Peer Review Report

Academic Learning Centre

June 2023

Contents

Introduction

Quality at MIC

MIC's quality review process, as applied to both academic departments and professional services, was developed and continues to evolve in order to satisfy college quality policy and meet legislative QA requirements.

MIC complies with the [Qualifications and Quality Assurance (Education and Training) Act 2012](#), which places a legal responsibility on the provider and linked provider to establish procedures in writing for quality assurance for the purposes of establishing, ascertaining, maintaining and improving the quality of education, training, research and related services. (Part 3, Section 28).

These QA procedures must take due account of relevant quality guidelines issued by [Quality and Qualifications Ireland (QQI)](#) and/or predecessor organisations. QQI is the statutory body responsible for reviewing and monitoring the effectiveness of QA procedures adopted and implemented by higher and further educational institutions within Ireland.

The periodic quality review of functional areas (academic and professional service) within the College represents a cornerstone institutional QA/QI mechanism.

MIC's Quality Review Process

The purpose of the quality review process is:

- To provide a structured opportunity for the professional service to engage in periodic and strategic evidence-based self-reflection and assessment in the context of the quality of its activities and processes, and to identify opportunities for quality improvement

- To provide a framework by which external peers, in an evidence-based manner, can independently review, evaluate, report upon and suggest improvements to the quality of the professional service's activities and processes

- To provide a framework by which the professional service implements quality improvements in a verifiable manner

- To provide MIC, its students, its prospective students and other stakeholders with independent evidence of the quality of the professional service's activities

- To ensure that all MIC professional services are evaluated in a systematic and standardised manner in accordance with good international practice and in support of the objectives of the College's Quality Policy

- To satisfy good international practice in the context of quality assurance in higher education and to meet statutory QA requirements as enshrined in national law

Overview of the Quality Review Process for Professional Services

The quality review process for MIC Professional Services consists of three phases:

•   Self-Assessment

•   Peer Review

•   Quality Improvement

Self-Assessment

Self-assessment is the first phase of the quality review process and takes approximately 6 months. It culminates in an analytical, evidence-based, Self-Assessment Report (SAR), which is written by the relevant professional service.

Peer Review

In the Peer Review phase, the members of the Peer Review Group (PRG) read the Self-Assessment Report and either spend a number of days in the college or conduct the review remotely. The review group completes a Peer Review Report (PRR) on its findings that comprises both commendations and recommendations.

Quality Improvement

The Quality Improvement phase comprises the following stages:

• Consideration of recommendations by the professional service and formulation of a Quality Improvement Plan (QIP);

• Identification of SMART (specific, measurable, achievable, realistic and timed) action items necessary to implement the recommendations;

• Ongoing implementation of recommendations;

• Interim progress report to Quality Committee.

Academic Learning Centre

The Academic Learning Centre (ALC) was established in 1997 with the primary aim of providing academic support to students studying at MIC.

Mission of ALC

The mission statement of the ALC is '*Enhance your learning – achieve your potential*'.

The purpose of the ALC is to help students through their academic journey and provide guidance to improve their academic performance.

Key Functions

The ALC core service of providing academic support to students is primarily achieved through providing the following two activities:

1. Large and small group formalised/timetabled teaching and access initiatives
2. Self/staff-referred focused one-to-one and small group tutoring

The teaching activities are focused on the areas of academic writing, study skills and research skills.

The one-to-one tutoring activities also focus on the areas of academic writing, study skills and research skills, and these are tailored to the individual student needs at the time of their visit. Tutoring is also provided in mathematics through the Mathematics Support Unit (MSU). Mission statement documented in SAR.

Peer Review Group Observations

The panel were very impressed with the service's level of engagement with the self-evaluation exercise. Building on the Self-Assessment Report (SAR), the dialogue between the panel, and the service, staff and students elaborated on ideas contained in the document and illuminated areas which merited greater exploration than the text allowed. The dialogue reinforced for the panel the service's commitment first and foremost to students' learning and wellbeing. In turn, it facilitated honest and candid conversations about challenges the service is facing and how it is responding to these. The panel found the openness of the service during the visit allowed for forthright discussions in which the service were empowered to articulate their future ambitions for themselves and those they work with (students, staff and other stakeholders). The service comprises a talented team with high levels of expertise and experience; it has the capacity to build on current good practice towards being local, national and potentially international leaders in the space within which they are operating.

