* and with *UCD Research* to see if a case can be made for investment in research admin support within the School. Whether that support be directed towards pre or post award will be discussed at RIIC. Support for such a role would only be possible if overhead return to the School is sufficient to fund it, as the core School budget is unlikely to support it.	AD for RII in association with HOS	T2 2021/22	T1 2022/23 & annual review
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.	1	Mandatory orientation at a University level has been in place for incoming graduate research students since January 2021. At School level all incoming students are invited to a one-to-one meeting with the AD for Postgraduate Research Studies (implemented September 2020). A new	AD for RII in association with RIIC & GRC & RCRC	T1 2021/22	T1 2022/23

			postgraduate research student committee was established in Oct 2020. Peer support is a standing item on the agenda for this committee, and we plan to implement a peer support system in Q4 2021.			
6.18 continued		1	A focus group will be conducted in Q4 2022 to re-evaluate the PG research student experience. A detailed QIP for Graduate Research Studies is presented in Section 7.13	AD for RII in association with RIIC	T1 2021/22	T1 2022/23
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.	1, 2	We recognise the view that presenting publication metrics at subject level will provide interesting insights, and we will liaise with UCD Research to see if it is possible to present under subject categories. Some areas within the School will not be represented well at subject level so we will also provide School level metrics.	AD for RII in association with RIIC	T1 2021/22	T1 2021/22

7. Management of Quality and Enhancement

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g., Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
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.	1	PME Manager (0.5 FTE) will develop a SPHPSS internal communication strategy.	PME Manager in association with HOS & Heads of Subjects	T1 2021/22	T3 2021/22
7.13 continued		1	Develop a standardised School-level approach to monitoring quality and enhancement across SPHPSS programmes, with formal reporting at the *T&L* committee, and Head of Subject to sign-off. Pilot with Clinical Nutrition & Dietetics programme in advance of roll out. SPHSS roll out.	AD for T&L in association with Programme Directors	T1 2021/22 T1 2022/23	T1 2021/22 T1 2022/23
7.13 continued		1	T&L seminars to run twice per trimester to showcase events and highlight best practice.	AD for T&L	T1 2021/22	T1 2022/23

		1	T&L highlights will be promoted in the (recently introduced) School newsletter.	SPHPSS newsletter editor	T1 2021/22	Review in two years
7.13 continued						
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.	1	Development of an information and resource pack focussing on quality and consistency for all external contributors in conjunction with the UCD Centre for T&L with programme specific add-ons. (See also 4.16)	AD for T&L in association with Programme Directors	Pilot T2 2021/22 Roll out T1 2022/23	T3 2021/22 T1 2022/23
7.14 continued		1	Standardisation of a School-level approach to monitoring quality and enhancement of hourly paid lecturer processes, across SPHPSS programmes will be implemented. Standardised items at programme review documented in pro-forma include formal review of external contributions to programmes, feedback from the external contributors and students in relation to external contributions and development of a programme-specific QIP.	AD for T&L in association with Programme Directors	T1 2022/23	T1 2022/23

8. SUPPORT SERVICES

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g., Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
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.	1	Relevant mechanisms are currently embedded within the School's Athena SWAN Gender Equality Action Plan (GEAP) 2021 - 2025, which will promote or incentivise professional learning, training and development, for e.g., annual all-School communications on CPD opportunities and at staff induction; reviewers raise CPD opportunities (e.g., Aurora) at P4G meetings.	EDI Committee Chair	T1 2021/22	Review in 2 years
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.	1	For 2021/22 enrolment, the School has increased the proportion of its entrants from Access routes - from 15% to 19% overall. For 2022/23 enrolment, the School has scope to increase its intake of Access students. An absolute increase in the intake of Access students on undergraduate programmes by n=7 would lead to the School accomplishing the broader University target of having 25% of the student cohort entering programmes from Access routes.	Programme Directors in association with the Chair EDI committee and AD for T&L	T2 2021/22	T1 2023/24
8.12 continued			While the mature HEAR and DARE are well developed, we currently have no students through the QQI-FET route. We will explore	Programme Directors		

			opportunities to enrol students through this route as follows: 1. Establish enrolment targets for QQI FET/FETAC entry on undergraduate programmes 2. Define QQI FET/FETAC entry requirements for individual undergraduate programmes, including the: - minimum points for entry - the major awards accepted - components of major awards required - basis for making offers in the event of ties (e.g., random selection). 3. Complete PDARF2 and PDARF3 process to formalise new QQI FET/FETAC entry routes.			

