![UCC University College Cork, Ireland / Coláiste na hOllscoile Corcaigh — Fheabhsú Cáilíochta Quality Enhancement]

QUALITY REVIEW

PEER REVIEW PANEL REPORT

DEPUTY PRESIDENT & REGISTRAR (ALL DIRECTORATES)

"To support the University's mission and strategy for excellence in learning, research and related services through developing and embedding a culture of quality enhancement based on the outcomes of robust expert peer review and informed by ongoing analysis of key quality indicators."

(UCC Quality Enhancement Committee Aim)

March 2024

Contents

Context

The Deputy President & Registrar (DPR) is the 'Senior Academic Officer having responsibility to the President for academic affairs' (D2.a Principal Statute). The DPR is responsible for 'the development and implementation of academic strategy and policy in accordance with the strategic policy of the university' (D2.c Principal Statute).

The directorships and offices in the DPR area supports the DPR in delivering UCC's core academic mission – to deliver 'an outstanding, student-centred teaching and learning experience with a renewed and responsive connected curriculum at its core.' To deliver this broad mission, a complex landscape of offices and directorships is in place with 257 people delivering supports across six Directorates.
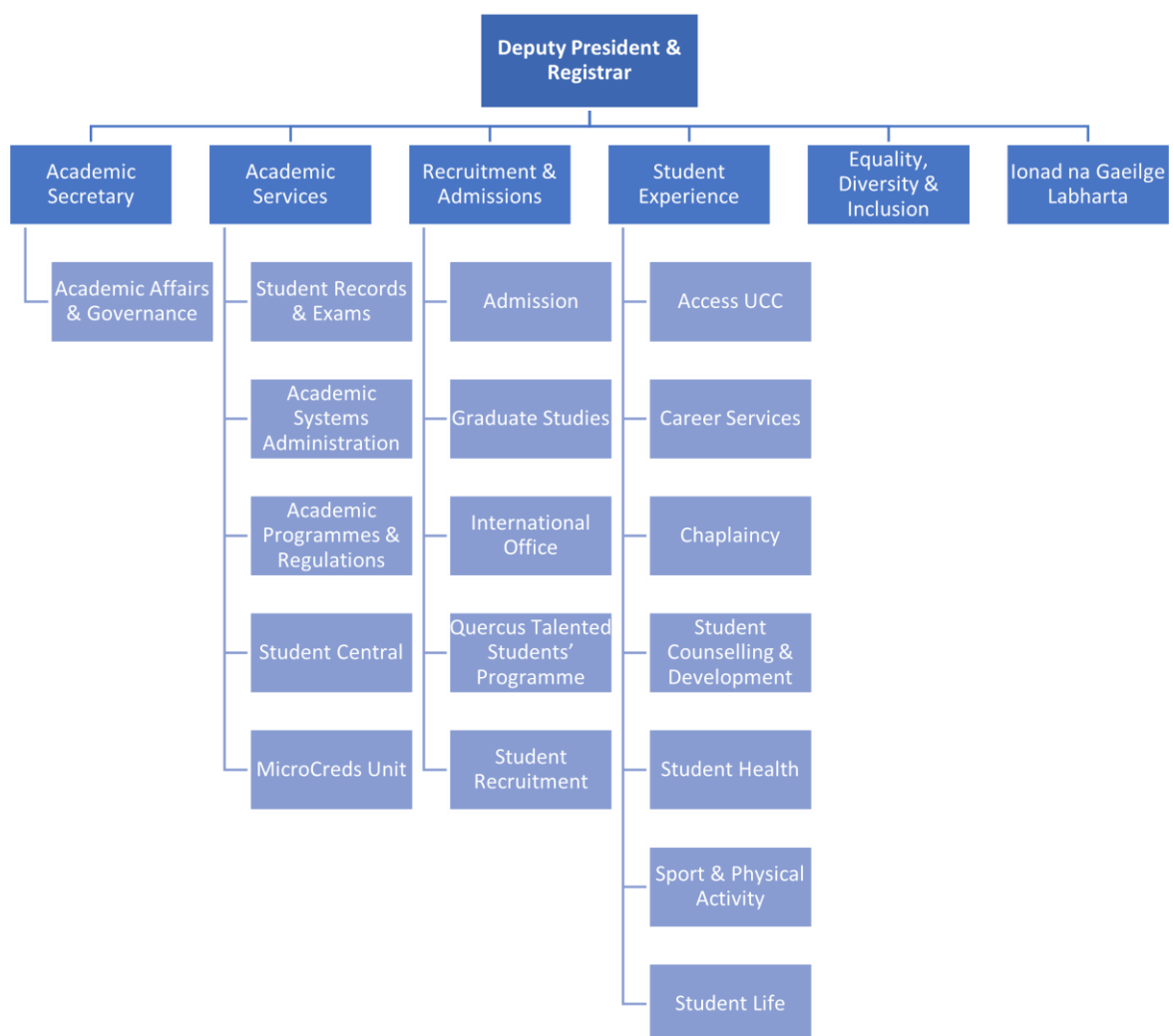
Methodology and Site Visit

A model for conducting site visits virtually was developed in 2020 to enable completion of Quality Reviews under the prevailing public health restrictions due to the COVID-19 pandemic. This model ensured continuity in the operation and delivery of quality review and enhancement activities. In 2022 the model moved to a hybrid review comprising of a 2 day on-campus site visit and 2 half-day virtual meetings.