Note: the acronym ALC is used throughout this document to refer to the centre as a whole and to incorporate all of the support that is offered, including writing, academic learning and mathematics support.

Structure, Governance & Mission

Commendations

1.1.1	There is an obvious commitment across the ALC team to the mission of the ALC and MSU in supporting learners to achieve success. This message was consistently reinforced in every interaction, without exception, that the panel had with the ALC team and all stakeholders. It is a powerful endorsement of the work and a reinforcement of the centrality of the support to all learners offered through ALC. It is genuinely heartening to see the commitment of the ALC team to the students and to hear from students about the transformative impact that interactions with the team have had.
1.1.2	The integration of ALC work into mainstream programmes is a clear strength of the current structure. This allows for a range of benefits not least: (i) enhanced understanding between the ALC work and that of academic departments, which in turn allows for increased complementary across this work; and hence (ii) contributing to greater coherence in terms of the learning experience for students. The ALC work within mainstream programmes also provides the opportunity to: (i) reach greater student numbers; (ii) raise the profile of the centre; (iii) evidence the expertise of staff working in the centre; (iv) communicate the tone of the centre's work; (v) familiarise students with the centre's team; (vi) diminish negative connotations in terms of ALC service usage and recourse to academic learning support (vii) enhance the credibility of the centre's work given its clear relationship with the curriculum.
1.1.3	The culture of the organisation, including the strong and respectful relationships between staff of the ALC and colleagues across the institution (academic and professional), is a clear strength and a particularly valuable foundation for the work with which the ALC is involved. This culture should be protected, nurtured and celebrated in tandem with the development of more formal structures, processes, systems and procedures.

Recommendations

(Please include a brief rationale for the Recommendation)

	Recommendation	Rationale
1.2.1	**Service Structure and Governance** (i) That the function of the ALC is clearly articulated in MIC. The ALC work and its ethos should be captured and communicated so that its identity, role and value can be understood by all stakeholders. (ii) That the function should have a clearer identity, which could be more	(i) This is to ensure that the discrete elements of the work, that is conducted in the ALC, are articulated clearly and fully to the range of stakeholders. (ii) The excellent impactful service and support that the ALC is offering is unknown to a large cohort of

	readily identified by a reworked title: **Centre for Academic Learning**.	students, including many who might benefit greatly from interaction with the service. Given that the student population will increase in diversity, the ALC as an important student learning support, needs to articulate their role clearly, efficiently, and effectively. It needs to use channels of communication that are suitable to the student cohort, and that will engage the student. It needs to actively communicate its work across the campus to staff and students [in line with SAR planned improvement 3.2.9(a) (p.24)]. This would ensure that all stakeholders understand the help that is available, and where and how to find it, using all channels of communication including website, e-newsletter(s), physical signage etc.
1.2.2	**Staff Profile:** That an operational manager be appointed to the ALC [in line with SAR recommendation 2.8a (p.11)] to lead the functional management of the unit in consideration of the following: 1. This role would address the gap in the vertical management structure of the unit currently, based on the depth and breadth of the reporting lines to the DSL 2. This role can address the operational management deficit and allow for planning, organising, implementing and controlling the work of the ALC. The challenges outlined in terms of communications, systems, reporting etc. (considered later in this report) are manifestations of this deficit.	**Re Senior Appointment** This will enable the functional management of the work within the ALC. It will also ensure that a number of recommendations outlined in this review can be actualised without delay. In addition, it will ensure and enable inputs, through this role, to the tactical and strategic management of student services and student engagement initiatives undertaken by MIC. The appointment would facilitate a more distinct role for framing the work of the team in ALC and supporting that work.

3. The role of Teaching Fellow should be rectified to be in line with the norm for the unit, for example Assistance Lecturer, and to allow for a more readily recognisable career path within the institution's structures. 4. The structuring of the unit to have a core full time team would regularise, professionalise and recognise the critical work of the ALC. It would also allow for both the retention and the ongoing development of the staff within the unit and enable their contribution to the management of the unit into the future [in line with SAR recommendations 2.8b (p.11) and SAR planned improvements 5.7.4 (p.38)].	The number of current FTE in the unit does not address: - demand needs for the service - consistency of structured supports across all campuses - the ability to tactically and strategically plan - the sharing of practices/teamwork.