9. COLLABORATIVE EDUCATION PROVISION

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g., Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
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.	1	The SPHPSS PME Manager commenced in September, 2021. The PME manager (0.5 FTE) will liaise with key stakeholders to develop a communications strategy, which will include an internal and external communication plan, incorporating a global engagement strategy developed with the AD for GE. Marketing and communication will be a standing item on the agenda for the key School meetings, ensuring oversight of social media activities.	PME Manager in association with DSO, AD for GE and all other ADs and Heads of Subject Programme Directors AD for T&L and AD for GE	T1 2021/22	T2 2021/22

| 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. | 1 | As internationalisation is a key pillar of the School strategy, the School will consider the SWOT reflections and questions in programme expansion and internationalisation. A key development since the Global Engagement SWOT analysis in March 2020 is the appointment in September 2021 of the PME manager, which is a key enabler to continuing to build our engagement locally nationally and internationally, and to attract, retain and develop an excellent and diverse cohort of students. | HOS | T2 2021/22 | T1 2022/23 |
| | | | A global engagement strategy will be developed over the next year that will consolidate and identify key programmes and market areas for targeted expansion, that map to broader School and College strategies (e.g., One Health) and will take into account reflections from the 2020 SWOT analysis such as impact on staff:student ratios and workload. | AD for GE in association with Programme Directors | T2 2021/22 | T1 2022/23 |

| 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 & Risk Management. | 1, 2 | Food safety and risk maps to the One Health agenda. The previous iteration of the MSc in Food Safety and Risk Analysis was run in conjunction with the School of Biosystems Engineering. Currently the School of Agriculture and Food Science offers Professional Diplomas in Food Safety and Regulatory Sciences, and Food Safety and Quality. The SPHPSS will explore the feasibility of contributing to the *Master of Science in Food Safety and Risk Management* programme in the School, in conjunction with colleagues across CHAS, and other stakeholders, including the One Health Champion as part of the wider Global Engagement Strategy. This requires manpower and expertise; expertise exists in the SPHPSS, but staff resources are limited. There have been plans to have a MPH (Food Safety) stream since 2020, which will be explored with this, as part of the Global Engagement Strategy. | AD for GE | T2 2021/22 | T2 2022/23 |
| 9.13 continued | | 1 | The SPHPSS *Global Engagement Group* will link with *UCD Global*, specifically the partnerships unit for Asia to explore and leverage existing partnerships, in order to research demand for such a programme and viability. | AD for GE | T2 2021/22 | T2 2022/23 |

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.	1	When certainty relating to international travel is restored, feasibility to run the Sport and Athletic Development Summer School will be revisited. The School, via the *Global Engagement Group*, will further assess other opportunities for Summer Schools with Heads of Subject.	Relevant Heads of Subject, in association with AD for GE and PME Manager	T2 2021-22	T3 2023-24

10. EXTERNAL RELATIONS

RG Report (Paragraph Reference)	RG Recommendation	Category (See above list)	Action Taken/Planned	Lead (E.g., Name of Faculty/Staff/ Group)	Start Date	Planned Completion Date
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 PME Manager should investigate international promotion opportunities.	1	International promotion has been included in the new PME Manager's job description. Strategies include developing creative campaigns for the promotion of key programmes and to formulate marketing and communication plans for the International markets. The PME manager will work with *UCD Global* and the School *Global Engagement Group* (see 9.11), Programme Directors, Programme Managers and Support Staff.	PME Manager in association with AD for GE, Programme Directors & Programme Administrators	T2 2021/22	T3 2021/22
10.14	School-specific orientation for International students joining the School should be considered, alongside the support offered by the College and UCD Global.	1	A strong orientation programme for all incoming students to the School is already in place with a key goal being integration of all students, national and international. Currently, the Programme Director on the *Professional Masters in Physiotherapy* organises an online Q&A meeting, in collaboration with *UCD Global*, for International students on the Professional Masters programme before students arrive in Ireland.	AD for GE in association with PME Manager, Programme Directors, & Programme Administrators	T2 2021/22	T3 2021/22