This review took place under the hybrid review process over 2 weeks during March 2024. During the site visit the Panel met with staff, students, senior officers and relevant stakeholders. During the virtual meetings the Panel focused on writing the Report with a particular emphasis on the commendations and recommendations. The sequencing of meetings was organised to ensure coherence and progression in the conduct of the review. The platform used for the virtual meetings was MS Teams. The timetable for the site visit afforded appropriate time to engage with a broad variety of stakeholders. The timetable is included as Appendix B.

The Panel brought together internal and international peer reviewers (Panel profiles can be found in Appendix A). The internal reviewers provided knowledge of institutional and organisational structures with the external Panel members contributing their peer expertise. The student Panel member brought valuable insights and perspectives on student issues. At the end of the site visit, the Panel presented its initial findings, both commendations and recommendations, to the staff of the Deputy President & Registrar (all Directorates).

To support the Peer Review Panel and facilitate effective engagement throughout the site visit, additional guidance and support was provided by staff of the Quality Enhancement Unit (QEU) in UCC. This included technical support, as well as briefing and advisory support prior to and throughout the review. Review coordination was provided throughout by a Review Coordinator to facilitate the review process and to support the Peer Review Panel in formulating and agreeing the final Panel Report. The Report was compiled collaboratively, and the entire Panel contributed to the production of the final Report.

Panel Members

Refer to Appendix A for detailed Panel profiles.

Name	Position/Discipline	Institution
Ms Coral Black	University Librarian	University College Cork
Professor Frank Coton	Senior Vice Principal and Deputy Vice Chancellor (Academic)	University of Glasgow
Mr Leannán O'Grady *(Student)*	LLM (International Human Rights)	University College Cork
Mr Colman Quain	College Manager, College of Business and Law	University College Cork
Professor Bairbre Redmond *(Chair)*	Emeritus Professor, University College Dublin Former Provost, Universitas 21	HEDU Consulting, Ireland
Mr Paul Travill	Academic Registrar (recently retired)	Heriot Watt University Edinburgh
Dr Ellen van Schoten	Vice President, Executive Board	Erasmus University Rotterdam
Review Coordinator		
Ms Deirdre O'Brien	*Quality Enhancement Unit*	*University College Cork*
IT and Logistics Coordinator		
Ms Sheila Ronan	*Quality Enhancement Unit*	*University College Cork*

Objectives of Quality Review

The overarching objectives of quality review at UCC are to enable units, through evidence-based self-evaluation, to:

1. Reflect on and promote the strategic enhancement of their academic activities to ensure an outstanding learning experience for all students (enhancement dimension);

2. Evaluate the effectiveness of their processes for assuring academic standards and provision, in line with the University's academic mission and strategy (assurance dimension).

Thus, peer review goes beyond quality assurance to also embrace continuous quality enhancement. The Peer Review Panel Report reflects these objectives in the recommendations and commendations outlined to support the Deputy President & Registrar (all Directorates) in further refining its priorities and optimising its activities in the pursuit of its ambitious drive for excellence within the international and national arena of higher education.

Commendations and Recommendations

Commendations

Based on the information obtained from the Self-Evaluation Report and meetings with multiple internal, as well as external stakeholders, the Panel commends the Deputy President & Registrar (all Directorates) for the following:

1. The Panel commends the DPR staff for their openness in terms of participation, communication and engagement throughout the review.

2. The Panel commends the DPR staff for their dedication and professionalism. The Panel considered that staff are fully committed to ensuring a high standard of university experience for all students. The Panel observed a strong sense of shared mission and values and respect for the expertise of colleagues.

3. The Panel heard examples of innovative and effective practice within the DPR area and congratulates all involved in the planning and delivery of the case studies of good practice.

4. The Panel acknowledged the digital transformation evidenced in the DPR area to date. There was clear evidence of the positive outputs and benefits of technical and systems investments. It was recognised that this work is still an ongoing process, with a number of system integrations and rollouts still planned.

5. The Panel commends the DPR staff for their level of engagement with external stakeholders. The Panel heard consistent praise from these stakeholders, noting a demonstrably high level of engagement and responsiveness from the DPR area. These stakeholders also articulated a strong level of confidence in the service provided by individuals and a depth and breadth of expertise within all teams. It is clear that the DPR as a whole draws on and enhances UCC's profile as a collegial university positioned within a collegial city.

