



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES

ANNUAL FACULTY QUALITY REPORT 2018/19

May 2020

1. EXECUTIVE SUMMARY	3
2. QUANTITATIVE DATA	5
3. UNDERGRADUATE SUMMARY	7
4. POSTGRADUATE SUMMARY	14
5. INTERNATIONALISATION.....	20
6. FAHSS RETENTION 2018-19	23
Appendix 1: Head of School Summaries	24
1. Head of Trinity Business School	24
2. Head of School of Creative Arts	25
3. Head of School of Education	27
4. Head of School of English.....	29
5. Head of School of Histories and Humanities	31
6. Head of School of Law.....	33
7. Head of School of Languages, Literatures and Cultural Studies	35
8. Head of School of Linguistic, Speech and Communication Sciences	37
9. Head of School of Psychology	39
10. Head of School of Religion	41
11. Head of School of Social Sciences and Philosophy	43
12. Head of School of Social Work and Social Policy	45
Appendix 2: School Action Plans.....	46
1. Trinity Business School.....	46
2. School of Creative Arts.....	47
3. School of Education	47
4. School of English	48
5. School of Histories and Humanities	49
6. School of Languages, Literatures and Cultural Studies.....	51
7. School of Law	53
8. School of Linguistic, Speech and Communication Sciences.....	55
9. School of Psychology.....	58
10. School of Religion.....	59
11. School of Social Sciences and Philosophy	62
12. School of Social Work and Social Policy.....	63

1. EXECUTIVE SUMMARY

This report has been compiled based on information submitted by all twelve schools in the Faculty of Arts, Humanities and Social Sciences.

Qualitative Data

Levels of course/module evaluation remain high in AHSS, with 97% of UG modules and 100% of PGT programmes evaluated. Response rates vary, but remain quite low for some modules. To counter this, some schools have set up staff-student liaison committees (in addition to continuing with surveys), which they feel provide more substance student feedback than individual surveys.

A high proportion of External Examiner reports have been received (UG: 94%, PGT: 90%). However, concerns have been raised about the possible increased difficulty of engaging External Examiners due to the new government regulations requiring them all to have Irish PPS numbers. As last year, we would welcome an online report submission facility for External Examiners.

Undergraduate Teaching and Learning

While one School in AHSS (SLSCS) implemented TEP during the first phase in 2017/18, the remaining eleven schools implemented it in 2018/19. In general, schools reported quite a smooth transition and they welcomed the opportunity for curriculum review, and, in particular, a review of assessments methods and scheduling in their School. There are concerns, however, about the tight turnaround times between exams, marking, Courts of Examiners and Appeals, which puts extra strain on both academic and professional colleagues. There is some concern about the risk to the quality of the marking and the accuracy of the students progression results. There is concern also about the additional workload and anxiety being placed on students.

Postgraduate Teaching and Learning

In general, PGT numbers remain stable, although some schools have experienced an increase in student numbers. Although no new courses started in 2018/19, there are currently a number going through the lengthy approval process in College, to begin over the course of the next two years. Some concerns were expressed about the Provost's Teaching Awards, as the application process is still considered to be more suited to a FEMS setting rather than a Arts/Humanities one. Though this is perceived of as less of an issue in Social Science Schools.

Internationalisation

A significant success story in the Faculty of AHSS was the launch of the Columbia Dual Degree. The programme was piloted in 2017/2018, with a cohort of 4 existing Trinity students who began at Columbia in the autumn of the 2018/2019 academic year and who will graduate in 2020 from both institutions.

A total of 38 students registered for the programme in 2018, across four strands: English Studies, European Studies, History and Middle Eastern & European Languages and Cultures. Discussions are continuing to expand the offering to other disciplines, namely Religion and Philosophy.

Technology Enhanced Learning Initiatives

After two years managing the project, the Faculty handed ownership of the Turning Technologies project over to IT Services. While schools reported varying levels of use of technology in their teaching, the current COVID-19 crisis possibly renders this section of the report obsolete, as so many

developments have happened since Schools submitted their reports. We look forward to seeing the effect this will have on Teaching and Learning into the future.

Action Plans

The Faculty welcomed the introduction of an action plan to their reports for the first time this year. Most schools fully engaged in completing the action plan, and it will be interesting to review these next year, noting which actions have been completed.

Faculty Initiatives

As this was the last year of the outgoing Dean's term, no new initiatives were introduced this year. Furthermore, a significant amount of work went into organising Trinity Week, a weeklong series of events around the theme of "Silence". However, existing initiatives continued, such as the Faculty Events Fund, the Constantia Maxwell Scholarship for PGT Students, the Travel Fund for Faculty/School Managers.

Provost's Teaching Awards

Two FAHSS academics were awarded prestigious Provost's Teaching Awards in 2018/19 with a further five shortlisted.

Athena SWAN

In terms of Athena SWAN, the Faculty allocated €5,000 to each school in the Faculty to help towards their Athena SWAN application. All schools in the Faculty have now appointed AS Champions. The first AHSS school to submit an application was the School of Histories and Humanities in November 2019. Four more schools are on track to submit in the current submission round (April -June 2020).

Prof. Gail McElroy

Dean of Faculty of Arts, Humanities and Social Sciences

2. QUANTITATIVE DATA

UG Student Module Evaluations	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
No. UG Modules taught	1515	42	276	44	81	136	451	59	90	32	41	226	37
No. UG Modules evaluated	1462	42	264	44	81	100	451	59	89	32	37	226	37
Proportion of UG Modules evaluated (%)	97%	100	96	100	100	100	100	100	99	100	90	100	100
Average response rate to module evaluations (%)		38			n/a	60-90	70	50	73	30-60	88	26-35	20

UG External Examiners	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
No. of UG EE reports expected	65	7	3	2	2	11	11	8	9	2	2	6	2
No of UG EE reports received	61	7	3	1	2	10	11	6	9	2	2	6	2
Proportion of UG EE reports returned (%)	94%	100	100	50	100	100	100	80	100	100	100	100	100

PGT Student Evaluations	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
No. PGT Programmes taught	67	12	3	3	3	8	4	4	7	8	5	5	5
No. PGT Programmes evaluated	67	12	3	3	3	8	4	4	7	8	5	5	5
Proportion of PGT Modules evaluated (%)	100	100	100	100	100	100	100	100	100	100	100	100	100
Average response rate to evaluations (%)		48		N/A	47		37	27	70	<10	85	28	20

PGT External Examiners	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
No. of PGT EE reports expected	71	12	3	4	3	8	4	5	7	14	5	5	5
No of PGT EE reports received	64	11	3	4	3	6	4	4	6	13	5	4	5
Proportion of PGT EE reports returned (%)	90%	92	100	100	100	75	100	80	86	93	5	80	100
Does school have a Staff/Student Liaison Committee?	50%	Y	N	N	Y	Y	N	Y	Y	Y	N	N	N

- 95% of UG modules evaluated – some of those not evaluated are Foundation Scholarship Examinations in CA and a visiting lecturer module in LSCS.
- 100% of PGT modules evaluated.
- Response rates varied from 20% to 90% (UG) and less than 10% to 85% (PGT). School of English uses focus groups.
- Some of the outstanding EE reports are from EE who have ceased their terms, so harder to get them to submit their report.
- A development in School of Law this year was the provision of feedback to LLM students arising from their evaluations, following consideration of this by the LL.M. sub-committee. The Director of the LLM communicated this feedback to students.

Issues: Should visiting lecturer modules also be evaluated?
 How were the high response rates in evaluations achieved?
 Is there any way to encourage EEs to submit reports, particularly once their term is finished?

Graduate Teaching Assistants	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
No. of Teaching Assistants (TA) in the School	32	8		41	31	7	29	0	12	0	67	5
Ratio of TAs to students e.g. on School programmes / in labs?	1:25	1:55 Drama 1: 17 Film		1:13		1:15	1:16/18	n/a	Tutorials 1:3/4, Labs Y1 – 2:23, Labs Y2 – 1:23	n/a	Varies: 1:32 to 1: 128	N/A

The following information was received from CASPL regarding the number of TAs who have enrolled in/completed the GTA online module:

GTA Online Module	Total	TBS	CA	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
Graduates	10	1		2	1	1	1	1		1	1	1
Enrolled	19	1	1	2	5	1	1	1	3	1	2	1

Some schools (eg HH and SWSP) have their own internal training for TAs.

Issues: Should TAs be obliged to undertake CAPSL module? How could they be encouraged to do so?

3. UNDERGRADUATE SUMMARY

Outline your School's experience with regard to the introduction of the new Academic Year Structure (AYS), semesterised exams, and new progression and award regulations.	
General Comments	All schools undertook substantial curriculum revision in 2018/19, reviewing modules, assessments. Feedback on this process was generally very positive. A number designed Trinity Electives. Many school raised the issue of the extremely short period following the end of the exams in semester 2 to progress marks in SITS, hold CoE and publish students results, which poses a risk to the quality of the marking and the accuracy of the students progression results. There is concern in a number of schools over increased workload for students.
TBS	All students are much happier with the introduction of semesterisation and are pleased that the workload is fairer. An exercise must be undertaken to ascertain if the split of assessment is 50-50.
CA	<p>Succeeded in opening all possible pathways in the common architecture, as well as offering each subject as a possible minor from SF year. Offered 100 places on Open Modules in the School, and designed a leading Trinity Elective (<i>The Art of the Megacity</i>).</p> <p>Best practices around assessment diversity, flexibility of pathways, and mainstreaming of graduate attributes were particularly notable achievements for Creative Arts. Began to rationalise over-teaching and over-assessing, with successes especially notable in Drama, which found an avenue to reduce by ten modules while still delivering a strong drama studies education to Sophisters.</p> <p>Substantial challenges were encountered by administrators around timetabling issues and the accuracy of SITS during the exam period in 2018-19, and concern remains extremely high in the School about a possible fixed timetable policy that might require future separation of third- and fourth-year modules. All three disciplines are currently dependent on mixed JS/SS teaching at a pedagogical level, not to mention the resourcing issues that would arise from having to separate such teaching.</p>
Ed	For the BMusEd: Students lose 2 weeks of teaching during the 1st semester (SS only) as they are on school placement. Erasmus placements for SF students are disrupted due to them having to return for an examination re alignment with CoEs.
Eng	The School was adversely affected by some of the serious problems experienced at the MT exam session, with one of our main SF exams experiencing exceptional delays, which caused massive disruption to students and staff, while students were also affected by the numerous other issues experienced at the RDS. Progression and award regulations were largely clear, but encountered a lack of clarity in relation to some regulations, in particular the policy on the use of AB. Overall, however, the School managed the challenges effectively.
HH	Disciplines within the School re-examining both the number of formal examination sessions and increasing the amount of assessed coursework. This remains under review, because the introduction of more assessed elements leads to a perceived increase in student workload. Students reported a high level of anxiety through module evaluations in 2018/19, as they adapted to the new system.

LLCS	Some departments have ensured that all modules are 5 ECTS, but there is still work to be done to achieve target of 50% of exams being held at the end of each semester. Met examination deadlines in 18/19. However, concern that the reduced time for marking examinations resulted in more marking errors which resulted in a greater administrative load where it was necessary to amend marks in SITS.
Law	<p>The new AYS and semesterised exams have placed quite a lot of pressure on students. For larger groups, the marking of assessments over Christmas has been onerous, but the availability of time in January was very welcome and necessary.</p> <p>While the School is committed to ensuring a spread of assessment deadlines, it is unclear how this can be coordinated once students are participating in Approved and TE Modules which will have their own assessment deadlines.</p> <p>Staff feedback during module evaluations consistently raised the issue of lecture attendance in the latter half of the semester. Students are under pressure to return assignments and some simply don't attend lectures. Common issue for Sophister modules - less so for JF and SF.</p> <p>The new progression and award deadlines have not generated issues yet. There has been an increased administrative burden and many tutors appear to be unaware of the changes - better advance communication from student cases would be helpful here.</p>
LSCS	CSLS was a Phase 1 TEP course, and the first year was successful. The truncation of the May/June examining period put significant pressure on processes. The turnaround time in the new AYS between grading, CoEs, publication of results and appeals is now extremely tight. Progression regulations, specifically the compensation provisions, have required a re-think of assessment components and weightings in those Bachelor in Deaf Studies modules where competence in Irish Sign Language is deemed indispensable for a pass.
Psych	UG programme in Psychology is no longer part of TSM/JH– the final intake of TSM students was in 2018/2019, and it will only be in 2020/2021 that it will really come to appreciate the impact of TEP (when the first TEP cohort enters SF year).
Rel	<p>School has found that the new AYS has brought it in line with universities globally in a helpful way.</p> <p>While this exam schedule is working well as a student structure, it does not seem that Academic Registry is adapting quickly enough. Significant challenges in communicating with AR, late replies, late Court documents, etc. The appeals process for students seems not yet in step with the new AYS. Some students have found this time lag difficult in that it impedes their access to Blackboard in the beginning of MT.</p>
SSP	New AYS lead to great pressure on staff and students due to the compression of timelines around the examination and mark entry periods. Semesterised exams generally worked well but involved changes in well understood practices on all sides.
SWSP	The semesterised exams have been popular with staff and students. The clear progression and award regulations that are now common across college make for greater student awareness of what is required for them to proceed within their degree.

Issues:	<p>Fixed Timetable</p> <p>Short turnaround time from exams to student results – pressure on both students and staff.</p>
---------	--

Over-assessment of students – causing anxiety. Will be worse once students are also participating in Approved and TE Modules.

Amount of Assessments causing poor attendance in lectures later in semester – have others experienced this?

Communication with AR, is this still an issue?

Feedback to students on academic performance	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
Is School Meeting requirements for feedback back within 20 days?	12	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Has the School adopted a standard format for the return of feedback?	7	N	N	Y	Y	N	Y	N	Y	Y	Y	N	Y

- Feedback returned by almost all schools; CA assessments are not standard (music composition/theatre performance/ film analysis), so not possible.
- SSP has not adopted a standard format as it is a multi-disciplinary school.
- In LSCS, each discipline has adopted a standardised feedback format by assessment types, available on the local access School website.