In summary, the ALC is an important part of MIC's overall intentions to ensure a supportive learning environment for all its students. The centrality of this intention suggests that the ALC's work should be feeding into the achievement of strategic priorities as well as delivering excellent student support on the ground. Given the breadth of the role of the DSL, there may have been limited opportunity to support the ALC's development and strategic integration. For the ALC to develop and contribute to a greater extent to the institutional priorities, it is necessary for the centre to have its own dedicated management function, which can also report the work of the ALC to the internal communities in order to enhance the value and perception of the ALC activities.

Function 1 - Teaching & Coordination (Including Access Programmes)

Commendations

2.1.1	The learner-centred approach, which staff believe in and which they demonstrate in their interactions with students, is clearly evident. This includes the emphasis, in practice, on writing as a process and the development of students' good writing 'habits' or dispositions, which they can transfer across modules and beyond the HE setting. There is clear intentionality around, and commitment to, supporting students.
2.1.2	The integration of writing modules into the curriculum and the potential for this connection with students to extend beyond the module to engagement with the ALC. The dual role that one of the MSU tutors has as a subject specific mathematics lecturer and an MSU staff member allows for learning from one setting to feedback and positively influence the other.
2.1.3	The breadth of the work and the distinctive elements that are being provided e.g. full modules, academic writing seminars, one off topic specific workshops, pre-university programme, and the diversity of students with whom staff are working shows the reach of the work.

Recommendations

(Please include a brief rationale for the Recommendation)

	Recommendation	**Rationale**
2.2.1	That ALC staff teaching modules which are integrated into courses should explore ways to better understand how their modules fit into the overall course structure as part of the fabric of the degree programmes.	A better understanding of how the writing modules are situated within overall degree programmes will help staff to make connections with their modules across the programme for themselves and for students. This may contribute to programme coherence and also to areas for module development. There may also be an opportunity for ALC staff to share their T&L approaches and writing pedagogy expertise with staff who may wish to integrate more writing into their teaching.
2.2.2	That ALC staff explore the possibility of offering writing programmes/workshops/seminars/resou	It is reasonable to assume that Thurles campus students would also benefit from the writing interventions that are

	rces in collaboration with academic staff at the Thurles campus [in line with SAR planned improvement 3.1.3a (p.14)].	offered on the MIC Limerick campus. There is an opportunity to explore the collaborative provision of same by ALC colleagues with Thurles campus staff. This is a question of equity for Thurles campus students with the benefit of helping to build connections and understanding between colleagues from both campuses.
2.2.3	That ALC staff review current offerings, within an agreed and regular timeframe e.g. annually, in collaboration with the relevant offices and colleagues to ensure that: (i) they are reflective of the institutional needs and goals; (ii) the diversity of the student population; (iii) important higher education concerns e.g. inclusion (UDL), digital literacy, academic integrity; and, (iv) to ensure that they correspond with the requirements set out by Professional, Regulatory and Statuary Bodies (PRSBs) [in line with SAR planned improvements 3.1.3 [p.14]].	ALC staff have identified in the SAR, as part of their planned improvements, that they will review programmes. The panel agrees with this intention and suggests optimising this process, worthwhile in itself, to connect with colleagues across both campuses in order to explain and amplify the work of the ALC and to build connections.

Function 2 - One-to-One and Small Group Teaching

Commendations

3.1.1	The offering of one-to-one support is a relatively rare thing in higher education settings and frequently a valuable and impactful intervention for students. The ALC are to be commended for recognising the value of one-to-one support and offering this to students. There are high levels of satisfaction recorded by users of the services including excellent feedback on staff.
3.1.2	The calibre of the staff and their commitment to supporting students. It is clear in the documentation and the conversations with the staff that there are high levels of both expertise and experience across the team. The staff combine these with a deep commitment to supporting students; the panel had the impression that staff frequently go 'above and beyond' to support students especially students who may be struggling for a variety of reasons. The panel recognises that at times the work with which the ALC staff are engaged can be challenging and that the success of the centre relies hugely on the capability and dedication of the team.
3.1.3	The reflective approach that staff take to their work and their contextualising of the work in the contemporary higher education experience. It is clear that staff have a sense of 'where students are coming from' and that they understand student life. Their awareness of the changing patterns of student engagement post-Covid, and their move to offering both in-person and online appointments, evidences their capacity to acknowledge the reality of student life and to adapt to new modes of interaction with the students using technology.
3.1.4	The provision of appropriate interventions to support students across the full spectrum of academic needs, and across all levels 6 to 10.
3.1.5	Students on both campuses experiencing the same service approach to MSU and the clear understanding of the role of the MSU within a well-articulated active learning pedological approach in Mathematics.