6. The Panel commends the DPR student services. It was clear to the Panel that the overall student experience is very positive; in particular, the level of student volunteering is impressive and makes a significant and important contribution to incoming students.

Summary Recommendations

1. The Panel recommends that the DPR area is rationalised to reflect the core academic and student experience elements of the DPR role.

2. The Panel recommends that the leadership layer below the Deputy President & Registrar adopts a more high-level and strategic approach to its work.

3. The Panel recommends that the DPR Directorates work together to review workload balancing.

4. The Panel recommends that the role of Dean is restructured to operate as a university leadership role.

5. The Panel recommends that communications within and across the DPR area are reviewed and enhanced.

6. The Panel recommends the development of a more standardised model for Student Helpers.

Recommendations – Further Detail

1. **The Panel recommends that the DPR area is rationalised to reflect the core academic and student experience elements of the DPR role.**

   The Panel recommends a move to a leaner structure which will enhance the capacity of the DPR to design and deliver a high standard of service delivery, and to develop a more coherent and responsive functional area.

   The Panel recommends that the DPR area should review the number of units within its scope. The Panel considers that the work of some units (such as EDI and Ionad na Gaeilge Labhartha) may be better suited to and could be aligned with other areas of the University.

   Once the composition of the DPR area has been determined, the DPR should re-think the functional makeup and structure of the overall team. Reporting lines should be further optimised; a more scalable approach to service delivery needs to be facilitated, along with enhanced flexibility and agility to respond to fluctuating levels of service use.

   This recommendation should be led by the DPR. This recommendation should be initiated within one year and implemented within 24 months following receipt of the Panel Report.

2. **The Panel recommends that the leadership layer below the DPR adopts a more high-level and strategic approach to its work.**

The Panel considers that the DPR Directorate team needs to be re-focused to operate to its fullest capacity. While there is an obvious degree of collegiality across the Directorates, the Panel noted that the team consisted of well-managed individual units and services, rather than a broader, fully integrated DPR service. The Panel sees a need for the Directors to function as active members of a senior strategic leadership team within the DPR area. This team should work cohesively to support the overall aims of the Deputy President and Registrar, and the combined work of the Directorates, both operationally and strategically.

To create a structure that supports the work of the DPR, the Panel recommends the following:

- A smaller and more focused new DPR Senior Leadership Team (DPR-SLT) should be created, with clear terms of reference, which should function as the active, strategic leadership team within the DPR.

- The DPR-SLT membership should be kept to a minimum for optimal operation. The Panel recommends that membership should be limited to the DPR, the Deans and the Heads of Directorates.

- Regular, formal and structured meetings of the DPR-SLT should be held, supported by a clear agenda.

- The input of an external facilitator to support the re-focusing and successful functioning of this strengthened leadership team, in its initial phases, is strongly recommended.

This recommendation should be led by the DPR with the Heads of Directorates. This recommendation should be initiated immediately and implemented within one year following receipt of the Panel Report.

3. **The Panel recommends that the DPR Directorates work together to review workload balancing.**

The Panel is concerned that the level of workloads in some units, particularly at key business-critical points in the academic year, relies on regular and significant levels of overtime by staff. At present, this appears to be to be accepted as the "norm" needed to achieve University deadlines. The Panel noted that this situation poses a risk to the University which could be increased through the loss of a few significantly experienced staff.

An improvement plan should be developed and implemented by the DPR-SLT to address workload balancing.

The improvement plan should include the following:

- The identification of key potential single points of failure in key University processes / services along with a clear plan to address them.

- A review of adequate onboarding and knowledge transfer.

- The HR Business Manager should be tasked by the DPR-SLT to provide advice and exemplars of good practice from within the DPR area and across other areas of the University to address the issues outlined above, and to support the DPR-SLT to develop a DPR-wide training and development plan.

- A standard DPR-wide calendar should be designed, into which all Directorates input.

  - The standard calendar should provide an overview of known pressure points across the academic year and should allow for adequate planning.

  - The standard calendar should also be used to identify pressure points for requests from Schools/Colleges and ensure that such deadlines are not overlapping, and feed into improved communications plans.

  - Directorates should work together to identify staff within each Directorate with the relevant experience and training who could be scheduled for temporary release to other areas to relieve pressure at key times in the academic calendar.

  - The standard calendar should be used to ensure that sufficient time is built in for staff to pursue their development objectives.

This recommendation should be led by the Heads of Directorates with the oversight of the DPR. This recommendation should be implemented within one year following receipt of the Panel Report.