Conduct of Courts of Examiners (CoE)	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
Does the school record key quality issues discussed at CoE?	10	Y		Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Has the School responded in writing to EE recommendations arising in 1819 EE reports?	6	N	N	N	Y	N	N	Y	Y	Y	Y	Y	N
Did any of your EEs attend CoE remotely?	2	N	N	N	N	N	N	N	Y	N	Y	N	N
Has School taken action to implement GDPR with EEs?	11	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Did the EE have access to Blackboard?	4	N	N	N	Y	Y	N	N	N		Y	Y	N

- Schools shared information with EEs via Onedrive, HEAnet transfers, or hard copy.
- 2 Schools had EEs attending via Skype. Both got permission from SL. Both reported that it was successful.

Blackboard	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
Is module content and information available for all modules on Blackboard, as per the VLE Policy ?	11	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Has the School adopted the use of Turnitin in Blackboard?	12	Y	Y	Y	Y	Y	Y	Y ²	Y	Y	Y	Y	Y

Comment on the School's experience with implementation of the **Grades Journey** i.e. the upload of student marks from Blackboard to SITS:

No School in AHSS has adopted the grades journey to date. Some schools are in the process of implementing it or are interested in introducing it. Regarding marks on SITS, the School of English felt in particular that its experience with SITS has been less than satisfactory and this has had an impact on students and staff in terms of time management and stress caused. It also reflects badly on School and College and may have an impact on future applications to taught programmes and Structured PhD.

Programme/Year/Subject Handbooks	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
Did the School implement the new Programme Handbook Policy in 2018/19?	11	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Were programme handbooks published and available to students before the start of the new Academic Year?	11	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y

Insert trends in demand for School Programmes, in particular any new programmes introduced in 2018/19.

No new programmes were introduced in AHSS in 2018/19. Points for other courses remained largely stable.

External Accreditation:

The Trinity Business School successfully achieved accreditation from EQUIS (The leading international system of quality assessment, improvement and accreditation of business schools) deeming it amongst the top 1% of business schools in the World. This accreditation is for 5 years without conditions.

Technology Enhanced Learning Initiatives	
TBS	The Turning Technology app was used for technology enhanced learning. Unfortunately, wifi speeds caused some technical issues but the School plans to investigate this further to ensure more uptake by staff of this technology.
CA	DUTL has hosted demonstrations of advanced GradeMark/Turnitin practices on request of the disciplines. Blackboard guidance offered at discipline level. Teams involved in college-wide projects (like the pathways choice tool) invited into committee meetings to present to all staff.
Eng	The School employs a diverse range of effective and innovative teaching and learning methods, and emphasizes the need to combine traditional teaching methods with technology enhanced learning. As part of the Capstone, students have recently been given the option to choose an Open Collections model, in which students receive instruction and guidance in archival research, while also developing the skills to develop an outward-facing online research output. We would also emphasise that many of our most exciting and effective teaching and learning developments have not relied on the technological enhancement, but rather on innovative approaches to physical resources.
LLCS	No use of 'clicker' or 'apps', some use of Blog functionality in Blackboard.
LSCS	The School has engaged with a number of different technology-enhanced learning initiatives, including clickers. Some School staff report using clickers with good effect, whilst others have found that their use interrupts the flow of the class. We are also encouraging wider use of the feedback functions of Turnitin and Blackboard, through staff training.

SSP	The School supports faculty members to use technology to enhance learning by engaging in pilot programmes (e.g. clickers) and encouraging staff to use available technologies (e.g. Panopto) and to engage with seminars and other opportunities provided by CAPSL. There have also been School sessions where staff have demonstrated their use of technologies to other faculty members (peer learning)
-----	---

Other DUTL Comments:	
TBS	The feedback from EEs is formalized in a written way, but Trinity Business School also asks EEs to come to a debrief session with JS and SS module leaders after the External exam board. This seems to be a good way to solicit grassroots feedback and commentary, and lock in an UG agenda for the September of the following year.
CA	Resourcing of Creative Arts puts pressure on the ability of staff to successfully manage the range of modules and assessments that we run. Slow return of feedback is a perennial problem, simply due to volume and complexity of assessment methods; we are early in our attempts to use more self/peer assessment or guide students to expect a little less, to ameliorate this. Evaluations happening via paper leads to larger compliance (higher volume of replies) but is less useful (and less eco-friendly) than e-alternatives; there is concern that electronic would be more effective, but has proved very challenging to implement even at a discipline level, let alone school.
Ed	As per EE's comments on the ASIAP programme, it has undergone substantial review in regard to reducing the number of modules and assessment points. It is expected that, further to approval at programme board and School level, changes can be implemented in 2020-21. The BMusEd (Hons) programme is due for re-accreditation and will be subject to a detailed review over the coming academic year.
Eng	<p>The major concerns this academic year related to College systems and problems with timely communication of information. SITS continued to present very significant challenges to the DUTL and administrative staff, in many cases involving frustrating reduplication of effort, with some marks having to be entered three or more times. Lack of clear communication and adequate notice of changes in policies and procedures makes planning cumbersome and has a negative impact on staff morale and a knock-on impact on student experience. There were a number of delays in relation to the provision of LENS reports, and the processes for appropriate, timely and efficient distribution of these need to be monitored.</p> <p>The School has devised and approved an innovative Trinity Elective module, and has put in place plans to meet the requirement for 5 ECTS modules in the JS year. EE feedback this year was exceptionally positive. The Staff:Student liaison committee continued to work effectively, and students have welcomed new initiatives, such as the introduction of online submission in 2019/20. Our new JF curriculum, developed over a number of years, is being rolled out this year. We have concerns about the ability of college systems to cope with the continued roll-out of TEP, and the management of the electives and open modules to SF students in 2020/21, though confident that our own revised curriculum is robust and flexible.</p>
HH	The School has three distinct UG disciplines (History; History of Art; Classics) which engage in a range of teaching and learning practices. To encourage the sharing of best practice, the School introduced a 'Teach Meet' forum at which colleagues from across the disciplines could bring examples of recent innovations or experiences. In 2018-19, the School 'Teach Meet' addressed itself to the opportunities to assess our students in

	<p>new ways. Presentations included forms of assessment based on tools within the VLE (e.g. Wikis, Blogs, Response Forums) and Group Projects for SF students in History, which combine individual and group assessment. The 'Teach Meet' was widely welcomed by colleagues, and another forum is scheduled in 2019/20 on 'Finders and Seekers: Digital Tools and Self-Directed Learning'.</p>
LLCS	<p>We held our second 'life after Trinity' careers event in October and a 'Modern Languages in Trinity' event for current fifth and sixth year school students in November. Each department / programme had interactive workshops for potential students to engage with. We have also introduced a TY Modern Languages prize which is being marketed in collaboration with 'Languages Connect'.</p>
LSCS	<p>One of the most significant activities in the UG domain was the finalisation of the proposal for a new Trinity JH subject in Linguistics, to be launched in 2021/22. Timetabling issues and an associated review of the existing multidisciplinary course Computer Science and Language continued. CSLS completed the first year of TEP in 2018/19 without major implementation problems. The harmonised progression regulations first implemented in 2018/19 have made it necessary to review the assessment scheme around some modules in the Bachelor in Deaf Studies. 2018/19 saw the end of several highly successful Broad Curriculum modules delivered by CLCS and TCAS staff, as well as the CLCS Language Modules which also operated within the Broad Curriculum. CLCS staff engaged closely with the Trinity Electives subgroup throughout the year to propose a range of Language & Culture Electives based on the requirements expected of TEs.</p>
Psych	<p>We continue to implement mid-term module reviews, via anonymous surveys conducted by the DUTL, as well as staff-student meetings (held every term). We hold CULT meetings (Committee for UG Teaching and Learning) three times per year to discuss curriculum and assessment issues – all academic staff who teach on the UG programme are expected to attend these meetings. We have moved towards the use of the integrated blackboard/turnitin system for coursework submission, in light of GDPR. Our programme is fully TEP compliant, with a suite of approved modules on offer to other programmes. We continue to be the most highly sought after Single Honours Programme in Psychology in the country and have seen a year-on-year increase in the numbers of international students enrolling in the programme also. A small number of UG psychology students (N = 11) completed the ISSE survey, thus making it difficult to draw conclusions. Our own local module evaluations reveal an overall high level of satisfaction with our modules. The EEs both commented very positively on the quality of our students' work and on our methods of assessment.</p>
Rel	<p>2018/19 represented the last year of intake of the existing World Religions and Theology programme, and the Catholic Theological Studies programme took in no Year 1 students. This aligns with the implementation of the recommendations of the School's Quality Review of 2017/18. The new replacement programme has been approved and is being promoted via all regular channels. The new programme is more streamlined, allows for fields of specialization in later years and implements TEP architecture, and assessment framework.</p> <p>For 2018/19 all the UG modules were evaluated, however the paper trail for 5 of the 41 modules has been lost. The School's main undergraduate programme office moved building during the summer and in the process the evaluation forms for 5 modules were lost.</p> <p>Of the 37 modules that were evaluated, students reported a high level of satisfaction. EE evaluations were also very strong, the only issues being outstanding ones related to modules taken outside the School.</p>

	The School meets the requirement for return of coursework within 20 days. Levels of feedback still vary, however, most modules provide detailed written feedback on all work. Due to the small number of respondents the School has not been given access to its ISSE Report. However, many of the issues raised by students in the AHSS subjects are also on the School's radar. Our new UG programme is fully TEP compliant.
SSP	<p>In addition to our normal ongoing work, through 2018/19 the School has continued a process improvement plan for our UG:</p> <ul style="list-style-type: none"> • An ongoing process of programme and module review as the new AYS and the new programme architecture are introduced • Redesign of the Senior Sophister year, including planning for the introduction of the Capstone project. • Continued review of Erasmus and Exchange processes, and attempts to align these to college process for NEU College-wide exchange <p>In 2019/20, the School will continue to review and revise processes in line with the implementation of TEP, including</p> <ul style="list-style-type: none"> • Management of the phasing in of the new programme architectures and semesterisation of the Senior Sophister year. • Preparations for the introduction of the fixed timetable and online module registration. • Capstone planning will be ongoing.
SWSP	At the commencement of January 2018, the School embraced a quality assurance and enhancement framework for developing both of the UG degrees. We have followed a planned process of firstly up taking stakeholder views (administrative, academic, student and external professional), through a SWOT analysis and consultation exercises, to determine designated performance standards. With respect to the BSS degree, we identified around 20 areas/standards for performance improvement. For example, we looked at building up staff infrastructure through the enhancement of the roles of Year Heads, and module coordinators. Another significant area, was the development of Building, Bonding, and Bridging Groups for JF students to enable them to better manage the transition from school to College and assimilate the diverse aspects of the course curriculum. Along with the identification of these performance standards, we have appointed key staff to implement them, set timescales for implementation and review, considered resource implications, risk factors and outcome measures.

Issues:	<p>TEP/AR/SITS – are these still causing difficulties? Has it improved? Has communication improved?</p> <p>Concerns around fixed timetable</p> <p>School of HH 'Teach Meet' forums – could these work across the Faculty?</p> <p>ISSE Low Response rates – any suggestions for increasing this?</p>
---------	---

4. POSTGRADUATE SUMMARY

Feedback to students on academic performance	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
Is School Meeting requirements for feedback within 30 days?	12	Y	Y	Y	Y	Y	Y	Y ⁴	Y	Y	Y	Y	Y

PGR Students	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
Did the School comply with the new PGR progression/confirmation requirements prior to annual registration for continuing PGR students?	12	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Are PhD students informed of the need to enrol in 'Research Integrity and Impact in an Open Scholarship Era' module?	12	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Has the School implemented the EU-GDPR regulations with externs as per the Advisory Guidelines on EU-GDPR , the Procedure for transfer of students assessed work to EEs and the Thesis Submission Guidelines for Doctoral Students?	12	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y

Completion Rates for PGR students: Please comment on trends in Doctoral students completing their studies within 4 years (FT) and 6 years (PT). Has the School noted any issues with non-completion/ withdrawal or late completion (>6years), PhD fails or awards of lower degrees?

The vast majority of students in AHSS completed their PhD within the given timeframe. Schools reported one PhD fail, one lower degree submitted for examination and one lower degree awarded in place of the PhD. One student was referred back for major revisions. A number of schools reported students withdrawing for personal reasons. No School feels there are any worrying trends around PhD completion.

Please comment on the implementation of any new PGT programmes that commenced in 2018/19.

No new PGT programmes were introduced in 18/19.

Please provide the name of any programme that had an accreditation visit in 2018/19	
TBS	The School successfully achieved accreditation from EQUIS (The leading international system of quality assessment, improvement and accreditation of business schools) placing it amongst the top 1% in the World. This accreditation is for 5 years without conditions.
Psych	Doctorate in Counselling Psychology, accredited by Psychological Society of Ireland
SWSP	Master in Social Work, CORU, Accreditation granted for a further 5 year period

Blackboard	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
Is module content and information available for all modules on Blackboard, as per the VLE Policy ?	11	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
Did EEs have/or request access to Blackboard?	3	N	N	Y	N	Y	N	N	N	N	N	Y	N
Has the School adopted the use of Turnitin in Blackboard?	12	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Comment on the School's experience with implementation of the **Grades Journey** i.e. the upload of student marks from Blackboard to SITS:

As per UG - no School in AHSS has adopted the grades journey to date.

