Quality Assurance / Quality Improvement

Internal Quality Review Programme

2016-17



Quality Improvement Plan

**(DRAFT)**

**School of Nursing & Human Sciences**

*26 September 2017*

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# 1 Introduction

* Peer review group (PRG) report circulated to all staff 5 May 2017 when received from QPO
* Reviewed by management team 24 May 2017
* Discussed at staff meeting 31 May 2017
* Quality Improvement Committee membership confirmed (from Quality Coordinating Committee) 30 May 2017; email communication and meetings
* Draft report developed by Quality Improvement Committee
* Draft report circulated to all SNHS staff 28 June 2017, feedback incorporated
* Final draft reviewed and submitted to QPO 4 July 2017, shared with all staff

# 2 Reponses to the Recommendations in the Peer Review Group Report

See Table on page 4.

The following notation is used in the recommendations for improvement.

**P1**: A recommendation that is important *and* requires urgent action.

**P2**: A recommendation that is important, but can (or perhaps must) be addressed on a more extended time scale.

**P3**: A recommendation which merits serious consideration but which is not considered to be critical to the quality of the ongoing activities in the Area.

Additionally, the PRG indicate the level(s) of the University where action is required: A: Area under review U: University Senior Management

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Recommendation Number** | **Priority** | **Addressed** | **PRG Recommendation** | **Response** | **University Response** |
| 1 | 1 | A, U | It is essential that you restructure the organisation, leadership and strategy of the activities of the School, using the resources available to you within the University and external facilitation as appropriate. | We recognise (in our SAR and from the PRG report) the need to **review and restructure** the organisation, leadership and strategy of the activities currently in the School, in order to achieve our full potential, **within the Faculty of Science and Health**. We will look critically at that issue in the review and restructure process. We also agree that the growth of School activity in the past decade has created challenges that need to be addressed by restructuring, in order to support all disciplines and specialist areas. We will align with and continue to support DCU’s and our Faculty’s new strategic plans and goals.  To meet recommendation 1 and its sub-sections, we will conduct a **review and restructure of the School** to be completed within 1 year. It will cover all core University activities; research and scholarship, teaching and learning, and engagement. We will work initially with the Executive Dean and Faculty leadership team to define the Terms of Reference and scope of the review and restructure.  External stakeholders and SNHS staff will be consulted about the review and restructure, supported by internal and external facilitators. We will work with all relevant University professional support areas (Finance, HR, OVPAA, OVPRI etc.). | The university suggest that the School work closely with the Dean of Faculty in developing the scope of the review and restructure process.  The proposals considered should support the best teaching, research and engagement outcomes for the School and facilitate cross-disciplinary collaboration. Proposals for restructuring should be considered within the context of strategic planning within the Faculty and the goals of the new DCU Strategy |
| 1a | 1 | A, U | The re-structuring should be radical and challenge the view that diversity has enhanced the School. It should facilitate the growth of the area of psychology, allow for the separate development of nursing, and identify the best environment for the other specialist areas. |
| 1b | 1 | A | Develop a workload allocation model that values the range of activities of academic staff and accommodates the diversity of profile of staff. | We use School and Faculty guidance notes and frameworks for equitable allocation of work, and communicate all allocated workload transparently to all staff. At School level we will actively participate in the upcoming planned Faculty review of workload management and will draw on pilot work underway in Schools within our Faculty. We will draw on HR and Faculty to support us in workload decision and planning, especially linked with the review and the new structured School(s). | The university notes the DCU framework for workload allocation which outlines the principles for Academic Workload, which are widely available to staff. (<https://www.dcu.ie/sites/default/files/hr/Principles%20for%20Academic%20Workload%20Allocation.pdf>)  It is the practice within the university that these principles are applied in the development of Faculty and School specific models, based on academic discipline. These principles recognise that it is ultimately the role of the Head of School to work with staff in the development of work allocation. The university and faculty welcome an opportunity to support the Head of School, where required, in developing an appropriate model for the School. |
| 1c | 1 | A, U | In the context of the new structure, capitalise on the investment you have had in terms of research and consider in line with University strategy how the expertise and effort within the School could be channelled into a smaller number of themes to enhance research output. | We recognise that there has been investment in research. Within the **review and restructure** process we will refine the number of core research themes for the School and identify ways of channelling support to these focused research areas, drawing on the University’s new research strategy once available, and aligning with the emerging Faculty of Science and Health strategic priorities for research 2017-2020. | The university notes the plans to develop a new Health Research Strategy which will be aligned with the University’s Research and Innovation Strategy. While this strategy will have broad Faculty participation, the university considers that the School of Nursing and Human Sciences has the opportunity to play a key role in the identification of specific research themes and the implementation of the strategy.  The university notes that the DCU Strategic Plan, *Talent, Discovery and Transformation,* offers an opportunity for the School to align its research priorities to those of the university’s strategic focus areas. The university looks forward to supporting the School in the development of its research agenda in line with this strategy and suggests that the School works closely with both the Dean of Faculty, and Office of Vice President Research and Innovation to deliver on its ambitions in this area. |