Recommendations
(Please include a brief rationale for the Recommendation)

	Recommendation	Rationale
3.2.1	*Note: details on the operationalisation of these recommendations are included in other sections of the report particularly the Organisation and Management section.* That greater coherence across the service be achieved through the	There is a benefit for ALC staff, for students and for colleagues in the clarification of the role of the centre, including ways of working. This would help in terms of charting direction, managing expectations, achieving consistency (in terms of services) and communicating the goals and nature of

	adoption of agreed processes and articulated 'ways of working'.	the work not least in order to reinforce its value.
3.2.2	That the reach of the work be expanded through the establishment of a dedicated virtual space.	A dedicated resource and communications space could support all of the current work of the centre as well as raising the team's profile and providing the ALC staff with a way to reach many more students. In turn, the potential to include different types of support e.g. videos, weblinks, handouts, etc. besides the current offerings, is facilitated with a Moodle space or equivalent.
3.2.3	That the team move to a more deliberately evidence-based, research-informed, research active model, and that the team connect with colleagues working in similar areas through developing one-to-one/institutional relationships e.g. with the Regional Writing Centre in UL or through existing organisations e.g. the Irish Mathematics Learning Support Network (IMLSN). That research opportunities be explored based on the work being carried out in the MSU including reflection on what and how data is gathered from students, how it is used by the service, how it is fed back to stakeholders and how it is used in research. That the team attend conferences in this space potentially starting with attendance at ALM in Limerick in July 2023.	It is likely that the demands on the ALC will continue to grow and that the student profile will become more diverse. An evidence-based approach to planning and decision-making will help the team to work in a strategic manner and in a way that makes best use of their time, expertise and resources. An evidence-based approach will assist them in demonstrating the impact of their work and making the case for its ongoing development. Contributing to research in the area of writing centre pedagogy and writing studies, and mathematics learning will raise the profile of the team on campus and beyond. Connecting with other writing and mathematics learning scholars and centres should prove engaging and inspiring for the team, and has the potential to contribute to their shared and individual success. Engaging in work of this nature will build the research capability in the ALC which will support staff to provide a more relevant and reliable service.

Environment and Facilities

Commendations

4.1.1	Central nature of location of the MIC ALC on the Limerick campus.

Recommendations

(Please include a brief rationale for the Recommendation)

	Recommendation	Rationale
4.2.1	The panel recommendations on space are an urgent priority with an incremental phase plan outlined to address the physical deficits currently [in line with SAR planned improvements 4.5 and 4.6 (p.32)]: (i)That the ALC physical space and location be addressed as a matter of priority. Where necessary, this move should happen on a phased basis to achieve a more suitable location in the short term and an optimum location in the longer term. The initiation of the reconfiguration/relocation should begin without delay (see note below of Panel observations on addressing these issues). Comparable consideration of the Thurles campus space should be conducted with a view to establishing its appropriateness or otherwise [In line with SAR planned improvements 4.5 b,c,d,e,f,g (p.32)]. (ii) That the furniture in the current ALC is assessed so that staff and students have a comfortable place to work and learn, for instance, the provision of standing desks and more readily movable furniture. Rooms/Furnishing should be welcoming in terms of colour etc. and the furnishing flexible [In line with SAR	(i)The panel strongly believe that the current location for the ALC is not an appropriate setting for the work in terms of conduciveness to learning, privacy, size, and accessibility. Students should be entering a welcoming environment without the need to pass through staff offices to access space. The student experience of the physical space is crucial to the value the student will place on the service and will increase the likelihood of student engagement. This work is to ensure the team and students are working in a more appropriate environment and one that is reflective of the particularly high esteem in which the service is held by all stakeholders. (ii)To boost staff morale and due to health and safety concerns of the panel re. the suitability of the current location. (iii)To provide staff with ideas re what state of the art learning spaces look like so they can facilitate similar/comparable, within resource, in their setting.