Programme/Year/Subject Handbooks	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
Did the School implement new Programme Handbook Policy ?	12	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Were programme handbooks published and available to students before the start of the new Academic Year?	12	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Is the School promoting the new Postgraduate Research Student Handbook to Doctoral Students?	12	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Other DTL PG Comments	
TBS	In line with the programme review process, all taught programmes are evaluated on an annual basis by out-going students (by way of survey). This data is triangulated by feedback from EEs and various different departments within TBS (careers, teaching faculty, and programme directors). Annual Programme Reviews are completed annually and a summative report submitted to the School Executive Committee. Issues requiring attention for the following year are highlighted and communicated to the relevant parties.
Ed	A Programme Course Board monitors issues related to academic and operational quality assurance and enhancement for each of the Schools PG programmes. The programme Board has the capacity to refer issues for further consideration at the School Committee and also notes action points drawn from EEs reports. Some noted opportunities for development/actions on the MEd programme based on EE input include the following: <ul style="list-style-type: none"> - The new Academic Literacy and Research Methods module (5 ECTS) has been noted by the students as one area where we can reflect and possibly improve - e.g., in terms of scheduling of lectures (front-loading) and in terms of offering a blended version of the module. - Dissertation research: it was noted that there was a heavy reliance on particular methodologies (e.g., mixed methodology). The approach is to now help the students consider a wider range of methodological and philosophical approaches to research, and to encourage greater reflexivity about research. Furthermore, how the students position themselves in the research and allowing them to talk honestly about

	<p>research as a learning process has been given greater salience - enabling students to have opportunities in reflective practice.</p> <p>In relation to the Postgraduate Certificate in 21st Century Teaching and Learning some developments based on EE input include the following:</p> <ul style="list-style-type: none"> - The Teacher as Co-Researcher Module was orientated to a more flipped classroom approach to delivery, where content was delivered via video in advance and the in-person sessions were more workshop based. - The structure of reflection that is required of students in assessments was augmented by using Tripp's (1993) critical incident theory to help guide and deepen the orientation of students' reflections <p>In 18/19 a more formal Induction was provided for students on the structured PhD register and the Handbook was updated in line with College policy. Greater awareness and adherence to the timeline for the Confirmation process was also introduced and students were progressed as per the new progression processes. Clearer timelines for applications and processing of applications (via the Schools PAAC Committee) were also introduced. All assessments on the PME programme are now processed through Blackboard and results released through Blackboard only.</p>
Eng	<p>MPhil in Irish Writing Director reports that strand theory has been applied more systematically through year-long modules in response to module evaluations. PGT Students have also been encouraged to engage College Library archive material in dissertation topics.</p> <p>Action (s) taken in response to ISSE Survey (PG & PGR): The numbers reported in the Survey are not very cheering in some respects, not least in terms of participation level for the College (22%), but also the poor response from PGT students (15-20%). From the perspective of DTLPG in English we have to try and get this number up next year. The finding that there is an "overall downward trend in the educational experience in Trinity" should give us all cause for concern (p. 7), not only in the School of English, but against this the note about AHSS continuing "to lead cross-Faculty comparisons in the Higher Order Learning and Reflective and Integrative Learning" indices is positive (p. 20).</p>
HH	<p>Cross-School/Faculty collaboration and marking schemes</p> <p>EEs for the School's PGT programmes during 2018-19 raised the issue of divergent marking practices (i.e. use of different marking scales and bands) between Schools and Faculties in College. They were particularly concerned that the highest performing students are being disadvantaged in external (and international) funding competitions because marked using harsher marking schemes in some Schools than in others. They highlighted the need for College to address the issue of consistency of marking schemes across all Schools/Faculties sharing PGT and UG modules.</p> <p>Provost's Awards and PG funding</p> <p>The School was very pleased that four staff received Provost's PhD Awards in 2018-19, which secured funding for new entrants in 2019-2020. There were however wider concerns about the reduction in overall funding (i.e. 1252 'College' Awards) available to the School for PGR students that the Awards scheme involves. The School had particular concerns that:</p> <ol style="list-style-type: none"> 1) the PPA scheme excludes senior colleagues from mentoring and nurturing the next generation of College funded PhD researchers and, in many cases, deprives PPA students of the opportunity to work with staff with the greatest expertise in their fields. And 2) the School's experience is that the science-based model of the awards (PI plus a constellation of PG researchers) does not necessarily attract the very best students in the Humanities; the expectation – shared across Humanities disciplines and by ongoing Humanities PGR

	<p>applicants – is that students will have the intellectual ability to formulate genuinely original paradigm-shifting ideas independently and outside of the umbrella of another's work. Consequently, the School noted that PGR applications to our staff's awards in 2018-19 tended to be sparse and whilst awards were given to some good applicants, half of all the awards allocated in 2018-19 were allocated to students that would ordinarily not be shortlisted for 1252 'College' awards (and would have no hope for an Ussher nomination from the School). The School noted its extreme concern with this situation, since the Provost's awards are now our most valuable PGR awards.</p>
LLCS	<p>PGR: the School has continued to implement policies which were initiated in the past 2 years, namely measures to enhance PGR-focused social and academic activity in the School, and a guarantee of teaching hours for all PGR students from year 2 onward.</p> <p>PGT: 2018-19 was the final year of the MPhil in Textual and Visual Studies, parts of which have been absorbed into the new MPhil in Identities and Cultures of Europe. The School also began preparatory work on the relaunch of the MPhil in Digital Humanities which will be hosted in the School, with a view to running in academic year 2020-21.</p> <p>The School continued with implementing changes to its Research Training Seminar which supports dissertation research and writing across its suite of MPhils. The School continued with implementing changes to harmonise academic administration across PGT programmes.</p>
Law	<p><i>PGR Comments:</i></p> <p>Demand for PGR supervision at the School remains high relative to available staff members. The introduction in 2017/2018 of a written proposal requirement of potential candidates prior to submitting a formal proposal has proven helpful in filtering out weaker and less focused candidates. Postgraduate research students have benefited from the School's active Research Groups, and attendance at School research workshops. Desks in the School's PGR research room and at the multi-disciplinary Long Room Hub and with the ERC funded PRILA project have been instrumental in fostering a sense of community. The Postgraduate Research Committee with staff, administrative and student representation meets once a term to address any opportunities and concerns and to ensure that the student experience is a good one.</p> <p><i>PGT Issues:</i></p> <ol style="list-style-type: none"> 1. A need had been identified to provide support to students in the form of introductory manual on Irish, EU and international law. This was introduced and in 2019/20 Director of LLM updated this manual, which was sent to students prior to commencement of their studies. 2. LLM Dissertation group schedule: in response to feedback, dissertation group schedule was amended with increased contact hours in HT. This included an additional lecture from the Dissertation Director for all PGT students and one additional dissertation group meeting. 3. Evaluations indicated a desire from students for more continuous assessment. Action taken: Colleagues encouraged to move to coursework (essays, class and blackboard participation) and more interactive lectures. 4. Lecture rooms: concerns arose from Programme Evaluations about some of the teaching rooms. While lecture rooms are in limited supply, the PGT Law office tries to avoid lecture rooms with no windows and chairs with side desks etc. This is not always possible.

LSCS	<p>Postgraduate taught courses:</p> <p>There was an increase in the numbers of applications and students admitted to the School’s PGT courses. The numbers were (with 2017-18 figures in parentheses): Applications 193 (167); Offers 109 (84) and Registrations 82 (50). The offer to registration rate was 75% (60%). Increase was particularly marked in MPhil courses where total numbers increased to 68 from 49 in previous year and 37 the year before.</p> <p>A number of developments were initiated by the course committees. These included:</p> <p>For the MPhil in Chinese Studies:</p> <ul style="list-style-type: none"> • Developing a new module “Teaching Chinese as a Foreign Language” to be introduced in 2019-20. • Establishing a series of seminars for students on research methodology & academic writing • Cooperating with the College Library to increase Chinese language academic resources and to start a three-month free trial of the Chinese biggest academic database (CNKI) for the college. • Introducing guest lecturers for the economics and business module. <p>For the MSc in Clinical Speech and Language Studies:</p> <ul style="list-style-type: none"> • Review of marking practices to use full range of bands, in order to reflect outstanding work. • Increased lab work in statistics <p>For the MPhil programmes in Linguistics, Applied Linguistics, English Language Teaching, Speech & Language Processing:</p> <ul style="list-style-type: none"> • Inclusion in research reading groups • Review of classroom sizes for teaching PGT modules <p>Postgraduate research programmes:</p> <p>The admission numbers for PhDs were (again with 2017-18 figures in parentheses): Applications 25 (22); Offers 17 (15); Registrations 8 (8). The offer to registration rate was 47% (53%). Among new developments for PGR students was an increase in English academic writing modules provided by the School’s Centre for English Language Learning & Teaching (CELLT).</p>
Psych	<p>Places on courses continue to be in demand and research student numbers are healthy. The quality of the research students we attract and the training they receive is evidenced by the fact that 90% of psychology PGR students have secured competitive funding, and they are active in presenting their work at both national and international meetings and are publishing their work. Several of our courses are accredited by the Psychological Society of Ireland. A new postgraduate course (MSc in Global Mental Health) is planned to start in September 2021 with a potential to attract non-EU students. Taught courses typically seek their own internal student feedback through surveys or class rep meetings. There was however very low response rate overall to ISSE survey. Finally, the difficulties relating to access to adequate teaching space for postgraduate course students in particular, remain an issue. Students sometime paying in excess of €20,000 per year complain about being all day in rooms without windows. This issue is repeatedly ranked lowest in student surveys run within the school.</p>

Rel	<p>Feedback from students (PGT and PGR) indicate a generally high level of satisfaction with the PG courses and supervision available. Comments from EEs on the PGT courses are strongly positive. The quality of feedback from staff is particularly noted and student calibre is complimented. Drawing from the ISSE and ISB surveys, overall satisfaction is high but room for improvement is noted in relation to collaborative learning and student career development (see Quality Action Plan).</p> <p>PGR students: more could be done to create spaces for student interaction, peer review and feedback from academics beyond supervisors (see Quality Action Plan).</p>
SSP	<p>The Department of Political Science identified the potential for an increase in student numbers for the MSc in International Politics, and implemented a plan to increase the intake for 2020/21.</p> <p>The Department of Economics has started its new strand in economic development. Intake of students has significantly increased from previous year.</p> <p>The Departments of Philosophy and Sociology have increased their enrolment numbers in their respective MSc and Mphil programmes.</p>
SWSP	<ol style="list-style-type: none"> External evaluations of the Postgraduate Diploma/M.Sc. in Child Protection and Welfare and the M.Sc. in Applied Social Research were completed by The Knowledge Partnership. The Course Directors and teaching team of these postgraduate courses worked to plan the implementation of changes for the academic year 2019-20 based on the recommendations arising from the evaluations. A School-based Orientation Morning was arranged for PhD students by the DTLPG. School-based seminars were organised for PhD students on the following topics: a) academic publishing; b) Data management for qualitative data. The School also arranged and part-funded NVivo training for PhD students. The School's PhD Research Fund was extended to allow student to apply for financial support for a greater range of research activities. The DTLPG developed Guidelines for the Confirmation Review Process for PhD Students, Supervisors and Reviewers. Two social events were organised for PhD student (one in December 2018 and a second in June 2019). The School's PGT or PGR performance in ISSE is generally positive. A majority of students were satisfied or very satisfied with their work space, the provision of computing and library resources, the level of support and feedback that they receive from their supervisor(s) and the induction/orientation they received.

Issues:	<p>Consistent marking schemes across Schools/Faculty</p> <p>Concerns around Provost's Teaching Awards</p> <p>Access to PGT Teaching Space</p> <p>Some schools report increases in PGT numbers – any insight into how they achieved this?</p>
---------	--

5. INTERNATIONALISATION

What Partnership/Articulation is your School engaged in?	
TBS	N/A
Ed	Salzburg University of Education Stefan Zweig / UG Exchange Universität Klagenfurt / UG PG Exchange Technische Universität München / Staff Mobility University of South-Eastern Norway [FORMERLY Hogskolen I Buskerud Og Vestfold] / Staff Mobility Universidad Autonoma de Madrid / Staff Mobility
Eng	Columbia Dual Degree, European Liberal Arts Network, International Foundation Programme
HH	Columbia: History (5), European Studies (11)
LLCS	Columbia: 26
Law	None at present, but currently involved in discussions and planning for a partnership with the University of Sydney.
SSP	A partnership between Columbia and the discipline of Philosophy is nearing completion.
SWSP	N/A

Outline the number of students that entered programmes in your School under partnership arrangements in 2018-19 (all cohorts)							
	Columbia	Tapar	Others	Dartmouth College	J Term	Total (18/19)	Total to date
Eng	9			20	13		138
HH	History 17 ES 25 ¹						
LLCS	26						

¹ Includes 19/20

	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
Does the School employ the services of Education Recruitment Agents, and if so, are these registered with Global Relations Office and listed on the School and GRO website	1	Y	N	N/A	N	N	N	N	N	N	N	N	N
Can School flag students for identification entering via International Foundation Programme with Marino Institute of Education?	1	Y	N/A	N	N	N	N	N	N	N	Y	N	N
Does the School monitor the progression and retention of cohorts of international students entering School programmes?	6	N	Y	N	Y	N	Y	N/A	Y	N	Y	N	Y