4. **The Panel recommends that the role of Dean is restructured to operate as a university leadership role.**

The Panel recommends that the roles of Dean of Undergraduate and Postgraduate Studies and that of the Dean of Doctoral Studies be restructured to have defined, enhanced and delegated responsibility for specific key aspects of the DPR role. This is to allow for an enhancement of senior academic leadership support to the DPR, increase resilience, and create more opportunity for the DPR to focus on strategic leadership at the highest level.

- The role of Dean should be full time and have the appropriate seniority and structure to lead on specific elements of the DPR portfolio. The role should be clearly defined as a senior role with relevant decision-making powers to deliver the academic vision.

- The enhanced roles and responsibilities of the Deans should be clearly communicated to the university community.

As one of the Deans also reports to the Vice President for Research and Innovation (VPRI), this recommendation should be led by the DPR in conjunction with the VPRI. This recommendation should be initiated within one year and completed within 18 months following receipt of the Panel Report.

5. **The Panel recommends that communications within and across the DPR area are reviewed and enhanced.**

The Panel recommends the initiation of a communications project to review internal and external communications. The focus of this project should include:

- Internal communication

    o The modes of communication (email, MS Teams etc.) should be reviewed, standardised and harmonised across all units.

    o Communication of new policies and processes. Information should be shared across all units, in a cohesive manner.

    o Regular staff meetings. The Panel noted that staff seemed to welcome opportunities to consult together during the review planning, and with the review panel during the site visit. The Panel recommends that more regular cross-unit staff meetings would help to break down barriers between teams and share good practice.

- Communication with the University community

    o Consideration should be given to the use of a high-level newsletter in which all communication from the DPR is collated into one online resource.

    o The Panel endorses the DPR recommendation to develop an Ask UCC service for staff or a similar 'one stop shop' service. This facility should enable staff to find out who or what area they need to contact with various queries.

    o Student communication. The Panel recommends the formulation of a panel of student communication advisors (including members from the Students' Union) who would regularly review all student communications to ensure that they are in a style and are disseminated through channels most likely to be picked up and read by students.

This recommendation should be led by the Heads of Directorates with the oversight of the DPR. This recommendation should be implemented within one year following receipt of the Panel Report.

6. **The Panel recommends the development of a more standardised model for Student Helpers.**

    The Panel recommends that the role of Student Helpers on front line service points be reviewed with a view to:

    - Enhancing the role of the Student Helpers, moving their contribution from one of onward referral to a greater focus on front line resolution. Where possible their goal should be to actively assist students find solutions to questions, queries etc., thus also reducing staff workloads at key times.

    - Ensuring that the interface with Student Helpers is a consistently positive experience for students across the University.

        o   Student Helpers should be branded consistently across the University to allow for easy and immediate recognition. The Panel suggests developing a competition for students to suggest a new design and brand for all Student Helpers.

        o   Students should have consistent access to Student Helpers across the whole campus, and where this is a limited service (e.g. Brookfield Campus), access times to Student Helpers should be clearly advertised.

        o   Signpost student services more effectively.

    - Service delivery - consider the opening hours for all student facing services (including those outside the DPR) to best meet student need.

    This recommendation should be led by the DPR, together with other senior leaders who have responsibility for the student experience. This recommendation should be initiated within one year following receipt of the Panel Report and completed within 18 months.

Overall Analysis of the Self-Evaluation Process

Self-Evaluation Report (SER)

The Panel considered the SER to be an insightful document, reflecting a genuine desire across the broad DPR area to participate positively in the review. The Panel found some mismatch between the self-reflection undertaken and the resulting DPR recommendations for enhancement. However, they found the SER to be well written, providing a good introduction to the team and the services provided, along with an outline of the changes that had occurred since the previous review.

SWOT

The SWOT exercises for the review of the DPR area were undertaken in 2 stages. During the first stage each unit undertook their own SWOT; 10 SWOTs were undertaken during September-October 2023, facilitated by the QEU and HR. All staff were invited to participate in the SWOT exercises and had an opportunity to input on *padlet* in advance. Consistent themes across all Directorates were brought together into one overall set of themes. During stage 2, the Heads of Directorates held a SWOT during which the themes gathered during stage 1 were considered and a further set of strengths, weaknesses, opportunities and threats were agreed.

There was agreement across all SWOTS that staff were the main area of strength for the DPR area. Individual SWOTs consistently highlighted the expertise, institutional knowledge, and professional experience of staff; staff were affirmed as committed, collegial and respectful across the board. Opportunities included the potential benefits that could arise from linking in more with Schools and the new international strategy that will be developed by the new Vice President of Global Engagement.

Weaknesses focused on the lack of planning and communication of timelines to staff. Threats included underfunding and the need for the University to be more agile both in internal decision making and in response to outside change.

Overall, identity emerges as a key issue for the DPR and the need to articulate who they are and what they do both internally and to the University community.

