**DOCUMENT CONTROL SHEET**

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**[Quality eHandbook]**

**[SAR Template Academic Unit]**

**[Document Title Line 2]**
TABLE OF CONTENTS

LIST OF FIGURES

Figure 1  Description................................................................. Error! Bookmark not defined.

LIST OF TABLES

Table 1.1:  Layout Example......................................................... Error! Bookmark not defined.

APPENDICES

APPENDIX A  [Insert Appendix A name here]  No. of Pages
1 INTRODUCTION AND UNIT DETAILS

The SAR should provide a brief introduction to the unit and an overview of unit’s history, functions and activities. If appropriate describe how the unit has grown and developed in recent years (this will help to provide greater context for the Peer Review Group). Details of the senior management structure, unit organisation chart and summary details of staff should also be included.

1.1 SENIOR MANAGEMENT STRUCTURE

1.2 UNIT ORGANISATION CHART

1.3 SUMMARY DETAILS OF STAFF

<table>
<thead>
<tr>
<th>Name</th>
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2 MISSION, STRATEGIC PLANNING, ORGANISATION AND MANAGEMENT OF THE UNIT

The following headings and prompts are a guideline and may be of use when completing this section of the SAR. Individual units may wish to include additional or alternative headings when completing this section.

2.1 MISSION AND STRATEGIC PLANNING

A mission statement is a statement of the overriding direction and purpose of a unit. Include the unit’s mission statement. Is the mission statement consistent with the RCSI Noble Purpose?

Highlight strategic plans for improving the work of the unit, with emphasis as appropriate on relevant aspects of administration, academic programmes, research etc. Parallel consideration of college plans [RCSI Strategic Plan and RCSI Research Strategy] is undertaken to ensure complementarity and, where possible, synergy between plans.

2.2 ORGANISATION AND MANAGEMENT

Provide an overview of committee structures within the unit; mechanisms for budget allocation, workload measurement and assignment, means of communication with staff and students; relations with faculty offices and other administration and service units in the college.
3 STAFF AND FACILITIES

Reports should contain profiles of all staff (usually in appendices); a description and analysis of staff composition and status, including gender balance and age profile; and the physical facilities available to the unit.

Details should be provided of how professional needs of staff are systematically identified and supported, particularly in relation to individual aspirations, and how the skill needs of the unit are assessed. The report catalogues staff participation in professional development activities; evaluates the performance management systems in place; assesses the involvement of academic staff in teaching development activities and identifies where improvements should be made.

A template for completing the staff profile is available from the QEO.
4 QUALITY ASSURANCE

Include the plans for improving the quality of all activities of the unit; the strategies for achieving these aims; the units proposals for measuring its success in achieving its aims, with special reference to improving the quality of teaching and learning and enhancing the quality of research.
5 TEACHING, LEARNING AND FEEDBACK FROM STUDENTS

The report describes and analyses all taught programmes, teaching and learning evaluations, feedback from student questionnaires, external examiners and employers/professional bodies. Student statistical data for all programmes is provided also.
6 CURRICULUM DEVELOPMENT AND REVIEW

Provide details of programmes and modules, including specific reference to the positioning of each associated qualification in the National Framework of Qualifications, with sufficient information provided to allow the reviewers to understand the appropriateness of the level and type of the award. Demonstration of adherence to the Bologna process including the implementation of a learning outcomes approach to teaching and learning is also required.

The unit also describes the processes by which the curricula of its programmes are developed and reviewed on a periodic basis. It is also important to demonstrate the benchmarking of the programmes against similar programmes elsewhere in Ireland and internationally. Units should also describe how all stakeholders (internal and external) are involved specifically in this review process and how often this is undertaken.
7 RESEARCH ACTIVITY

Where appropriate provide evidence of research activities in the previous five years, and brief outlines of the research interests and summarised outputs of each staff member are included. Data should include information on all publications, research grants obtained, research degrees awarded and the research strategic plan for the unit.
8 EXTERNAL RELATIONS

Describe relations with other groups within the College and the wider community, with other educational institutions in Ireland and abroad, private businesses, public agencies, professional bodies and employers. Evidence of the views of external stakeholders should be provided.
9 COMPLETED QUESTIONNAIRES

Copies or samples of questionnaires completed by students and academic, administrative and support staff and the results and analysis of such surveys conducted should be included in the supporting document for the report.
10 APPENDICES

List of appendices included here. Appendices might include the following examples however units should include other relevant information appropriate to their individual review.

Examples:

- RCSI Organisational Structure
- Individual Staff Profiles
- Unit planning documents
- Committee meeting minutes
- SWOT Analysis
- Survey Data
- Previous internal or external review reports