Comments on International Student Experience Outcomes	
TBS	<p>A source of student concern is the continuing issue that incoming international students have with making appointments at the GNIB. This continues to be reported as a source of stress on student feedback forums. We will try to communicate that students can make appointments at the GNIB before leaving their home country as perhaps this might be helpful.</p> <p>It would be great if more assistance was available to students getting set up here when they arrive particularly with accommodation and the setting up of bank accounts - this is an area of concern/frustration for many of our students.</p> <p>It would be helpful to have more cultural awareness training across the board.</p> <p>At a School level we are trying to integrate mindfulness/wellbeing into our induction and curriculum. However, more focus and training on these critical skills/issues at a College level would go a long way in helping in a very important way.</p> <p>Plagiarism is a growing concern for faculty within TBS, and having increasingly sophisticated work-arounds, the challenge is not getting any easier.</p>
Ed	Students expressed concern about lack of support around visas, housing rights and English for Academic Purposes. These issues, however, have been addressed by the Global Room.
Eng	<p>a) Poor data from AR.</p> <p>b) poor advertising of Columbia Programme. There has been a drop in applicant numbers from 36 to 23, despite a very positive experience reported by current students. It is important that extensive and sustained promotion and recruitment be continued for this programme well into the future in order to rebuild applicant numbers.</p>
HH	We have raised for discussion with GRO some issues about integration of students from different academic cultures.
LLCS	<p>Issues around expectations held by international students in respect of grades received in Trinity. Students, especially from US, often have higher expectations based on experience at home university. This is something that needs to be managed carefully in terms of messaging to incoming students. Generally, dual degree students from the US need more guidance on the very different models of learning and teaching used in Ireland.</p> <p>On the ground, colleagues are not necessarily fully aware of what International Student Support is available. Perhaps Global/International Student Support could inform Schools what support they offer so we can then see if there are gaps and advise students accordingly.</p>
Law	Differences in assessment methods and expectations. At present, it is for individual module co-ordinators to address any gaps in incoming student familiarity with our assessment methods and, in particular, expectations. This problem can increase when coupled with language difficulties and, as a result, some incoming international students may initially struggle. Some international students seek alternative assessment methods, although this is not normally allowed, except where their own institution requires it. The Law School would welcome discussions with the Global Relations Office, or with other schools, on how this difficulty, where it arises, can be ameliorated.
LSCS	The overall results of the ISB for the School were very positive. Level of satisfaction across areas (general satisfaction, arrival, living, learning, support) ranged from 76% (living overall) to 86% (overall satisfaction; arrival) with learning and support given a rating of 85% satisfaction. These

	<p>results are positive but fall very slightly below the national and international results. The School will benefit from further discussion with the GRO to ensure that all possible measures are taken in order to improve satisfaction amongst international students, most of whom are postgraduates. Specific challenges included: opening a bank account, welcome on arrival and living orientation for Postgraduate Research students. PGT students were dissatisfied with careers advice (43%), but no other scores fell below 60% satisfaction. Both PGR and PGT students reported financial challenges with high levels of dissatisfaction relating to living costs, accommodation costs, opportunity to make money and financial support. Many of the areas of dissatisfaction related living in Dublin or College wide services. PGT students expressed dissatisfaction with the Postgraduate Advisory Service and AR/Graduate Studies, while PGR students expressed dissatisfaction with College Health Services.</p>
Psych	<p>In general, the vast majority of visiting and Non-EU degree seeking students were very satisfied or satisfied with the teaching and learning experience in Psychology. The problematic issues that stand-out in the survey for Psychology students appear to be quite general: the quality and cost of accommodation in Dublin, access to accommodation, dealings with Finance Office (AR) and cost of living in general. A minority were dissatisfied with opportunities for further work. Half of all Non-EU students were also dissatisfied with worship facilities.</p>
Rel	<p>Many international students (all Schools) commented on the vital importance of sufficient pre-arrival information. We have tried to ensure this information is available early in some of our PGT programmes; the PG Studies Committee will check that this is uniform across our PG offerings. Two particular open comments related to the inaccessibility of student support services for those in Belfast, visa issues for CRR students crossing the border and in general 'we don't feel like we are part of TCD'. This is an on-going issue– the support issue is being remedied to an extent through collaboration with QUB. We need to keep considering how to connect the two parts of our School (e.g. funding student mobility N-S/S-N).</p>
SSP	<p>Many of the key issues which students were most dissatisfied with related to visa advice (25%), finance office (AR) (25%) and registration (14%) which primarily fall under the remit of other divisions within College. Unsurprisingly the cost of accommodation is also a major issue with 37% of respondents expressing dissatisfaction. The School is committed to improving the student experience for our international students and would welcome the opportunity to meet with Global Relations regarding initiatives in this area and to discuss where the School's input could be relevant.</p>
SWSP	<ul style="list-style-type: none"> • Occasional Retention issues with PGT NEU students. Would benefit from further programming held in evenings for FT PGT students. • Unclear Garda vetting requirements for NEU students on study section of the website, especially in regard to FBI clearances for US students. • Limited Scholarships/research funding for Non-EU students in the Arts and Humanities. • Issues surrounding delays in reimbursement of funds to visiting staff and academics on Erasmus+

<p>Issues:</p> <ul style="list-style-type: none"> • Visa issues/ Garda National Immigration Bureau • Accommodation/ Cost of living • Setting up Bank accounts • Cultural Awareness Training 	<ul style="list-style-type: none"> • Plagiarism • Differences in assessment methods and expectations • Limited Scholarships/research funding for Non-EU students in the Arts and Humanities.
---	---

6. FAHSS RETENTION 2018-19

Standing & Retention	Progression		Gender				Fee Status			
	AHSS	%	Female		Male		EU		NEU	
Year 1	1,029		625	60.7%	404	39.3%	939	91.3%	90	8.7%
Progressed Same Course	951	92.4%	577	92.3%	374	92.6%	871	92.8%	80	88.9%
Repeat same course	13	1.3%	3	0.5%	10	2.5%	12	1.3%	1	1.1%
Transferred to another course	22	2.1%	18	2.9%	4	1.0%	20	2.1%	2	2.2%
Not Retained	43	4.2%	27	4.3%	16	4.0%	36	3.8%	7	7.8%
Year 2	978		581	59.4%	397	40.6%	903	92.3%	75	7.7%
Progressed Same Course	947	96.8%	570	98.1%	377	95.0%	877	97.1%	70	93.3%
Repeat same course	15	1.5%	5	0.9%	10	2.5%	12	1.3%	3	4.0%
Transferred to another course	2	0.2%	2	0.3%		0.0%	2	0.2%		0.0%
Not Retained	14	1.4%	4	0.7%	10	2.5%	12	1.3%	2	2.7%
Year 3	918		531	57.8%	387	42.2%	872	95.0%	46	5.0%
Course Completed	24	2.6%	15	2.8%	9	2.3%	22	2.5%	2	4.3%
Progressed Same Course	883	96.2%	511	96.2%	372	96.1%	840	96.3%	43	93.5%
Repeat same course	2	0.2%	1	0.2%	1	0.3%	2	0.2%		0.0%
Transferred to another course		0.0%		0.0%		0.0%		0.0%		0.0%
Not Retained	9	1.0%	4	0.8%	5	1.3%	8	0.9%	1	2.2%
Year 4	825		479	58.1%	346	41.9%	793	96.1%	32	3.9%
Course Completed	817	99.0%	477	99.6%	340	98.3%	785	99.0%	32	100.0%
Course Completed-Exit Award	3	0.4%		0.0%	3	0.9%	3	0.4%		0.0%
Progressed Same Course		0.0%		0.0%		0.0%		0.0%		0.0%
Repeat same course	3	0.4%	2	0.4%	1	0.3%	3	0.4%		0.0%
Not Retained	2	0.2%		0.0%	2	0.6%	2	0.3%		0.0%
Grand Total	3,750	100.0%	2,216	100.0%	1,534	100.0%	3,507	100.0%	243	100.0%

Retention figures are all above the College Strategic Plan target of 90%. The highest non-retention rate is NEU first year students, of which 7.8% are not retained in College.

Appendix 1: Head of School Summaries

1. Head of Trinity Business School

1.1 Athena SWAN

TBS has appointed a Self-Assessment Team (SAT), which is drafting the School's application for the Athena SWAN Bronze award. The School is currently deciding when to submit the application: November 2020 or April 2021.

1.2 Benchmarking

TBS has identified a set of institutions with which to benchmark itself for the purposes of AACSB accreditation. Comparable peers include: Adam Smith Business School, University of Glasgow; Cardiff University, Cardiff Business School; Durham University, Durham University Business School; UCD Michael Smurfit Graduate Business School; University of Edinburgh Business School. TBS also benchmarks itself against a number of other European business schools for rankings purposes.

1.3 Staff: Student Ratio

The student:staff ratio for 2018/19 was 28:1.

The current School strategy approved by Board in 2016 has recruitment of academic staff that will cause this ratio to track down to 25:1 over the next 2-3 years. A new strategy is in the latter stages of development which entails a reduction in this ratio to 21:1 and at a faster rate.

1.4 Rankings

TBS and its programmes are well ranked internationally. Rankings include:

- European Business Schools Ranking: 60th (Financial Times)
- EMBA: 90th in the World (Financial Times); 12th in Europe, 44th in the World (Economist)
- Masters in Management: 77th in the World (Financial Times)

1.5 Teaching & Learning Environment-Space/utilization

TBS moved into its new state-of-the-art building in 2019. The building has been funded without a cent of taxpayer's money and is financed through a combination of revenue growth and philanthropy.

The College Estates strategy outlines issues with room utilization and states that data from clicker count analysis of room occupancy is more relevant than utilisation figures based on room bookings. However, rooms needs to be booked based on the number of students registered for a module rather than the number who might (or might not) attend on any one day.

1.6 Strategic Staffing Plan-Recruitment/Vacancies

TBS is mid-way through implementation of its Strategic Staffing Plan (academic and professional appointments) and is on target to implement by 20/21.

It is difficult to recruit core faculty at PhD level in Accounting due to competition from industry. The School has addressed this issue by appointing experienced accounting professionals as Teaching Fellows while they complete their PhD.

2. Head of School of Creative Arts

2.1 Staff: Student Ratio

Staff:student ratios	'15/'16	'16/'17	'17/'18	'18/'19*#
Drama				36
Film	32	28	31	16
Music	14	19	17	19
Total	25	25	26	25

*Drama ratios are conflated by inclusion of Lir students for HEA return otherwise would be 21 with overall ratio 19 rather than 25

#Film separated from Drama for the first time in '18/'19 as move to establishing Discipline completed on 19.6.2019.

2.2 Rankings

The School is in the top 50 universities in the world in the QS rankings. We aim to increase our position and consider this very important for recruitment.

2.3 Teaching & Learning Environment-Space/utilization

In Trinity's inaugural Estates Strategy, the School of Creative Arts' footprint is 2,911sq.ft., all of which has been identified as in need of modernisation.

The buildings of the School span the distance of 1.3km from the Music Department in House 5 to Drama's Samuel Beckett Theatre to Film's location in 191/2 Pearse to ATRL and ATRL at TTEC. Staff and students traveling between the furthest distances can require up to 30 minutes to complete the journey.

Issues arising from this working environment involve:

- Encouraging disciplinary isolation be it administrative, pedagogical or research;
- Duplication of administrative tasks which might be rationalised across the School;
- Discouraging interdisciplinarity in research and teaching through a lack of physical proximity;
- Inefficiencies in School management as a result of the siloed environments;
- Recognition of increases in staff stress levels, interpersonal grievances, and lowered morale.

Due to the redevelopment of GCID masterplan not including provision for the relocation of academic units, the Bursar's recommendation that usage of TTEC be reduced in advance of demolition and the Quality Review 2018 recommendation that Music be relocated from House 5 due to subpar facilities, the School has concentrated its efforts on the redevelopment of the Samuel Beckett Centre as a space to house all elements of School activity. The School has commissioned a feasibility study via E&F's Projects Office to work on developing a capital project to cater to all the School's needs in the main Trinity campus.

2.4 Strategic Staffing Plan-Recruitment/Vacancies

The 2018 Quality Review recommended the following hires: Prof of Creative Arts to act as a visionary leader of the School unification project, replacing the Chair of Music, a Technical Manager, and a Development Officer to enhance our ability to fund capital projects and strategic posts. Unfortunately, due to combination of small-class sizes and a lack of new course activity in 2018/19 coupled with lack of reserve, the School has been unable to make a sustainable business case for any of these positions.

Undergraduate curriculum has been strictly revised to minimise volumes of casual contracted staff (26 in 2018/19) but risks relating to implementation of the CUSH report remain.

The School has been able to replace the following positions on retirement:

- “Professor in” in Drama with an Assistant Professor
- Executive Officer in Film
- Theatre Manager, Samuel Beckett Theatre
- Technical Officer (due to resignation)

However, school’s financial constraints are still impacting Music, where the Ussher Assistant Professor’s wages will devolve to School budgets by 2020/21.

Music operated with only 4 FT and 2 PT staff in 2018/19 and spent €58k on casual pay in 2018FY. This will negatively affect the quality of the academic programmes in Music over time.

The John Sherlock (Screenwriting) benefaction is currently on hold and if no further income comes in from this, that post will have to be funded by the School/Discipline, placing further strain on wages bill.

2.5 Other Comments

Overall, we feel that the School is delivering to the best of its limitations. However, we are doing so against a background of historic understaffing, and in unsuitable premises. We have lost one of our buildings (ATRL) to the Grand Canal Dock development. The School is currently developing a plan to redevelop the Beckett Centre to transform it into a Centre for Creative Arts and will shortly undertake a feasibility study with regard to this. We feel that this is crucial for the future to the School as the solution to physical unification and to providing world class rehearsal and performance spaces for our students, and attracting world-class staff.

The School is developing its global engagement through:

- Film as part of the Columbia Dual Degree from 2020/21
- Drama developing new joint degree with La Salle Singapore)
- Music negotiating new articulation arrangement with Sunway (Malaysia)

The School is engaged in an overall curriculum review, with an emphasis on the Music Dept curriculum which is currently unsustainable.

3. Head of School of Education

3.1 Athena SWAN

It is intended to apply for bronze accreditation in November 2020. A Self-Assessment Team is working under the direction of the Director of Research who is drawing input from other Athena champions in College also. Athena SWAN is a standing item on all meetings of the School Executive and School Committee and both committees receive updates on progress by the Director of Research.

3.2 Benchmarking

The School does not formally benchmark its activities against other Schools or Universities. Such comparison occurs, however, in two main ways: through the periodic cycle of external quality review of Schools, including the School of Education; and through ranking data compiled by a number of international agencies such as QS and Times Higher Education.

3.3 Staff: Student Ratio

The student-staff ratio reported as part of School Key Activity Indicators for the 2018/19 Report was 30:1. This compares very unfavourably to ratios for most other Schools in College, to the ratio for all 3 Faculties and the average ratio for College overall. This adverse ratio places immense pressure on academic staff to run the School's seven academic programmes and to fulfil the full range of academic duties. Given College's expected commitment in the Strategic Plan 2020-2025 to reduce the student-staff ratio to 16:1 by 2025, the School will require significant support to achieve this target.