| 2 | 2 | A | Review and develop a proposal for the future of the Healthy Living Centre (HLC) that addresses its sustainability within the University. | The HLC is an integral part of the School of Nursing & Human Sciences. We agree that a longer term plan for the HLC is required, and will contribute to the review and restructuring of our School.  We will seek engagement of business planning expertise (Faculty and Finance Department) around the HLC for the future. It should potentially identify internal and external stakeholders who may be engaged to support this process. | The university supports this recommendation, and recognise the value of a comprehensive review of the Healthy Living Centre as an opportunity to develop an appropriate business plan, which supports the long term financial viability of the Centre, and aligns it to the goals of the School and its teaching, research and engagement activities. |
| 3 | 2 | A | Working with other relevant parts of the University, develop an internationalisation strategy. | We have recently taken on the running of a new postgraduate degree in Advanced Nursing Practice with PNU, a large ambitious, international postgraduate programme of strategic importance to DCU. This is the current major internationalisation project for the School, and its roll-out will continue to be supported and monitored. We currently operate within DCU’s internationalisation strategy and will continue to do so. We will also further develop internationalisation in terms of staff/student exchange and placements on our existing programmes etc. | The University acknowledges the work within the School during 2017 in the successful development of an MSc in Advanced Nursing for delivery in Princess Norah Bint Abdul Rahman University, Saudi Arabia  The university expects the School to play a full role in the implementation of the university’s ambitious plans in relation to internationalisation, and suggests it works closely with the International Office with regard to future developments in this area. |
| 4 | 2 | A | Develop the business case for the implementation of a placement management system. | With Faculty support we have already developed a business case for a new placement management system. We have been progressing this with Faculty and University colleagues for many years. We understand that this may be most effectively progressed through the broader University Student Information system project, which will form part of the new University strategic plan.  We fully expect that as the current allocations placement system is within the student record system, that its replacement and full roll-out will be included in the overall University plan for the new Student Record System. Were this not to be the case, the time and costs would be substantial.  We will seek to have a strong voice from the Faculty and School in the planning elements of this project to ensure that clinical work-placement is integrated into the system. | The university notes that other academic areas within the university have developed systems to support student work-placement.  In relation to this recommendation, the university suggests that the School liaise with the Academic Systems Unit, within the Office of the Vice President Academic affairs in considering options for development, and alignment between any work-placement system and future student information system development. |
| 5 | 2 | A, U | Put in place mechanisms to ensure that programme portfolio review is strategically driven and the process is explicit and actively managed at area and University levels. | Rigorous processes and mechanisms are already in place at the School, Faculty and University for validation and accreditation of new programmes, and all our existing programmes met the requirements in terms of market and income.  Any review of portfolio will be in the context of the structural review. Processes will be rigorous in terms of programme development priorities in the future. We will continue to take up opportunities for partnership with funding agencies, while also keeping sustainability in mind. Within a restructured organisation, programme portfolio will continue to be strategically driven and sustainably managed at School(s) level, if supported by revised university funding allocation models. | The university considers that this recommendation provides a useful opportunity for the School to consider how its programme portfolio is developed, both in terms of learner demand, and ensuring that the portfolio remains relevant to the learning and skills needs of the sectors its graduates will work in. |

# 3 Summary of the One Year Plan

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| --- | --- | --- |
| **Action required** | **Recommendations addressed** | **Responsibility** |
| An externally facilitated review and restructure of the School. | 1, 1a, 1b, 1c, 5 | Head of School, Dean and DCU Senior Management Group |
| Develop a business case for the HLC, to feed into review and restructure. | 2 | Director and HLC, Head of School and Executive Dean |
| Further exploration of internationalisation opportunities, including e-learning and distance education provision | 3 | Head of School, School Teaching Convenors, Dean of Faculty |
| Progress our existing business case for a placement system, within DCU current review | 4 | Clinical Allocations Officer supported by Head of School and Faculty Manager |