	planned improvements 4.5 and recommendation 4.6(p.32)]. (iii) That the ALC staff visit other locations where similar services are delivered to gather ideas in terms of room layout etc [in line with SAR recommendation 4.6 (p.32)].		
4.2.2	That there should be a hot desk provision for part-time ALC/MSU staff.	Full- and part-time staff are valued member of the ALC and MIC community. Providing part-time staff with a hot desk makes their work easier to fulfil, builds *esprit de corps* and greater understanding across the team, and reinforces the importance of these staff to the ALC and the institution.	
4.2.3	That there be improved signage at the ALC location, identifying and advertising it, and across the campus directing students to where the ALC is located. Possibilities around signage include appropriate and conspicuous signage on the wall outside building, painted signage on ground, poster in the window, TV/ display screen in window [In line with planned improvements SAR 4.5a (p.32)]. In the immediate, temporary, eye-catching, colourful and inviting signage should be installed (if only in the centre windows).	Improved signage could help students to find the centre and could be beneficial in promoting the centre; it should be easy for students to spot the location of the centre and to find it. This will contribute to greater awareness of the centre as part of increasing centre usage post-Covid and in the current context of concerns around student engagement. Addressing the issue of signage should be seen as part of the scaffolding back to using the services.	
4.2.4	That the ALC/MSU have an ongoing budget to upgrade the staff IT.	To support the spectrum of ways that students access services.	

Panel observations on addressing physical space issue:

Immediate consideration should be given to moving some staff to one of the meeting rooms at the rear of the ALC allowing for reconfiguration of the rooms in use at the front of the building to address issues of privacy and student friendly open spaces.

In the **short-term** the rooms in the ALC should be reconfigured to have a larger open welcoming space where students can come to access services or just to study (reflective of practice in other institutions and input from student stakeholders).

In the **medium-term** ALC should be entering into dialogue about a space in the new library building and in parallel consider the Postgraduate building as a potential relocation site.

In the **longer-term** ALC should be actively engaged at an early stage in the design and planning for any new student services hub.

Organisation and Management

Commendations

5.1.1	There is an enviable sense of collegiality among the ALC team. The team is talented, committed and resilient. Their internal communication appears informal but reliable. They have built strong relationships across campus and are held in high regard.
5.1.2	There is a clear sense that staff understand their work and the value of it. They are well equipped to perform the current functions of the ALC and indeed to move well beyond these. The team are working with some autonomy and there is potential for them to extend that agency.
5.1.3	There are consistently high levels of satisfaction from users of the service and students who interact with the centre staff. Both within the SAR, and from interactions with students during the visit, it is clear that the centre is having a profound impact for some students and its work is hugely positive; these messages could be shared more broadly and celebrated. That messaging by students for students would impact on the buy-in to the service provision levels.

Recommendations

(Please include a brief rationale for the Recommendation)

	Recommendation	Rationale
5.2.1	**Staff/Stakeholder Communications** 1. While, recognising the value and importance of informal channels of communication between ALC and internal stakeholders, including the management reporting line, the frequency, formality and structure of communications both within and between the ALC and other student services and upwards needs improvement to address the communication deficit needs identified in each stage of the review process for the ALC [in line with SAR planned improvements 5.1.3 (p.34)]. 2. The channels to maximise the efficiency and effectiveness of	Fit for purpose communications practices, that are considered in terms of the end user, are important to maximise the efficiency and effectiveness of promoting student services. The ALC needs to be involved in both informal and formal two-way communication with a range of stakeholders including students, lecturers, the library, LEAD, the MISU, other student service units, etc. in order to inform and enhance its own offerings.

communicating the work of ALC across MIC should include:

- Induction
- Re-Orientation
- Within first year timetabled classes where faculties promote the service to students
- On the VLE with a discreet Moodle page for ALC
- On the Student Webpage (landing page)
- In the Student Services Handbook and other messaging channels
- Through the SU Comms channels
- Through social media channels at distinct points in the academic year including initial weeks in the semester
- The use of student ambassadors/student union to promote the services
- The usage of a range of media to communicate with stakeholders including video of user testimonials, multi-directional communication upwards and outwards across all functions and services that interact with students [in line with SAR planned improvements3.29a (p.24)] .