3.4 Rankings

The School has been consistently ranked in the top 100 Schools of Education by subject since 2015. In the QS rankings, the School has been in the top 100 in 2018 and 2019 and in the Times Higher Education top 100 in 2018, 2019 and again in 2020. This represents a very commendable position given the adverse student-staff ratio in the School and the funding challenges for the School associated with the BBM.

3.5 Teaching & Learning Environment-Space/utilization

Following on investment in room refurbishment over the past years, the School has again invested in audio-visual equipment for the teaching spaces. Students and Staff of the School have benefited from the ongoing refurbishment of the Arts Building over Summers 2018 and 2019 and wishes to commend the Bursar and E&F Office for this initiative. It would be good to see this scheme extended to address teaching and office space deficiencies in other areas of the Arts Building where most of the School's teaching activities occur and academic and administrative staff work.

3.6 Strategic Staffing Plan-Recruitment/Vacancies

It is regrettable that due to adverse financial circumstances related to implementation of BBM, there are no immediate plans to fill the 1905 Chair of Education. A number of Assistant Profs resigned during 2018-19 and moved to Associate Professor positions in other HEIs. This created vacancies that have been/are being filled but also highlight a known risk associated with recent limited promotional opportunities in College. The School takes seriously potential risks to staffing. Another risk identified is any potential change in the accreditation of the Initial Teacher Education programmes, B. Mus Ed and Professional M.Ed. Accreditation is through the Teaching Council of Ireland and the School is vigilant in maintaining high-quality programmes and anticipating any changes in future accreditation requirements.

3.7 Other Comments

The School of Education has continued to provide high-quality programmes to EU and NEU students over the period of the present quality Report (2018-19). Seven academic programmes are offered, ranging from Level 5 Cert to Level 10 Doctoral and reports from students and EEs are generally positive. Internal reviews of two of these programmes (Certificate in Arts, Science and Inclusive Applied Practice, and Doctor of Education) were undertaken during 2018-19 and changes made to the programmes as a result.

A significant move to implement submission and marking of student work through Blackboard has been initiated on the M.Ed programme and planning for this was undertaken during 2018-19.

Given the number of specific academic strands on offer in the School, most members of the academic staff are significantly involved in the management of programmes. This, in addition to teaching and research duties, places a heavy load on staff. A process is underway to develop an academic workload model in the School to ensure equitable distribution of work.

The School recognises the importance of its Initial Teacher Education (ITE) programmes to the mission of the School. These include the B.Mus Ed and Professional Master of Education. Given the external professional requirements associated with these ITE programmes, they are resource-intensive to run and there is a constant challenge to ensure that the School can maintain a high-quality experience for students. During 2018-19 the School initiated discussions with some schools to develop an undergraduate ITE programme in some second-level education subjects and work is continuing.

The School is ranked in the top 100 subject rankings. That this is achieved with a relatively unfavourable student-staff ratio illustrates the dedication of staff involved. Staff have been flexible in teaching PG programmes at times when part-time students are available, including weekends. This brings revenue into College that is likely to go elsewhere otherwise. However, the invoicing of costs by College for use of facilities on Saturday afternoons is an obstacle to maintaining and developing this work. Another concern with implications for quality is the persistent significant imbalance between the ratio of junior to senior staff and there is evidence that academic staff will opt to seek senior posts in other HEIs if action is not taken to improve opportunities for academic promotion within College.

4. Head of School of English

4.1 Athena SWAN

The School plans to submit its Athena SWAN application in November 2020. The AS team is in place, and a questionnaire has recently been completed and submitted to the team for analysis. The Athena SWAN champions have a timeline of the work that needs to be completed and are working closely with the HoS to bring this process to a successful conclusion. One of the champions is also a participant in the Aurora Women in leadership Programme and is bringing her experience to the AS process. The team is in regular communication with the Equality Office, and AS is a standing item on School Committee Meetings.

4.2 Staff: Student Ratio

School of English 16.7

This compares with peer Departments/Schools:

Durham 14.85; St. Andrews 10:3; Edinburgh 17.5; York 18.3; Lancaster 12:5; Manchester 12:7

We should aiming for between 12 and 14.

4.3 Rankings

QS Subject Rankings 2019

Trinity is ranked 28th in English Language and Literature.

This is the second year we have been ranked at 28. In 2016 we were ranked 32, so we have experienced a small but significant rise in the rankings, which is a major achievement given the downward trajectory of the university in general and other subjects. It is also significant given that it has been achieved in a period when senior members of the School have retired, or have been seconded to college and faculty governance, and comes in a period of uncertainty and change due to TEP and the global trends for English Studies as a discipline.

The School of English has been either the highest ranked or second highest School/Discipline ranked in the country for a number of years. Whether this high ranking is reflected in terms of either the current funding model, or the supports college provides is something to consider. It should also be stressed that the School has achieved this high ranking – which depends for 80% of its calculation on reputation – almost entirely without external funding.

4.4 Teaching & Learning Environment-Space/utilization

In terms of a quality review, space has been a consistent concern raised in student feedback, and in the School Quality Review of 2016. The problems with the Arts Building as a teaching space are too well-known now to need rehearsing, but given the negative feedback from PG students, and especially those NEU student who come from outside the EU and have paid eye-wateringly large sums of money to study here, the impact on future recruitment is to be taken very seriously. If an issue is raised over a number of years, and the School has no way of addressing that issue, then long-term reputation will be damaged (and this will also impact on rankings).

The School has requested a dedicated seminar room for postgraduate MPHils for about the last decade, but this has not yet appeared.

The School understands that a teaching spaces review is underway, and would be interested in contributing to this review as much as possible. We are a School that places a very strong emphasis on small group teaching but many of the teaching spaces available to us in the Arts Building are not fit for purpose. The School acknowledges that the public spaces of the Building have improved greatly with the renewal and refurbishment that took place 2017-20.

The School is also interested in making much more use of the Oscar Wilde Centre, on Westland Row, but all the buildings along that Row need investment to make them accessible to students with mobility issues.

The lack of space in the Arts Building is also a problem in terms of large grant applications. It is difficult to see how the Building could accommodate many research teams should a number of colleagues be fortunate enough to win large grants (such as an ERC). At the moment, the School is finding it difficult to house permanent members of the School; where a team of four or five PhD students working on a project under a PI would be put is something of a puzzle, but one that shouldn't just be addressed by individual Schools.

4.5 Strategic Staffing Plan-Recruitment/Vacancies

The School's Global Officer has recently resigned to take up a post elsewhere, and this is a serious concern given the importance the college places on growth in this area, as well as the need to provide administrative support to the School given the large numbers of Visiting Students we attract, and the volume of queries we receive from international students concerning possible PhD applications. The School also has a number of international partnerships and would like to develop more in the future, as well as running a successful J-Term for international students every January, which is administered by the Global Officer (this year, duties had to be spread to other administrators, and we were fortunate that many of the functions of the Global Officer had been fulfilled by the time of resignation). We will be seeking to advertise the post in the very near future. The post is a half-time one, shared with the Global Office.

4.6 Other Comments

The School has a number of systems in place to ensure quality control. The major component of this quality control is a series of Systems Meetings which are held throughout the academic year, chaired by the Head of Discipline, which address questions of curriculum design and implementation, administrative processes and changes, and where concerns raised by the student body and within the Staff-Student Liaison Committee are discussed. Any decisions reached here are then passed to the School Committee, where the student reps, teaching assistants, and the library are included, before final decisions are reached. Systems Meetings are where curriculum changes are agreed, issues raised in external examiners' reports are considered, and all issues related to internal School processes are debated and explored. The School considers them very useful, and they are now basic to the way the School operates.

In terms of the Quality Report: a number of colleagues have pointed out that the scope of the report has greatly expanded, and the number of questions asked of Schools continues to grow. Timing is a consideration here, though there is probably no good time to send it out. A number of the questions seek information that should, perhaps, be held at Faculty level in any case, though this is perhaps something that can be further discussed. This School does not have a tradition of holding such information, and it took some work to find some of the comparative statistics that were sought.

In terms of Quality assurance, the School relies greatly on External Examiners – a very large volume of material is sent to Externs, not just of student work, but relating to course architecture, progression regulations, School processes, etc. Changes in curriculum or processes are always carried out in consultation with External Examiners, who give very generously of their time and advice. We also liaise with our students and take their concerns seriously.

Other issues we have are probably similar to other Schools in this Faculty: I am concerned about very heavy teaching and administrative workloads for academic staff and how this will impact on research quality – and also how it will stymie their opportunities for promotion. Colleagues have also spoken to me of how administrative burdens are now impacting on teaching quality. If stability is not brought to the systems we operate, then quality is also going to be impacted. Stability and predictability are, perhaps, not valued enough as important in quality teaching and research.

5. Head of School of Histories and Humanities

5.1 Athena SWAN

The School of Histories and Humanities submitted its Bronze application to Athena SWAN in November 2019, having engaged in the AS process over the preceding 12 months. Our Athena SWAN champions Dr Robert Armstrong (History) and Dr Catherine Lawless (Gender Studies) were supported by our SAT (see membership: <https://histories-humanities.tcd.ie/athena-swan/>)

5.2 Staff: Student Ratio

The School's overall Staff:Student ratio for 2018-19 is 22. Ratios are relatively stable but the SSR for Gender and Women's Studies has been modestly offset by the appointment of a second member of staff.

The SSR is very high for Classics (22), History (23) and History of Art (22) in relation to comparable Universities. A rough estimation of where each of our disciplines should be would be around 16, which would be in line with College's aspirations in its new Strategic Plan.

5.3 Rankings

QS rankings: *Classics and Ancient History* was ranked at subject level only for the second time in 2019 and was placed at 13th (rising from 28th in 2018). *History* consistently ranks highly in international rankings (QS 2019 and 2018, in the top 100). We note that subject rankings are presently not available for *History of Art* as a separate subject.

5.4 Teaching & Learning Environment-Space/utilization

Assessment and commentary on School space using latest condition assessment graphs/utilization statistics (see attached).

Most of the School's space is in the Arts Building, and extensive work over the summer of 2019 has been an aesthetic improvement, as has the upgrading of some classrooms although the reduction in capacity of two of the larger rooms (2037 and 3074) has been problematic. While the School has first call on certain rooms, it depends heavily on the use of pool rooms in the Arts Building. It is now difficult for the School to estimate its needs for teaching space for the coming years because the introduction of TEP with its multiple pathways means that the School can no longer predict likely numbers on individual modules. The School is also offering many of its modules as Open modules which further increases uncertainty around numbers.

There continues to be substantial pressure on finding office space for staff and also for Postdoctoral Fellows. We note also the continuing inadequacy of desk space for our postgraduate students, and of spaces where TAs can meet with students.

5.5 Strategic Staffing Plan-Recruitment/Vacancies

Academic Staff planning: progress in this area is marked against last year's report, as well as our last School review and its recommendations; and by the necessity for routine replacement of positions. Happily, routine replacement - for staff retiring, leaving or taking extended research leave through awards such as IRC Laureates - has taken place smoothly across the School in the past year.

Classics: the Chair of Greek was vacant for two years, the time taken to progress the appointment through College. An appointment was made during 2018-19 with the successful candidate taking up their position in August 2019. We note that Classics sought and received philanthropic funding to secure the future of the Chair.

New and substantive risks to the successful delivery of a Classics UG programme emerged during 2018-19 in the context of TEP, since Classics as a complex multidisciplinary programme does not fit comfortably into the new structures. The necessary changes to the Classics curriculum could only be implemented through additional staffing, for which plans began to be made in 2018-19. One new post, supported

initially through philanthropy has just been advertised (Feb 2020).

History: there are currently no major gaps following a number of senior retirements (Professors), though - following College policy - replacements have been with junior appointments. It should be noted that History's success in the IRC Laureate awards (whereby the three Laureates are on extended research leave for a large part of a 4 year period) has created new challenges for delivery of teaching (through a series temporary appointments). Looking forwards, the filling of the Chair in Modern Irish History will be of strategic importance to History.

History of Art: in the 2017-18 quality review, the School reported the Department's plan to offer a new SH degree and join the Columbia DD degree and the importance of supporting these plans. During 2018-19 both the new SH degree and the Columbia degree were approved with the appropriate staffing to support them.

Administrative staff: as reported in last year's review, the staff, and most especially the School Manager, remain under intense and continuous pressure. Lack of opportunity for promotion for administrative staff is demoralising and represents a failure by College to recognise the value of the knowledge, experience and dedication of these staff to academics and students within their units. In the particular context of completing an Athena SWAN application it is essential that Schools (actively supported by College) seek to prioritise the well-being and work-life balance of the staff.

5.6 Other Comments

- Having submitted our Athena SWAN Bronze application, the School is actively committed to continuing to engage with issues of equality, diversity and inclusion for staff - including overall well-being and work-life balance. Looking forwards, this will include provision of a School handbook for new staff; School based (team building) activities, including workshops on specific topics.
- We would like to note that ongoing impediments to *postgraduate experience* are the limited provision of workspaces for research students, and the limited level of funding compared to other peer Universities. As a School we are strategically committed to raising philanthropic funding (and have been successful in doing so across our disciplines) for PG awards, but this should also be a priority at College level.

6. Head of School of Law

6.1 Athena SWAN

The School is aiming to apply for Athena SWAN Bronze in April 2020. In 2018/19, the Self-Assessment Team was established, which included both UG and PG student representatives. In spring 2019, a student survey was conducted and there were follow-up focus groups with students. The results of the survey and focus groups are feeding into the writing of the AS report and action plan.

6.2 Benchmarking

In the process of compiling the Law School Development Plan, we looked closely at other Law Schools in Ireland and Russell Group Law Schools in the UK.

6.3 Staff: Student Ratio

In 2018/19, the student FTE for undergraduate programmes was 629.

The student FTE for postgraduate taught and research programmes was 137.

Academic staff FTE (excluding adjunct assistant professors and seminarists) was 27.8 FTE.