# 4 Summary of the Three Year Plan

|  |  |  |
| --- | --- | --- |
| **Action** | **Recommendations addressed** | **Responsibility** |
| Implement restructure | 1, 1a, 1b, 1c, 2, 5 | Head of School, Dean and SMG |

# 5 Appendices

**5.1 Quality Committee (for the Self-Assessment Report)**

|  |  |  |
| --- | --- | --- |
| 1 | Anne Matthews | Head |
| 2 | Pat Boylan | Senior Technical Officer |
| 3 | Robbie Egan | PhD student, PGR student representative on SRC |
| 4 | Sharon Farrell | Administrator |
| 5 | Pamela Gallagher | Professor of Psychology |
| 6 | Veronica Lambert | Deputy Head |
| 7 | Liam MacGabhann | Director of the HLC |
| 8 | Catherine McGonagle | Undergraduate teaching convenor |
| 9 | Caroline Rawdon | Post-doctoral researcher |
| 10 | Sabina Stan | Research convenor |

**5.2 Peer Review Group members**

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| Professor Lynn Kilbride  Head of Department, Nursing & Community Health, School of Health & Life Sciences, Glasgow Caledonian University |
| Professor Tony Cassidy  Professor of Child and Family Health Psychology, School of Psychology, University of Ulster |
| Mr Ray Bonar  General Manager, Cavan General Hospitals |
| Professor Lisa Looney  School of Mechanical Engineering, Dublin City University |
| Mr Billy Kelly  Deputy Registrar/Dean of Teaching & Learning, Dublin City University |

**5.3 Quality Committee (for the Quality Improvement Plan)**

|  |  |  |
| --- | --- | --- |
| 1 | Anne Matthews | Head |
| 2 | Pat Boylan | Senior Technical Officer |
| 3 | Robbie Egan | PhD student, PGR student representative on SRC |
| 4 | Sharon Farrell | Administrator |
| 5 | Pamela Gallagher | Professor of Psychology |
| 6 | Veronica Lambert | Deputy Head |
| 7 | Liam MacGabhann | Director of the HLC |
| 8 | Catherine McGonagle | Undergraduate teaching convenor |
| 9 | Caroline Rawdon | Post-doctoral researcher |
| 10 | Sinead Smyth | Research convenor (from 9/17) |

**5.4 Prioritised Resource Requirements**

## Summary Resource Proposals Table

|  |  |  |
| --- | --- | --- |
| **Project #** | **Project Title** | **Cost Estimate** |
| 1 | Review of structure and restructuring, change management | 30,000 |
| 2 | Develop a business case for the HLC | 0 |
| 3 | Progress our existing business case for a clinical placement system, within DCU student record review | 0 |
| **Total** |  | **30,000** |

|  |  |
| --- | --- |
| **Project 1** | **Review of structure and options for restructure** |
| Ref PRG recommendation | 1, 1a, 1b, 1c, 5 |
| Aims of the Project | To review the existing structure, costed options and plan for restructuring, support any ensuing change. |
| Cost of the Project | €30,000 |
| Timeline for Delivery | Within one year.  Month 1: Agree terms of reference and scope  Months 2-6: Complete internal and external consultations, with internal and external facilitation; identification of feasible costed options for restructure  Months 7-9: agree option for restructure  Month 10-12: Implement agreed option |
| Project Leader/ Co-ordinator | Head of School |
| Expected Impact on Quality | This will facilitate the growth of the area of psychology, allow for the separate development of nursing, and identify the best environment for the other specialist areas. |
| **Total Funding Requested** | **30,000** |

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| --- | --- |
| **Project 2** | **Develop a business case for the HLC** |
| Ref PRG recommendation | 2 |
| Aims of the Project | To ensure that the HLC remains sustainable and integrated within the School and DCU. |
| Cost of the Project | 0 |
| Timeline for Delivery | Within year 1 |
| Project Leader/ Co-ordinator | Director of the HLC |
| Expected Impact on Quality | Provide academic practice opportunities for students and staff; provide services on that basis to the public. |
| **Total Funding Requested** | **0** |

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| --- | --- |
| **Project 3** | **Progress our existing business case for a clinical placement system, within DCU/ISS student record review, while continuing to enhance our current system** |
| Ref PRG recommendation | 4 |
| Aims of the Project | To ensure that the clinical placement system is built into the new student record system, while continuing to enhance our current system |
| Cost of the Project | 0 |
| Timeline for Delivery | Within 12 months |
| Project Leader/ Co-ordinator | Clinical Allocations Officer |
| Expected Impact on Quality | Enhance student and staff, partner experience, ensure efficiency across placements, reduce error and waste. |
| **Total Funding Requested** | **0** |