The Panel concurred with the strengths, weaknesses, opportunities and threats identified by the DPR area.

Benchmarking

Following the conduct of the SWOT exercises and the feedback from questionnaires to stakeholders, the DPR area agreed to focus on several themes for the benchmarking exercise: planning, communications, people capacity and resources, services to students and supports to staff.

Two institutions were selected for benchmarking, University College Dublin and Erasmus University Rotterdam. UCD was chosen as a benchmark organisation as it is a large comprehensive university operating under the same system as UCC but has improved its ranking in recent years. Erasmus University of Rotterdam was chosen as it is a UNIC (European University of Cities in Post-Industrial

Transition) partner, it is also a comprehensive university located in a 'second' port city and ranked higher than UCC.

The Panel commended the DPR area on the benchmarking exercise and acknowledged the degree of engagement and the work that went into the exercise. However, it noted that the knowledge gleaned from this exercise was not critically reflected upon in the SER; it would have been beneficial for the Panel to understand how the information gathered during this exercise could be applied to the DPR area.

Good Practice Case Study

The Panel was presented with 4 case studies representing the good practice and enhancements across the DPR area. The case studies presented were:

- *Supporting the Development of Graduate Attributes and Values*
- *Access UCC EmployAbility Programme*
- *Development of Service Principles/Ask UCC Case Study*
- *Implementation of Work-Integrated Learning*

Supporting the Development of Graduate Attributes and Values

UCC's unique [Graduate Attributes Programme](#) (GAP) is a student-centric suite of initiatives which help students to successfully navigate their transition into, through and out of UCC, enabling them to begin, belong and become the person they want to be. Programme initiatives are targeted at pre-entry level students and current students. This programme empowers students to create more value than they consume and facilitates their acquisition of five graduate attributes and five values through curricular, co-curricular and extra-curricular channels. Graduate attributes and values have been created to allow each college, school, and discipline to adopt them and embed them explicitly into the curriculum, and for each Student Experience Unit to encompass and embed them within extra-curricular and co-curricular activities.

GAP is currently in its maturing phase. Future programme objectives will focus on embedding graduate attributes in the curriculum through the development of a programme-level assessment, and a bespoke staff training offering. The assessment and training will support staff to complete the graduate attributes feature on CIM and enable them to examine where there is scope to further embed low-scoring attributes in their curriculum.

Access UCC EmployAbility Programme

The Access UCC EmployAbility Programme provides opportunities for students with a disability to develop their employability skills and gain valuable and meaningful work experience. The programme works with employer partners to develop career mentoring and summer internship experiences for students registered with Access UCC Disability Support.

The programme includes a summer internship that is bookended by two important pieces of mentoring. In 2024, partner employers are offering 58 programme spots. In addition, the

Employability Team supports employers through the programme by facilitating a series of 3 training sessions that are focused on inclusive recruitment.

The focus for students is on employability skills development, and providing internship opportunities that themselves might lead to further employment. For employers, the focus is on disability awareness, disability-inclusive recruitment, and creating disability-inclusive workplaces.

Development of Service Principles/Ask UCC Case Study

Two major developments in student service delivery have seen beneficial outcomes for both staff and students of UCC; the development of **Student Central** and of **Ask UCC** (ask.ucc.ie).

Student Central is the physical office that now provides a triage service for all admissions queries previously directed to the Admissions Office, International Office, and Graduate Studies Office. Student Central also manages conferring queries, along with triaging the "general & other" queries from students. Student Central provides a physical counter space in the Student Hub building, for students to present with forms that need to be certified, and to collect hard copies of letters. In meetings between the Panel and staff, Student Central was recognised as a development that had benefitted the University and one that works well.

Ask UCC is the searchable knowledgebase available on the UCC website. Each Knowledgebase Article is owned and kept up to date by the office in charge of the service. Student Central staff must approve changes to articles, allowing for a central overview. Ask UCC hosts the request buttons for letters and transcripts, greatly decreasing the need for manual letters. Ask UCC also allows for users to submit questions through webforms; one for registered students and one for prospective students, allowing staff to provide correct and relevant information.

A set of thorough business process reviews were conducted in order to move the triage of admissions queries to Student Central. Admissions Specialists provided information to Student Central staff so that a wide-ranging knowledgebase could be collated. This has allowed Student Central to answer most of the incoming student queries, in turn giving the Admissions Specialists the time they require to undertake their own duties.

Implementation of Work-Integrated Learning

In 2020 the Deputy President and Registrar's office commissioned a Thematic Review of work placement organised locally or via Career Services in the Colleges. The review was led by the Quality Enhancement Unit to evaluate existing work placement practices, processes, and policies to assess their effectiveness and identify international good practices to inform future developments. The review introduced 'Work-Integrated Learning' WIL.