6.4 Rankings

In the QS 2019 Law School rankings, Trinity Law was in the 51-100 band; UCD was the only other Law School from Ireland in this band. The 2020 THE World University Rankings by subject index for Law provides data for 190 Law Schools, but no Law School in Ireland was included. QUB Law School was ranked 85th. In the Law table for the 2019 Shanghai Global Ranking, Trinity Law School is placed in the 201-300 band. The other Irish Law Schools included in this are also in this band: UCD, UCC, NUI Galway.

6.5 Teaching & Learning Environment-Space/utilization

The majority of our space was rated operationally safe, but 31% was placed in the 'modernisation required' category in the analysis in the Estates Strategy. We were placed 19th out of 23 Schools ranked for the suitability of their space. In terms of suitability, our current space is ill-equipped for students and teaching innovation. Staff are scattered over various sites and many staff offices are inaccessible for wheelchair-users. Our facilities compare very unfavourably with those at UCD Law School. This underpins the case for the Law School Development Project. During 2018/19, there was extensive work on the business case for the development, including an application to the HEA for capital funding. Unfortunately, this was not successful, but the School is continuing to work with College to take forward this initiative.

6.6 Strategic Staffing Plan-Recruitment/Vacancies

The Vice-Provost's plan included two Assistant Professorships to be appointed from September 2019. We are targeting key growth areas at postgraduate level: IT Law and Financial Services Markets Law. We were able to appoint the AP in IT Law from 1/9/19, but we had difficulty recruiting for the AP in Financial Services Law. We have now appointed a candidate to this post with effect from 1/8/20. In addition, the School recruited a new Chair in Constitutional Governance from 1/9/19.

The Associate Professor in Public International Law resigned in summer 2019. Approval was given for the recruitment of a replacement for this post at Assistant Professor; however, subsequent to this approval, our BBM allocation in 2019/20 disclosed a significant financial deficit. We are working to reduce this deficit over time, so this position has been put on hold until the financial situation improves.

In September 2019, we launched a new MSc in Law and Finance with the Business School. We appointed a 1 year, fixed-term Executive Officer, partly to support administration of this new programme and also partly to provide maternity leave cover for our Study Abroad Administrator.

6.6 Other Comments

The implementation of TEP has prompted more experimentation with novel methods of assessment

and a reduction in the reliance on exam-based assessment. This is in accordance with qualitative feedback in ISSE, which indicated a desire for less exam-based assessment. Indeed, the comments in the 2019 ISSE report appeared to be less concerned about the volume of exam-based assessment than previous years, which hopefully reflects the changes introduced.

However, as indicated earlier in the report by the DUTL, we are experiencing difficulties with significant falls in student attendance in the latter parts of modules. There could be a variety of reasons for this, but it appears to be at least partially connected to the reduction in end of module examinations. Students have also expressed concerns about managing the volume of coursework deadlines that fall during the term. Given that students take many different combinations of modules, it is, in practice, very hard to coordinate submission deadlines. We anticipate that this will be an even greater challenge when students are taking Open Modules and Trinity Electives.

In 2018/19, we introduced a final year Research Project module in anticipation of the Capstone requirement in TEP. This gave students opportunities to enhance skills in the areas of team-working, conducting research, managing a project, and reflection. The module coordinator, Dr. Mary Rogan, conducted detailed research on the experience of the first cohort of the students that took this module. We were pleased to see that students' experience was positive. Notably, there was also clear evidence that students were more favourable in their attitudes towards group work after completing the module (compared to their view when they commenced the module).

7. Head of School of Languages, Literatures and Cultural Studies

7.1 Athena SWAN

SLLCS nominated two champions – one advanced-career female and one early-career male – in September 2018. They have since been working towards the goal of the School achieving a bronze award. The School has a self-assessment team (SAT). It is planned to submit the application in April 2021. The shortage of admin support in the School has impeded involvement of many staff who are carrying out admin duties as well as teaching/research and has slowed down the process considerably.

7.2 Staff: Student Ratio

Overall, the trend has been consistently upward, comparing figures from 2004/5 to 2018/19. French 20:1; Irish 16:1; Spanish 17:1 German 11:1 School-wide 13:1. As part of the overview of the preparations for College's Strategic Plan 2019–2024 at the Heads of School Committee on 14/2/19, the VP included the question 'what would it take to have a staff:student ratio of 14:1?'. The meeting having pointed out that 1:14 would be more realistic, our School would like to strive for this as a minimum goal for all units. In this context, it is crucial to emphasise that language teaching by its nature requires a lower ratio (small-group teaching) to be effective than other forms of delivery. While blended learning approaches can reduce some demand for face-to-face teaching it is not comparable to it when it comes to language learning. Moreover the costs of development as they now stand are prohibitive. Funded posts (eg Al Maktoum X 4) are counted but should be weighted differently since other units (eg French) can be disadvantaged in terms of apparent School wide ratios.

7.3 Rankings

QS – Modern languages as subject: 2015 =49, 2016 =39, 2017 151–200, 2018 51–100 2019 67

QS – AHSS: 2015 =63, 2016 61, 2017 =173, 2018 =57

THE – AHSS: 2016 74, 2017 =88, 2018 81, 2019 96; Shanghai does not produce A&H rankings

Comment from Dean of Research Office who addressed School Committee in February meeting 'It's very difficult to identify exactly what can be done to arrest the decline. In the specific case of Modern Languages in the QS Subject rankings, the result is 100% based on surveys - 70% Academic reputation, 30% Employer survey. Other subjects have weightings that take into account citations and h-index, for example, and data cleansing exercises can be undertaken to make sure all the school's citations are correctly captured, but when the weighting is entirely based on surveys there isn't much concrete that we can do. For subjects that have rankings which are heavily survey-based, we would suggest looking at opportunities to increase the school's visibility in whatever way seems most appropriate (without ever appearing to be canvassing for votes!)'. Response from School colleagues can be summarised as: the challenge of admin staff shortage and demands of TEP make research time often impossible to access. Fixed timetable may even remove research day. Visibility of School would be helped if we had admin staff to develop website

7.4 Teaching & Learning Environment-Space/utilization

According to the College Estates Strategy, p. 10, figures 6–7, SLLCS, like most other AHSS schools, is accommodated entirely in a C*/orange area (Arts Building excluding level 6). Repairs and renovations have had a positive impact. As a rule we have been able to allocate teaching rooms to all teaching activities, the overall shortage of space in the Arts Building has meant that frequently, rooms so allocated are not of the appropriate size, leading to either to students having to sit on additional chairs in corridors or, at other times, small groups (under 10) feeling lost in overly large lecture rooms.

Moreover, the many of lecture rooms in the Arts Building remain under-equipped in modern teaching aids, such as smart boards or even the less costly video screens and projectors, and thus urgently require technical upgrading. This needs to come with enhanced technical support, because in the not infrequent

case of malfunctioning, repair is hardly ever available immediately, i.e. for the class affected, and may take up to a week to be carried out.

While we are thus just about able to cope with the teaching space available, the pressure on office space has now reached crisis point. As confirmed repeatedly by the Dean, the Arts Building is 'full up', and any drive for new recruitment is severely hampered by the challenge of how any new colleague may be accommodated. This is clearly a Faculty-wide problem, but also most detrimental to the development of our School in attracting even externally sponsored appointments like the recent addition to our staff of the Al Maktoum posts and an ERC.

7.5 Strategic Staffing Plan-Recruitment/Vacancies

SLLCS is in a BBM-defined deficit for the current year, but continues to commit to its strategic staffing plan.

Of the staffing requirements included in the School's Strategic Plan 2016–2021, section 11, the following have either been achieved (marked '+') or are still outstanding ('-'):

- + Chair of French
- + Assoc. Prof. Italian
- Chair of Irish (replacing two retirements),
- Chair in European Studies ;
- + Chair of Spanish.

Furthermore, the following upcoming retirements are listed as requiring replacements;

- Lecturer in Spanish;
- Lecturer in Slavonic Studies;
- (partially endowed) Chair in Early Irish.

More immediate needs – detailed business plans concerning each of the following, including financial projections and workload implications, were recently submitted to the School Office – Teaching fellows for French; Assistant Professor in Slavonic Studies.

8. Head of School of Linguistic, Speech and Communication Sciences

8.1 Athena SWAN

The School is currently finalizing its first submission for an Athena SWAN Bronze award, due in April 2020. Our Self-Assessment Team (chaired by Prof. Kathleen McTiernan) has been meeting regularly, with staff, UG and PG representatives actively involved in the SAT activities. Some noteworthy actions include the completion of Unconscious Bias Training by all School staff, participation in the Aurora Leadership Development programme and in mentoring activities. A School-wide confidential survey has been administered to all academic & administrative staff and students. Whilst it is not expected to survey students for the Bronze level award, we made the decision to include students in the survey as a means of ensuring that the culture of the School is comprehensively addressed in the application process.

8.2 Benchmarking

As a unique multi-disciplinary School, with offerings that would typically be housed in Faculties other than AHSS in comparator universities (e.g. Health Sciences, Computer Science & Engineering), benchmarking is conducted at the level of the School's disciplines and Centres. CSLS benchmarks against NUIG, UL and UCC at UG programme level. The Trinity Centre for Asian Studies benchmarks nationally against UCC, UCD, Maynooth and DCU, as well as SOAS and Leiden. The Centre for Deaf Studies and the Centre for English Language Learning & Teaching benchmark against comparator centres across Europe. The Centre for Language & Communication Studies benchmarks in Linguistics against UK institutions including UCL, Edinburgh, Oxford, Warwick, Lancaster and Manchester.

8.3 Staff: Student Ratio

The diversity described above and the unique composition of the School's programmes mean it is difficult to comment on international comparisons. Across the School, the SSR for 2018-19 is 16:1. In our clinical degree, the SSR of 15:1 is in line with recommended ratios for UK programmes in Speech & Language Therapy. It is worth noting the professional body for Royal College of Speech and Language Therapists (RCSLT) [recommends](#) that the staff-student ratio in this discipline does not exceed 15:1.

8.4 Rankings

As a multidisciplinary School composed of distinct academic disciplines rather than a traditional 'School of Linguistics', along with fuzzy subject labels (e.g. rankings by 'Language & Linguistics'), comparison via ranking alone is difficult. In the QS rankings, following four years in the 101-150 category, Linguistics in TCD has ranked in 151-200 for the last two years, in line with the dip in TCD's global rankings.

8.5 Teaching & Learning Environment-Space/utilization

The School's physical space is split between the Arts Building and 7-9 Sth Leinster Street. CLCS and TCAS are located on different floors of the AB, whilst CDS, CSLS and CELLT are located in 7-9 SLS. Whilst the renovation of the public areas of the Arts building has improved its aspect in the common areas, a number of problems remain related to the quality of the space available (lack of soundproofing, poorly equipped teaching rooms, insufficient space for class activities). Teaching spaces in the AB remain substandard, as experienced by all users of the building. School staff and students are continually on the move between the various locations in the School, and fostering any shared School ethos, community or even recognizable spatial identity as a School is impossible at present. Lack of shared communal space for students and staff remains a significant problem. Serious investment will be required to maintain and grow the research activities led by the team who work out of the speech laboratory in the Arts Building.

8.6 Strategic Staffing Plan-Recruitment/Vacancies

Two senior staff retired the start of this academic year, and we were joined by two new full-time assistant professors as replacement posts. One assistant professor resigned due to a job offer elsewhere, with a replacement post currently under recruitment. We have also commenced recruitment

for a new Professor in Chinese Studies, financed through philanthropy. The proposed Chair in Linguistics will go to the market within the new single Chair hiring season, and it will be important to recruit an individual with the right leadership skills to help the discipline of Linguistics establish its new degree programme as well as mitigate the immediate risks represented by the retirements of two 'Professors in' in the next few years. These two senior recruits will be important additions to the School as more junior colleagues cannot be expected to assume leadership roles at the expense of their own career progression. The skewed academic staffing profile, with a large number of junior staff and few senior staff, is a matter of concern to the School in terms of its status and international reputation, as well as the ongoing challenge of managing key roles within the School such as Heads of Discipline, Directors etc.

The administrative team are working beyond full capacity, which represents a risk to the management of School procedures. Probably the most important challenge to administrative staffing in a small School is the constant expansion of the university's understanding of School Manager responsibilities from HR, FSD, etc., without sufficient recognition of the responsibilities borne by individual School Managers who do not have a large team to delegate duties, especially those of strategic importance. Administrative staff recruitment and retention has been a struggle. In CLCS, the departure of one of the two EOs at the end of HT 2019 placed visible pressure on processes at a critical point in the year. This placed considerable strain on administrative and academic staff around the period of courts of examiners/publication of marks. We have been unable to fill a public-facing EO role in Clinical Speech. The gap has been plugged through the casual payroll. The difficulty in recruiting into this post, which was empty during the period of preparation for the accreditation visits by CORU, meant that the department's EO and HoD, as well as junior academic staff, had to assume substantial additional administrative responsibilities. Both of these cases point to the endemic problems in administrative staff recruitment and retention across Schools. Lack of promotion and recruitment of contract-only staff at School level means that it is increasingly difficult to recruit the right staff and retain them. Those who stay are demoralized, those who leave take the School's investment in their training with them to other parts of College, leaving the School to have to recruit again and retrain. Loss of administrative productivity and fragmented institutional memory impact negatively on all functions of the School.

8.7 Other Comments

The School celebrated several anniversaries in 2018/19 which allowed us to showcase several high-quality items in our profile, including the 50th anniversary of educating Speech & Language Therapists in Ireland. Today students can enrol in a world-class 4 year UG programme, taught masters, research masters, and PhDs in a variety of specialist areas, including dysphagia (swallowing difficulties), dysphonia (voice disorders), and aphasia (the communication disability that happens following stroke), allowing TCD to lead nationally and internationally in this crucial field and to provide highly trained SLTs with the competences and skills demanded within the evolving allied health and social care professional field.