			The School will explore opportunities to expand this pre-arrival Q&A to international students on all programmes or at a School level.			
10.14 continued		1	In collaboration with Programme Directors, recent graduates and current international students, a School-specific information pack will be developed by the *Global Engagement Group* and prepared and provided to international students. This will provide an overview of the School and prioritise information that graduates and current students think is most useful for incoming SPHPSS students.	AD for GE in association with relevant Programme Directors and PME Manager	T2 2021/22	T3 2021/22
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.	1	The School will work on this recommendation with: a) CHAS Alumni Liaison Officer (to be appointed) who will specifically advise and support School national and international Alumni engagement and b) the PME Manager.	PME Manager in association with AD for GE	T2 2021/22	T3 2021/22
10.15 continued		1	Alumni engagement will be a standing item on the *Global Engagement Group* agenda and there is a SPHPSS representative on the University wide *Alumni Engagement Group*.	AD for GE	T1 2021/22	T3 2021/22

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### 3.	Prioritised Resource Requirements

This section contains a list, prioritised by the Quality Improvement Committee, of recommendations outlined in the Review Group Report, which require additional resources.	The planned action to address each recommendation with an estimate of the cost involved is included:

**1.	Space**
(i) Planned action: Since the space review carried out following the Quality Review Group report in 2013, demand for space has increased because both the School staff and student population has increased the problem. It is crucial for the success of the School that this need is addressed in the medium-term in order to plan for the long term. This remains beyond the control of the School.
(ii) Estimate of Cost Involved
Cost estimates will be provided following the Space Review.

**2.	Director of Clinical Education**
(i) Planned action: The HOS has initiated discussions with the College Accountant and College Principal to identify funding for this position when setting budgets for 2022-2023. As budget submissions for upcoming financial years are agreed one year in advance, this item will be included for discussion when the next financial planning session is underway (T2 2021/22).
When the resourcing of this position has been secured, this will enter the recruitment and appointment phase.
(ii) Estimate of Cost Involved: Assistant Professor salary grade range €54,848 - €87,724 plus add on of circa 30.75% PRSI/Pension.

**3.	Strategic development support roles**
(i) Planned action: the School will discuss funding, with the College Principal and College Accountant, for the following: a) increase Educational Technology support from 0.5 FTE to 1.0 FTE (section 4.18), and b) increase Project, Marketing and Engagement support from 0.5 FTE to 1.0 FTE (section 2.13).
(ii) Estimate of Cost Involved for both posts: €48,119 - €71,296 pa plus add-on of circa 30.75% PRSI/Pension.

Note: The Quality Improvement Plan should be used to inform Unit and College level academic, support service and resource planning activities.

Glossary of Acronyms

Acronym	Explanation
AD	Associate Dean (e.g., AD for TL is Associate Dean for Teaching and Learning) UCD
AO	Administrative Officer
BSc	Bachelor of Science
CAO	Central Applications Office (national undergraduate degree applications system)
CHAS	College of Health and Agricultural Sciences UCD
CME	Continuing Medical Education
CPD	Continuing Professional Development
CR	Curriculum Review
CSS	Centre for Sports Studies (SPHPSS - UCD)
DARE	Disability Access Route to Education
EDI	Equality, Diversity and Inclusion
FTE	Full Time Equivalent
GE	Global Engagement (UCD)
GEAP	Gender Equality Action Plan
GEG	Global Engagement Group (UCD)
GRC	Graduate Research Committee (SPHPSS)
HEAR	Higher Education Access Route
HOS	Head of School
HR	Human Resources

Acronym	Explanation
MPH	Masters in Public Health
MSc	Master of Science
P4G	Performance for Growth - UCD staff performance management system
PDARF	Programme Development, Approval & Review Framework (UCD)
PME	Projects, Marketing and Engagement
Q&A	Questions and Answers
QIP	Quality Improvement Plan
QQI	Quality & Qualifications Ireland
QQI FET	Quality & Qualifications Ireland Further Education Training
QQI FETAC	Quality & Qualifications Ireland Further Education & Training Awards Council
R&I	Research and Innovation (UCD)
RCPI	Royal College of Physicians of Ireland
RCRC	Responsible Conduct of Research
RCSI	Royal College of Surgeons of Ireland
RG	Review Group (Quality Review)
RIIC	Research, Innovation and Impact
SAR	Self-Assessment Report
SEM	Sports & Exercise Mgt (SPHPSS)
SPHPSS	School of Public Health, Physiotherapy and Sports Science

Acronym	Explanation
SWOT	Strengths, Weaknesses, Opportunities and Threats
T&L	Teaching and Learning
UCD	University College Dublin