This project has established that UCC has a range of placement opportunities available to students enrolled on programmes across the university with 4,000 students on placement. The role of the project is to expand WIL further to include service-learning activities, community and industry research projects, non-placement WIL, clinical placements, entrepreneurship, internship, and apprenticeships.

The thematic review of placement was originally commissioned due to the disperse practices of work placement across the University, however, the arrival of the Covid-19 pandemic highlighted an even greater need for increased communication and collaboration on policies and practices throughout the University.

Since the project commenced in 2021 the WIL working group has established subgroups to work on several of the key recommendations including setting up a centralised website space for WIL information and activities, reviewing the Student Placement policy, increasing the use of *InPlace* to house placement activities and providing training and content on WIL activities for staff.

The Panel was impressed with all of the case studies presented and commends them all highly. In particular, the Panel approved of the approach of the graduate attributes case study to embed graduate attributes in the curriculum. The Access case study was an inspiring example of how the implementation of good practice can positively affect students. The potential benefits of implementation of Work Integrated Learning were well demonstrated, whilst broader application of the activities as outlined under the "Development of Service Principles to other units of the Deputy President and Registrar's office" could also reap further benefits.

Facilities

The Panel visited the new Student Hub Building on the main campus along with the Mardyke Arena and sports facilities and the Student Mental Health and Wellbeing Hub. The Panel was impressed with the facilities available to students though noted that the sports facilities required investment to bring them up to par with rival universities.

More generally, the Deputy President and Registrar's office's cover a wide range of buildings and facilities and the Panel recognises standards of staff accommodation are not equal across all areas, whilst also acknowledging investments made to improve physical space. The Panel also noted differing views amongst staff on the physical work environment within the HUB building which might benefit from further exploration.

DPR Overview

The Panel heard much positive feedback from all stakeholders, both internal and external, over the course of the review, including personal praise for the commitment and leadership of the Deputy President and Registrar. The Panel greatly enjoyed meeting the DPR area staff and was struck by their professionalism and dedication. Staff are evidently focused on the wellbeing of the students and committed to ensuring a positive experience for students throughout their time in UCC. External stakeholders were effusive in their praise for the staff of the DPR area and commended the DPR office in particular as well organised, responsive and proactive.

The organisational resilience of the DPR area was a concern for the Panel particularly given the over reliance on individual members of staff leading to 'single points of failure'. Workload is some areas includes regular, significant overtime and is a risk for the University. The Panel has recommended that these issues are addressed within a wider recommendation aimed at addressing workload balancing across the DPR area.

Having evolved somewhat organically, the Panel found the structure of the DPR area to be confusing in its scale and scope and lacking in coherence. The Panel has recommended that the structural makeup of the DPR area is reconsidered with a view to rationalising the units reporting into the DPR.

Underpinning the work of the DPR is the work undertaken by the Deans and the Heads of Directorates. It was clear to the Panel that this senior layer works effectively within their own sphere but in a siloed manner. The Panel has recommended a strategic shift in emphasis, from the individual Directorates to a collective DPR leadership team. This senior layer of staff should be enabled to work cohesively as a senior strategic leadership team to facilitate the work of the DPR and to create a collegiate DPR service. The role of Dean should also be clarified and strategically strengthened.

Clearly the DPR Office is in a very different position, given its growth and levels of investment over the past 10 years, to when the last set of Quality Review recommendations were made and the Panel notes that a number of recommendations were suitably resourced and progressed whilst others, where less resource was evident, are either still in progress or have not been implemented.

The Panel is confident that a rationalised DPR structure with a strengthened leadership layer would greatly enable and enhance the work of the Deputy President & Registrar.

Conclusion

The collaborative engagement of staff with the self-evaluation process was greatly appreciated by the Panel; the Panel wishes to thank the Self-Evaluation Committee for their work on the self-evaluation process.

The Panel appreciated the direct assistance provided by the QEU in supporting their meetings, note-taking and ensuring the logistics of the meetings ran smoothly throughout the review.

The Panel enjoyed meeting the staff of the DPR area and was impressed with the regard for students and the standard of endeavour and collaboration demonstrated and wish the staff well with their activities into the future.

Next Steps

The Panel Report will next be presented to the Quality Enhancement Committee (QEC), chaired by the President, and subject to QEC approval, will be subsequently published on the Quality Enhancement Unit (QEU) website.

The Deputy President & Registrar (all Directorates) will implement the recommendations within the timeframes outlined and provide a detailed report on their progress via a Quality Enhancement Plan (QEP). The QEP will be considered and approved by the QEC and published on the QEU website.