The School's Centre for Language & Communication Studies celebrated its 40th anniversary, and it continues to lead the field in research-led approaches to the study of language (theoretical, experimental, applied). All staff have contributed to the development of our proposed new Linguistics degree, which will be a flagship endeavour of strategic importance to the School's future.

Engagement with the quality report continues to represent some challenges, not least at a practical level in terms of the format of the form and the changes in the template. Time spent attempting to edit and format is time spent away from the more important task of quality assurance itself. A move to an online format could be considered.

Regarding the student experience overall, the various data points and student feedback continue to point to difficulties experienced by all students, undergraduate and postgraduate, European and non-EU, in their interface with the university's central offices and administration via Academic Registry. PG Cases have been a particular onerous area for our School to manage in the last year for instance, and the poor quality of teaching space in parts of the Arts Building is noted in particular by international students. School administrative staff contribute in many important and unmeasurable ways to a positive student experience. The present administrative staffing challenges in the university threaten therefore to diminish further student satisfaction.

9. Head of School of Psychology

9.1 Athena SWAN

The School has two Athena SWAN champions (Dr. Lorina Naci and Dr. Rahul Sambaraju) and the Athena SWAN Assessment Team comprises the Head of School, School Administration Manager, academic staff representing all career grades and includes full-time and part-time staff, a research fellow, student representatives, and a representative from the technical staff. Regular meetings have taken place. Relevant data from college has been provided. Survey and qualitative data collection from staff and students have been completed; an away day was run to reflect on the data. Will submit in April 2020.

9.2 Benchmarking

The School does not have an overall benchmark for the UG and PG courses with specific institutions; given the diverse nature of the courses, each external examiner comments on the comparability of the specific UG and PG course to similar courses at other high impact universities. The DTLUG and DTLPG directly ask about such comparability at each course's Board of Examiners' meetings. Typically to date, external examiners have very favourably compared our courses to courses of which they have experience examining or teaching.

9.3 Staff: Student Ratio

The staff-student ratio has been getting worse in the last few years due to the lack of permission to replace retired staff and the increases in student numbers. Compared to similar research-intensive Schools, our staff student ratio is unfavourable. An appropriate SSR is essential for continued accreditation of the UG and the taught professional doctorates in the School by the Psychological Society of Ireland. If the SSR continues to get worse, some programmes may not be accredited: this is a significant threat to the School.

9.4 Rankings

Despite the challenging staffing and resourcing climate that the School finds itself in, the School continues to perform very highly in rankings. In the **QS rankings**, Psychology is the highest ranked psychology school in Ireland and ranked 101-150 in the world and in the **top 50 for Europe**. In the **THE subject rankings**, Psychology is the highest ranked psychology school in Ireland and ranked **76th in the world** and in the **top 25 in Europe**. The ranking of the School has been slowly decreasing in the past few years as a consequence of the failure to recruit to replace retired staff and student numbers have increased. It is testament to the dedication and hard work of the staff that the School has remained as high as it has in the rankings in light of the decrease in staff numbers. Our research activity remains uniformly high: staff have successfully won 3 ERCs and 1 IRC Laureate awards in the past few years. Until staff numbers expand, the School will not reach its full potential in terms of rankings.

9.5 Teaching & Learning Environment-Space/utilization

The School's academic programmes are primarily delivered in rooms in Áras an Phiarsaigh and the Arts building. As noted in the TCD Estates Strategy, all of the School's teaching takes place in facilities deemed by the College as requiring modernization (Fig 6). The School utilizes the assigned rooms and although the space is mostly suitable for our needs, we have repeatedly raised specific concerns with the Bursar over the suitability of teaching spaces for the PG taught doctoral programmes, where classes are often 3-hour workshops that require larger rooms and natural light/air. We had planned to switch rooms on the ground floor of Áras an Phiarsaigh to more appropriate space on the second floor; however, current central college plans to repurpose high quality teaching space into office space for staff will negatively impact on our ability to deliver teaching in acceptable learning environments. The continued absence of appropriate teaching space is a reputational risk for the School and college.

9.6 Strategic Staffing Plan-Recruitment/Vacancies

Growth in the School staff in the past year has been facilitated through the philanthropic donation to the

Global Brain Health Institute. Even with the appointment of these part-time staff, the School has been hampered by the absence of resources to replace academic staff who retired in the past few years. These staff all taught core modules required for accreditation and the loss of such expertise has presented considerable challenges to the School in terms of maintaining accreditation, balancing workloads and enhancing our research productivity and impact. At present, the School is hoping to commence a recruitment campaign this year for the unfilled 1968 Chair of Psychology. There is an urgent need to fill this post both in terms of senior leadership in the School as well as providing teaching in core mandatory areas. This year we successfully recruited a lectureship in Personality and Individual Differences, which is a core area of teaching mandated by the professional accrediting body. In addition, we have experienced challenges in recruiting and retaining administrative and technical staff, with high turnover in the past few years. The low salary levels permissible and difficulties in progression have been a barrier; we currently have an administrative post that requires urgent recruitment. As mentioned previously, SSR and the presence of appropriate administrative and technical support are essential requirements for professional accreditation of the School's programmes.

9.7 Other Comments

The School of Psychology continues to provide high quality undergraduate and postgraduate training. In the immediate term, the School is well prepared for TEP. We continue to be the most highly sought after Single Honours Programme in Psychology in the country and have seen a year-on-year increase in the numbers of international students enrolling in the programme. In addition, our suite of postgraduate programmes reflects our commitment to excellence: for example, the D Clin Psychology course was listed by the Irish Times in the top 5 Postgraduate Courses in TCD. Our fully online M.Sc. in Managing Risk and System Change added Postgraduate Diploma and Certificate level entry and exit points to its portfolio, making it very attractive to a range of industry-based applicants for staged progression purposes. We were delighted with the nomination of the programme at The GradIreland Higher Education Awards 2019 in the Best New Postgraduate Course category. We have also submitted several modules for consideration as CPD offerings as part of the proposed college initiative. In addition, we made a number of submission under the HCI call.

In the coming years the statutory registration of Psychologists by CORU will commence and the implications of this process for both undergraduate and postgraduate education remain to be fully determined. The School will actively engage with CORU in relation to this matter and will ensure its programmes continue to meet the highest of standards.

Regrettably, there are still ongoing challenges relating to access to adequate teaching space for postgraduate course students. This has been commented on in previous reports and has been escalated to the Bursar's office; however, in the continued absence of any solutions, there is a reputational risk for the School/TCD regarding its commitment to high quality postgraduate teaching.

10. Head of School of Religion

10.1 Athena SWAN

During the year 2018-19, the Athena SWAN (AS) School Champion Prof. Gillian Wylie (DTLPG) formed a committee within the School and began the collation of relevant data (qualitative and quantitative) in preparation for the submission of the completed application in November 2021.

10.2 Benchmarking

Having completed a Quality Review very recently and being very much occupied with fulfilling the recommendations of the Taskforce set up to implement numerous changes within the School, we have not formally benchmarked ourselves against other Schools or Universities, nor do we have plans to do so in a formal way. However, the presence of External Reviewers in the QR automatically facilitated an informal benchmarking of the School against best practice elsewhere. Moreover, as part of the strategic planning process which will run in 2019-20, we will be undertaking a substantial environmental/market scan which should yield important data regarding comparable disciplines in other Universities which will very much be borne in mind as we develop our own strategic plan.

10.3 Staff: Student Ratio

The SSR in the School for 2018-19 remained identical to that of the year before (11:1)—a ratio which reflects an increase in staff numbers in recent years funded primarily by philanthropic investment in the School. It is expected that a need for additional revenue and a renewed and more strategic recruitment effort and the development of a new course in the coming year will drive student numbers up to a point that our SSR will eventually level out in the region of 15-16:1. This is in keeping with the overall target specified in the College's Strategic Plan (20-25), which has itself been arrived at in light of the fact that leading Universities with which we would wish to compare ourselves have ratios lower even than this.

10.4 Rankings

The School is delighted to have maintained its global ranking within the 51-100 band of the QS subject rankings (Religion and Theology not being included in the THE subject rankings). Relevant scores include: Domestic Ranking – No.1; Academic - 74.7; Employer - 66.8, Citations - 55.0, H. Index - 63.9 (outputs by citations (more importantly impact in field). The overall Research Performance captured by Scopus by subject area 'Religious Studies' (2014-2018) includes: Scholarly Output: *76 Authors: 83; Field-weighted Citation Impact: 1.42% Citation Count: 82; Citations per Publication 1.1; H5-Index 3. *(2.6% of the 76 publications are in the top 10% most cited worldwide; 27.1% of these publications are in the top 10% journals worldwide; 15.8% are co-authored with academics outside of Ireland e.g. those based in Top Ranked Universities).

10.5 Teaching & Learning Environment-Space/utilization

Toward the end of 2018-19, it became clear that space for staff of the School accommodated in the Arts Building would need to be found in the Old Physiology Building with the rest of the School staff. This and the need to accommodate professional staff in proximity to one another for the sake of efficiency led to the loss of one teaching/seminar room (G8). The burgeoning numbers of grant-funded researchers within the School and the need for office accommodation for them meant that another room which might otherwise have been used for seminars was lost for that purpose. Thanks to the early communication of Estates and Facilities in HT 2018-19, plans were put in place for the coming year (19-20) to use space in TBSI to make up for the loss of use of G16, our largest lecturing space, due to the noise of demolition and construction associated with the building of the new E3 building.

Less happily the School's reliance on the smaller lecture rooms in Goldsmith Hall has been clouded and complicated by the ongoing neglect of these rooms and the fact that they were regularly left in total disarray.

One potentially serious issue is that teaching space which (for various reasons) falls outside the purview of

the Sr. Lecturer, does not benefit from IT support in case of issues arising with equipment/software installed in that space. Some mechanism for supplying IT support in these situations is a desideratum.

Finally, while there is PG social space within the Old Physiology Building, the lack of same for UG students has been noted by the latter with some frustration. Unfortunately, there seems no obvious means of facilitating this at present.

10.6 Strategic Staffing Plan-Recruitment/Vacancies

In September of 2018, the professional team welcomed a new staff member, who was given responsibility for supporting PG studies within the School—a responsibility which she took on wholeheartedly and with great competence. In January of 2019, following the earlier departure of the Ussher Lecturer in Islamic Studies, we interviewed various candidates to fill the vacancy and were delighted that Dr Zohar Hadromi-Allouche accepted our offer to take up the post. She commenced work in June of 2019. Another staff member's position was mainstreamed in 2018-19, following his conversion interview, strengthening the staffing position in Belfast. The School remains embarrassingly under-staffed in World Religions and more specifically in the Taoic religions of China and Japan, without any internal staff capacity to deliver teaching in this area. If left unremedied, the reputation and legitimacy of Religious Studies as one of two disciplines in the School may be compromised.

10.7 Other Comments

The School continued the process of implementing the far-reaching set of reforms mandated by the Taskforce's recommendations to Council (April 2018) on the basis of the Quality Review's Report to Council (June 2017). It also continued to implement the reform of its administrative function.

Substantial energy and initiative was devoted to the revamping of the website in light of the Taskforce's recommendations with regard to identity and the need to foreground the courses offered by the School.

Following an extensive curriculum review and the approval of a new BA in Religion, much time and energy was invested in promoting the new UG degree both in Ireland and in NI, while at the same time, academic staff were one of the first to engage in the mapping of assessment for the degree in response to the TEP Assessment sub-group request for volunteers to pilot the tool it had developed for this purpose.

In the coming year (2019-20), the School's attention will be focused on increasing the student numbers in the new UG degree, on developing a whole school culture (following the imminent signing of agreements between College and the two external stakeholders supporting the Loyola Institute and Irish School of Ecumenics) and especially on responding to the College's Strategic Plan (to be published early in 2020) by undertaking its own process to produce a strategic plan for the next 5 years. The School will also explore the development of a further collaborative course offering with the Church of Ireland Theological Institute in the hope of growing student numbers within the School.

11. Head of School of Social Sciences and Philosophy

11.1 Athena SWAN

The School of SSP is fully engaged in the Athena SWAN process and will submit an application in November 2020. The SAT has met several times in the 2018/19 and has engaged on internal and external Athena SWAN networks. In 2018/19 the various stages of the process were defined and a timeline for completion has been agreed on. We have also formed various sub-groups - events, student-data, staff-data, staff survey and focus-group – and we started the process of data-analysis and report writing.

11.2 Staff: Student Ratio

The 2018/19 student:staff ratio for the School of SSP was 28:1 compared with 27:1 in 2017/19 and 30:1 in 2016/17. This is way out of line with the historical average for the School which was a steady student:staff ratio of 23:1 between 2004 and 2010.

This average figure for the School masks inequities in the student:staff ratio across disciplines. The ratios in 2018/19 were: Economics 31:1; Philosophy 20:1; Political Science 25:1; Sociology 33:1. This compares with a historical average for the 2004-2010 period of: Economics 24:1; Philosophy 22:1; Political Science 23:1; Sociology 26:1. It is clear that Economics and Sociology, in particular are very far from where they were 10 years ago.

To put this in an international context, the average student:staff ratio in comparable disciplines for all institutions in the UK is around 18:1 and for the London School of Economics, a University which our School would ambitiously aim to be comparable with was around 12:1. Other Universities in the UK boast ratios of 12:1 (Cambridge), 10:1 (Oxford), 14:1 (Warwick) and 13:1 (UCL) for the Social Sciences. [Source: London School of Economics (2016) Context Statistics. Figure 15. Available at: <https://info.lse.ac.uk/Staff/Divisions/Planning-Division/Assets/Documents/Context-Statistics.pdf>]. This provides strong evidence of a large and significant gap in where the student:staff ratios for the School need to be to compete internationally. Moreover, it is also clear that the historical average student:staff ratio for the disciplines in the School of Social Sciences and Philosophy should be a minimum target for future improvements in the ratio. Even if this is achieved, they will still be far from international best practice.