3. An internal and external communications plan be developed by the ALC team, in consultation with stakeholders, as an essential element of supporting and developing the important work of the Centre [in line with SAR planned improvements 5.1.3b (p.34) and 3.2.9d (p.24)].

A structured communication approach is essential for the success of the ALC.

Such a plan would include:

1. identifying beneficial processes for communications within the team and the team's management function e.g. team meetings;

		2. articulating the ALC's communications principles and key messages; 3. identifying key stakeholders and agreeing appropriate and effective communications channels; 4. mapping a communications calendar; 5. gathering data on the impact and effectiveness of communications plan.
	4. All Communications to be reviewed in the context of Universal Design principles.	

5.2.2	**Structured Reporting**
	
	 1. That structured reporting processes be established by the ALC team [in line with SAR planned improvements 3.2.9b,c (p.24)]. This would include records on:
	    a. Number of service users
	    b. Aspect of service being used (research skills, maths support.)
	    c. Frequency of areas presenting to ALC
	    d. How students become aware of the service
	    e. Areas worked on during appointments etc.
	    f. Modality of service access
		The gathering of quantitative and qualitative data allows for better understanding within the ALC of its work and more potential for sharing about the work, in a robust and rigorous manner, within and beyond the institution. An evidence-based approach of this nature can also help in communicating the value of the work to internal and external stakeholders.
		
		 Learnings from each academic semester/year can enable enhancement activities/frame new areas for attention.
		
		 Establishing formal reporting and/or communications between ALC to other academic areas, and upwards to management, will give formal credence to the important work that is conducted in ALC.

	In summary, understanding the usage of the service annually by whom, and to address what learning challenges, should be captured. This contributes directly to the operational management of the unit and to taking an evidence-based approach to informing the management practices within the unit.		
5.2.3	**Business Process Re-Engineering** 1. That the business processes that support the operations of the ALC be fully reviewed to ensure that they are fit for purpose; are focusing on the student needs; are effective and efficient; and maximise the value and quality of the interaction possibilities between all stakeholders. 2. That the modes of delivering both large group and one-to one tutoring activities by the ALC are reviewed for each of the focused areas of activity. This is to ensure that the continuum of modes of delivery (face to face; blended; fully online) are suitably used to maximise student engagement with the service provision [in line with SAR planned improvements 3.2.9c (p.24)]. 3. The process(es) that enable the student to engage with the ALC be fully reviewed and re-engineered where appropriate [in line with planned improvements 5.6.1 (p.36)]. This might involve, for instance, publishing a schedule of student appointments with different modes of interaction (in-person, online, in a small group). A centralised online booking portal where the student can perform the booking of an appointment would substantially	The efficiencies and the effectiveness of ALC work would be optimised with the benefit of conducting a business process review. The demand and take up of the service may be currently impeded by the mode of delivery of the ALC service.	

	professionalise the service interaction with students. It could also involve other ways of connecting with the service e.g. reinstating a 'drop-in' service of some kind, maintaining the email contact, communicating through Moodle etc.	
	The current methods of interacting with stakeholders do not optimise or capitalise on the value of the service, and may be resulting in elements of the service being siloed.	
5.2.4	**Staff Development** That all ALC staff are supported to engage in CPD in order to recognise the current expertise and experience, and to develop their skills and knowledge in readiness or in response to the changing higher education landscape [in line with SAR planned improvements 5.7.4 (p.38)]. Such CPD might including the National Forum/IMLSN tutor badges for Maths learning and the National Forum open course in Academic Writing Practice.	To provide recognition for expertise being deployed and to seed future CPD, both of which will contribute to the reputation of the centre and the capability of the staff.

Annex 1: Peer Review Group

Ms Frances O'Connell (PRG Chair)	Vice President Student Education and Experience	Technological University of the Shannon
Dr Alison Farrell	Teaching Development Officer, Centre for Teaching and Learning	Maynooth University
Mr Ciaran O'Sullivan	Lecturer, Mathematics, School of Mathematics & Statistics ; Member of the Irish Mathematics Learning Support Network	TU Dublin, Tallaght Campus

Annex 2: Stakeholder Meetings

Director of Student Life

Academic Learning Centre Staff

Dean of Arts

Head of Department of English Language and Literature

Head of Department of Mathematics and Computer Studies

Students who have engaged with the ALC

MISU Representatives

Access and Disability Officer

PATH 3 Project Officer

College Librarian