Appendix A – Panel Profiles

Ms Coral Black	Coral Black is currently University Librarian at UCC, taking up the role in April 2023 after twelve years working overseas in Australia and New Zealand. Prior to coming to Ireland Coral was Director, Library Site Services at the University of Sydney and University Librarian at the University of Newcastle. In both roles she led transformational organisational change, developing learning spaces, technology driven services and new support models in response to changing student and researcher needs. Coral also worked in New Zealand as the Associate University Library: Learning, Teaching & Research at the University of Canterbury leading the delivery of Customer Services, Faculty Liaison, Research and eLearning Support in a post-earthquake environment. Coral moved to New Zealand in 2011 following a long career in the UK working in senior management roles in library, learning and information services, across the tertiary sector. This included Edge Hill University, the University of London's Senate House Library and Royal Holloway College. Throughout her career Coral has provided strategic leadership to large teams of professional staff, managed large organizational, technological and cultural change projects and has developed a keen interest in organizational culture and leadership, and how we shape staff roles and teams to support the changing needs of the University community.
Professor Frank Coton	Frank Coton is Senior Vice Principal and Deputy Vice Chancellor (Academic), he also holds the title Vice Principal (Strategy and Resources) and is a member of the Senior Management Group of the University of Glasgow. He has University level responsibility for leading the development and implementation of the University Strategy, planning, budgeting and the processes and policies associated with academic career development. He also has responsibility for oversight and leadership of the development, implementation and governance of the University strategy in relation to IT and digital technologies. Between 2010 and May 2019, Frank had responsibility for the development of educational policy and strategy and all teaching quality processes across the University of Glasgow. He also had oversight of the development of the physical and digital teaching environment. He continues to lead major developments at the University in support of the student experience. He is former Chair of the UK Russell Group Committee of Pro-Vice Chancellors for Learning and Teaching. He is also former Chair of the Student Experience Steering Group of the Universitas 21 global network of research-intensive

	universities and was the technical programme lead for the first Times Higher World Summit on Teaching Excellence.
	His research interests include low-speed, unsteady, and interactional aerodynamics with particular emphasis on rotorcraft and wind energy applications. He has participated in major rotorcraft research projects and he has developed key datasets for two- and three-dimensional dynamic stalls that have been used extensively for computational fluid dynamics code validation studies. He is a Fellow of the Royal Aeronautical Society, an Associate Fellow of American Institute of Aeronautics and Astronautics (AIAA), and a past chair of the AIAA Applied Aerodynamics Technical Committee. He has authored or coauthored more than 100 archival and conference papers, and he has received awards for his work from the American Society of Mechanical Engineers, the American Helicopter Society, the Royal Aeronautical Society, and the U.K. Institute of Mechanical Engineers.
Mr Leannán O'Grady *(Student)*	Mr Leannán O'Grady is a postgraduate student in the School of Business and Law, University College Cork, where he is currently pursuing an LLM in International Human Rights Law & Public Policy. Before starting his studies at UCC, he completed a Masters degree in Philosophy & Japanese Studies at the University of Cologne, Germany, which also included a total of two years at Keiō University and Waseda University in Tōkyō, Japan. During his studies in Germany he played an active role in the student council of the Japanese department, 18 months of which as the chairman. This position necessitated a strong dedication to student wellbeing as well as the promotion of intercultural exchange and equipped him with a unique perspective on contemporary issues in higher education surrounding the relationship between students and lecturers.
	Since the beginning of his academic path, Leannán worked in various fields including teaching Japanese and German at a university level and supporting positions as a research assistant. He has also participated in two research projects surrounding activism and contemporary Buddhism in Japan.
	Thanks to these experiences working with the student society and different departments in German, Japanese and Irish institutions, he has gained valuable insight into student needs, expectations and the operations of the University, which will assist him in his role as student reviewer in the Deputy President and Registrar Quality Review.
Mr Colman Quain	Colman Quain is a native of Cork City. Having taken his primary and secondary education adjacent to UCC, he graduated UCC with a B Comm (Hons) in 1986. His first role was with Shannonvale Plastics in Clonakilty from where he

	progressed to the Group Head Office in Manchester dealing with a client base which included the ESB, Rolls-Royce and Westland Helicopters.

Colman undertook an MBA at the University of Strathclyde graduating in 1990 after which he remained in Scotland, working as a Marketing Associate with Strathclyde University, then moving to Community Enterprise in Strathclyde before taking a contract role with Tayside Enterprise. He moved to SSE in Perth in 1995 as a Network Services Marketing and Sales Manager before returning to Ireland in late 1999 to take the role of Commercial Manager, Cork Greyhound Stadium. Colman joint UCC in 2003 as College Faculty Administrator before being appointed College Manager, College of Business and Law in 2010. A role which he has held ever since. |
| **Professor Bairbre Redmond** *(Chair)* | Professor Bairbre Redmond is Full Professor Emeritus at University College Dublin, where she was Deputy Registrar, Teaching & Learning and Dean of Undergraduate Studies (2008 – 2016). She was Provost of Universitas 21 – U21 (2016 to 2021), leading a network of 27 international, world-class, research-intensive universities, 90% of whom rank in the world top 200 universities, collectively enrolling over 1 million students. As Provost she was lead academic, overseeing the strategic direction of the network and the coherence of all the network's projects.

She now works as a consultant in international higher education, continuing to publish on approaches to teaching and learning that produce critical thought and intellectual maturity in students. |
| **Mr Paul Travill** | With over 20 years' experience as Director of Registry Services / Academic Registrar at 4 different UK universities, Paul has significant experience of enhancement of student facing services, systems and processes, across all aspects academic administration. His last post, at Heriot Watt University saw him lead all student and academic services to over 30,000 students in Scotland, United Arab Emirates and Malaysia. He chaired the UK Academic Registrars Council for 3 years and the Tribal Student Records Systems User Group for Tribal (SITS) customers for 5 years.

Since retirement last summer he has been appointed to the Court and the Finance and General Purposes committee of the University of the Highlands and Islands and is a member of the Scottish Children's Panel and is a trustee of the Heriot Watt Student Union. In 2000 he was voted "Hospital Radio Presenter of the year", and Paul still maintains some radio volunteering today. |
| **Dr Ellen van Schoten** | Since January 1st, 2021, Dr. Ellen van Schoten is vice-president of the Executive Board of Erasmus University Rotterdam (EUR). She is responsible for a portfolio which includes Finance, Human Resources, Real Estate & Facilities and Information Technology. She obtained a PhD in Economics. |

	Van Schoten has worked for the public sector for most of her career. Before she joined Erasmus University Rotterdam, she was Chief Operating Officer for the Authority for the Financial Markets and Secretary-General for the Netherlands Court of Audit. She made the switch to the sector of higher education because "If you can make a difference somewhere, it is at a university like the EUR: involved in society and focused on the impact of research and education."

Appendix B – Timetable

Online Briefing

Thursday 15 February 2024	
14.00 - 15.30pm	Briefing of the Panel

Site Visit to UCC

Tuesday 5 March 2024	
During the day	Panel members arrive in Cork
19.00	Dinner for Panel members hosted by the Director of Quality

Wednesday 6 March 2024	
09.00 – 09.30	Convening of Panel
09.30 – 10.30	Meeting with Deputy President & Registrar (Office Manager and Business Development and Finance Manager to join at 10.15)
10.30 – 11.15	Meeting with Heads of Directorates
11.15 – 11.40	Private Panel meeting (coffee break)
11.40 – 12.20	Meeting with UCC stakeholders - academic governance
12.20 – 13.00	Meeting with UCC stakeholders – supporting the student experience
13.00 – 14.00	Lunch
14.0 – 15.25	Meeting with DPR staff (Student Experience)
15.25 – 15.35	Private meeting of the Panel
15.35 – 17.00	Meeting with DPR staff (Academic Affairs & Governance, Academic Services, Recruitment & Admissions, EDI, Ionad na Gaeilge Labhartha)
17.00 – 17.30	Private meeting of Panel
18.30	Informal dinner for members of the Panel

Thursday 7 March 2024		
09.30 – 10.00	Convening of the Panel	
10.00 – 10.45	Case Study of Good Practice meeting	
10.45 – 11.10	Meeting with HR Business Manager	
11.10 – 11.45	Private Panel meeting (coffee break)	
11.45 – 12.25	Meeting with University Leadership Team (ULT) members	
12.25 – 12.30	Panel (selected members) move to venue	
12.30 – 13.10	Meeting with Students' Union Officers	Meeting with Student Representatives
13.10 – 14.00	Lunch	
14.00 – 15.30	Tour of facilities	
15.30 – 15.45	Private Panel meeting	
15.45 – 16.30	Meeting with Student Learning Experience representatives	
16.30 – 17.15	Meeting with President	
17.15 – 17.30	Panel wrap-up meeting	

Online meetings

Tuesday 12 March 2024		
09.30 – 09.45	Convening of the Panel	
09.45 – 10.15	Meeting with External Stakeholders	Meeting with External Stakeholders
10.15 – 10.30	Meeting with Deans	
10.30 – 10.45	Private meeting of the Panel	
10.45 – 11.30	Meeting with DPR operations	
11.30 – 12.15	Break for Panel	
12.15 – 13.30	Panel meeting to draft the recommendations and commendations	

Thursday 14 March 2024	
09.30 – 10.30	Meeting of Panel to finalise recommendations and commendations
10.30 – 11.00	Meeting with Deputy President & Registrar and President.
11.00 – 11.30	Break for Panel
11.30 – 12.30	Panel meeting to discuss feedback from Deputy President & Registrar; consider the closing presentation.
12.30 – 13.00	Closing presentation
13.00 – 13.30	Panel – wrap up meeting