11.3 Rankings

Times Higher Education (2018) ranks Trinity as #1 in Ireland for social sciences and #126-150 in the World. Of the disciplines in the School where rankings are provided by THE Economics ranks #1 in Ireland and #151-175 in the World and Political Science ranks #1 in Ireland and #126-150 in the World. Philosophy are included as part of Trinity's ranking in the arts and humanities where Trinity rank #1 in Ireland and #81 in the World.

The QS rankings (2018) for disciplines in the School are as follows:

- Economics (and Econometrics): #1 in Ireland and #101-150 in the World
- Philosophy: joint #1 in Ireland and #51-100 in the World
- Political Science: #1 in Ireland and #43 in the World
- Sociology: #1 in Ireland and #51-100 in the World

While these rankings have been stable over the last number of years one of the main barriers to improving the rankings is the extremely high student:staff ratios. These ratios directly feed into how the rankings are computed. Moreover, such high ratios are bound to affect the student experience as well as the time and resources that academic staff can put into research which is essential for our international reputation.

11.4 Teaching & Learning Environment-Space/utilization

All of the space occupied by the School is in Category C 'requires modernisation'. The quality of some of the teaching spaces in the Arts Building and in College Green is very poor. This negatively affects the student experience. Office space for academic and administrative staff in all areas is extremely limited and is reaching a critical point where new staff hired will simply not have office space. The School is facing a space crisis in this respect and this will negatively affect the quality of the working environment for all staff and the reputation of the University.

The School is currently located in four separate locations (across different floors in the Arts Block and College Green). This has a very negative impact on synergies within the School, both in terms of working relationships in research, teaching and administration, but for the identity of the School. An important objective for the School moving forward is that it is located on the main campus. Indeed, this was a key part of the previous School Strategic Plan and will also be a priority in the School Plan 2020-2025. If College is considering the disposal of 5 College Green, as is suggested in the Estates Strategy, then this represents an opportunity for the disciplines of the School to co-locate.

11.5 Strategic Staffing Plan-Recruitment/Vacancies

2 tenure-track/permanent Assistant Professor posts were filled in 18/19. An additional 4 posts are due to be filled in 19/20. These were a combination of permanent posts granted by College to help address the student:staff ratio in the School and replacements for resignations and retirements.

While progress is being made in relation to staffing it is very clear that this does not go far enough in addressing the very large gap that needs to be filled to address the extremely high student:staff ratio in the School.

12. Head of School of Social Work and Social Policy

12.1 Athena SWAN

In the process of finalizing AS application with a view to submitting in April 2020 for a bronze award.

12.2 Staff: Student Ratio

17:1 This is in line with international practice for both social work and social policy.

12.3 Rankings

Social Policy ranked in the top 100 subjects in the world in the QS rankings. Social Work as a discipline is not formally ranked in the QS rankings.

12.4 Teaching & Learning Environment-Space/utilization

While the Arts Building was refurbished in the Summer 2019 and this significantly improved the building lighting in the main walkways and delivered a greater amount of student meeting/study spaces we feel there is still a vast amount that could be done to improve the quality of the teaching spaces in terms of over appearance, furniture and IT equipment.

12.5 Strategic Staffing Plan-Recruitment/Vacancies

The School has been successful in filling one of the vacant social work posts and an offer has been made to a successful candidate for the second post.. Once both these posts are filled we will have a full Social Work team for the first time since 2018 which will be of great benefit for our next accreditation visit.

12.6 Other Comments

The School of SWSP aims to respond effectively and efficiently to quality issues raised, both from internal and external feedback, to ensure that the quality of T&L is maintained to the highest standard.

The School was successful in applying to the Faculty for funding to support an external review of the Social and Social Policy degree. This was conducted by The Knowledge Partnership, the results of which have, in part, informed the changes to Social Policy as it moves into the Joint Honours Programme.

The School utilised its reserves to fund a similar review of the MSc in Applied Social Research and the Child Protection account funded a review of the Postgraduate Diploma in Child Protection & Welfare Programme. We received the final reports on these programmes in April 2019 and have plans to integrate many of the recommendations into both programmes in the 2019-2020 academic year.

In 2017-18 the School undertook a large review of curriculum and module assessment as part of the TEP project. This review involved all the module ECTS and assessments being evaluated and created more consistency in workload across the modules being delivered in the School.

There have been no mid-term evaluations and there is no student liaison committee. Student representatives are active on the School Committees including the School Executive and there is a student sub-committee for Athena SWAN which is working very well.

As noted in the report, there is a continuing issue with the quality of teaching space available to the School of SWSP. This issue is raised consistently by both UG and PG students. It is hoped that this issue will be addressed through the ongoing refurbishment of the Arts Building. It is also hoped that the issues with the IT equipment in teaching rooms will be addressed during these refurbishment works.

Due to the professional placements our social work students undertake in their JS and SS years, it has not been possible to facilitate Erasmus for these students. The school is committed to addressing this issue going forward.

A 'Continuing Professional Development' committee chaired by the Head of School was established in July 2018 with a view to developing a CPD strategy and plan of action, aligned with the College's Strategic Plan.

Appendix 2: School Action Plans

1. Trinity Business School							
No	Actions(s) taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
1.1	UG module evaluations	Investigate whether there is a 50:50 split in examinations	<i>Students still feel that there is a greater workload in semester 2 despite semesterisation</i>	Module evaluations and programme Committee meetings	DUTL and module leaders		
1.2	ISSE Survey (UG)	<i>Increase mindfulness and wellbeing activities in the School</i>	To reduce the number of students presenting with anxiety, particularly at examination sessions	Students reaching out to Tutors and to Student counselling services	DUTL, Tutors		
1.3	UG External Examiner reports	<i>Investigate the possibility of having CoE reports available with visibility of pass/fail as early as possible</i>	The external examiners often can't see the full pass/fail details until just before the court.	External Examiner Report	DUTL, Compilation of results by all programmes		
1.3.1		<i>Adopt a standard format for return of feedback</i>	Inconsistent feedback across programmes	External examiner feedback	Directors		
1.4	PG module evaluations	<i>Students would like class times to be reduced (currently 3 hours) and the number of block weeks for teaching reduced</i>	Module evaluation feedback		PGDTL/MSc Portfolio Manager		
1.5	ISSE Survey (PG)	GNIB appointments still proving difficult to obtain by students	Continuous communication with students on blackboard by the School and liaising with the Global office to ascertain the full extent of the issue	Student feedback	Directors		
1.6	PG External Examiner reports	<i>External Examiners raise a concern regarding the level of English displayed by the students despite achieving the recommended level for admission</i>	English for academic purposes was introduced as a new optional module to two co-horts following on from this feedback. Analysis of module will be conducted at the end of semester 2 and plans for 2020-21 will be put in place depending on the outcomes.	External Examiner report	MSc Portfolio Manager, PGDUTL		

2. School of Creative Arts							
No	Actions taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
2.1	GDPR legislation.	Use of Office 365 (OneDrive/Sharepoint) for internal document sharing and HEANet Filesender for external file sharing	GDPR implementation in May 2018	Legislative change	School Manager	Orange	While most processes have been migrated to GDPR-compliant mechanisms for file sharing embedding instincts (especially with adjunct staff) will take longer.

3. School of Education							
No	Actions taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
3.1	UG module evaluations	TBA	<i>Observations by students</i>			DUTL	
3.2	ISSE Survey (UG)	<i>Consider results at the B.Mus. Ed. CC</i>				DUTL	
3.3	UG EE reports	TBA		EE Reports		DUTL	
3.4.1	PG module evaluations	The MEd ARLM module (5 ECTS) has been noted by students - e.g., in terms of scheduling of lectures (front-loading) and in terms of offering a blended version of the module.		EE/Module		Programme Director/Module leader	
3.4.2		Shared Space: the MEd programme is considering how Summer Schools, shared seminars, and other social and academic events could allow for greater student interaction and discussion across strands.		EE Eval		Programme Director/Strand Leaders	
3.4.3		The MEd programme is considering a wider range of methodological and philosophical approaches to research, and to encourage greater reflexivity about research.		EE Eval		Programme Director/Strand Leaders	
3.4.4		PG Cert to consider using digital storytelling to augment students' written reflections, undertaken		EE Eval		Programme Director/Strand	

within or across module assessments				Leaders			
4. School of English							
No	Action (s) taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
4.1	UG module evaluations	Increase module choice at JS level	Perceived lack of choice in 5ECTS modules at JS level	Staff-Student Liaison Meeting	Head of Discipline; DUTL	Complete	
4.2	ISSE Survey (UG)	Discussion of assessment feedback	Students report being unsure of what kind of feedback they expect to receive – though this is a college-wide rather than School of English issue	ISSE	DUTL	In process	More discussion with student reps is needed on this issue.
4.3	UG External Examiner reports	<i>Increase in use of technology for submission of assessment and student feedback</i>	Dependence on a hard-copy system	EE report and Staff-Student Liaison	Head of Discipline; DUTL; administrators	In process	
4.4	PG module evaluations	<i>Reconsideration of teaching space</i>	Sense of inequity in treatment	Programme evaluation	DPTL; MPhil Directors; Director of Oscar Wilde Centre	Discussion and consultation	Difficulty here due to need to upgrade facilities in the OWC, and make accessible to students with mobility issues
4.5	ISSE Survey (PG)	Discussion of assessment feedback	Students report being unsure of what kind of feedback they expect to receive – though this is a college-wide rather than School of English issue	ISSE	PPTL; MPhil Directors	In process	

5. School of Histories and Humanities							
No	Action(s) taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
5.1	UG module evaluations	Review of assessment deadlines and weightings	Bunching of deadlines and opportunity to rebalance assessment weightings in context of increase of assessed coursework components (for TEP)	Staff-Student Liaison Committees	DUTL, Heads of Discipline	G	
5.2	ISSE Survey (UG)	Skills attainment	ISSE for AHSS notes high ratings for Thinking Critically & Writing Effectively, and lower for opportunities for delivering presentations. Being addressed in all disciplines in the context of TEP including through use of assessed presentations at both Fresh and Soph levels.	ISSE	DUTL	G	Some disciplines in the School have more experience in this respect, and the School's Teach-Meet forum provides an opportunity to share best practice.
5.3	UG External Examiner reports	Review of use of first-class marks	Opportunity to use the full range of the first-class scale	EE	DUTL, Heads of Discipline		Markers and second-markers at Sophister level alerted to the need to reward outstanding work with the full range of marks.
5.3.2		Second marking practices.	Concern that second-marking was overly intensive	EE			New second-marking templates introduced in 2019 in Dept of History.
5.4	ISSE Survey (PG)	Ensuring all programme handbooks are available on the School webpages by the start of PG orientation week.	The ISSE PGT survey highlights the importance of early dissemination of key programme requirements and the high level of student dependence on programme handbooks.	ISSE Survey	Programme Directors		
5.5	ISSE Survey (PGR)	Biannual PGR orientation and welcome meetings; facilitation and promotion of student organized workshops and cross-	The ISSE PGR continues to highlight PGR students' perceived lack of integration in the wider research community.	ISSE report	PGR Director		

		disciplinary conferences.			
5.6	PG External Examiner reports	Consolidation of MPhil in Gender and Women Studies with provision of TCD permanent staff core	School Appointment of Dr Clare Tebbut	School/Faculty	
5.7	ISB Survey report.	A quarter of PGT and PGR students report greater need for overall pastoral support in their studies	The School looks forward to supporting a prospective PG tutor system rolled out as part of the Dean of Graduate Studies' strategic reform of PG life	ISB Survey report and student feedback	College
5.8	PGR strategic reforms by the GSO	Revision of the School's PhD review schedules and requirements for first year and second year reviews	Implementation of thesis committee model for the annual review of PGR students and March deadline for confirmation on the PhD register.	Dean of Graduate Studies	DPGTL
5.9	low application numbers in 2 MPhils (Gender, Classics)	Local info sessions about the School's MPhils targeting internal UG students; promotion of the MPhils using Departmental social media and wider disciplinary specific fora	Low application numbers for 2017-18 for two of our MPhil programs resulting in small cohorts for 2018-19	MPhil Directors	DPGTL
5.10	administration of the new PPA Awards	Formalization of a new School policy for the advertisement, committee assessment and allocation of supervisor-held PGR funding awards	Lack of formal procedures for allocation of PPA awards to PGR students	PGDTL	
5.11	cross-School sharing of PGT modules	Raise issue with the Dean of Graduate Studies	Consistency of marking scales between Schools sharing MPhil modules	EE comments CoE	DPGTL
5.12	centralization of module and programme evaluations	Formalization of local programme evaluation at the School level with timeline	Need to centralize and formalize collation of student evaluations	DPGTL	

6. School of Languages, Literatures and Cultural Studies							
No	Action(s) taking in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
6.1	UG module evaluations	Oral feedback and discussion with class follows analysis of forms by lecturer	<i>Whatever arises in feedback forms</i>	Feedback forms	Individual lecturer reporting to HoD		
6.2	ISSE Survey (UG)	<i>Will seek more student representation in School's student-staff forum. Will address shortage of admin staff so that academics have more time for student meetings and small group discussions. More social events for staff and students</i>			HoS + School Manager DUGTL + HoDs		
6.3	UG External Examiner reports	<i>All reports are discussed with HoD and changes discussed and implemented where appropriate</i>		External examiner report	HoD		
6.4	PG module evaluations	<i>Number of students completing survey was very small. But face-to-face feedback plays important role</i>			MPhil Directors and Lecturers		
6.5	ISSE Survey (PG)	Numbers responding to survey were small but We will continue to engage our students in open discussions about their experiences of supervision and taught modules. Allocation of admin tasks to admin staff as we restructure will free up academics' time to engage one-to -one with students and create a more supportive environment		ISSE	DPGTL HoD, School Manager		
6.6	ISSE Survey (PGR)	<i>Further consultation with PGs is ongoing and will be regularised. More social engagement between staff and students</i>			DPGTL		
6.7	PG External Examiner reports	<i>Examined by Court of examiners, by Directors of programmes and DPGTL. Where changes are required they are implemented</i>					DPGTL + MPhil Directors reporting

					to School GSC
6.9	ISB Survey report.	More information on grading system to be presented to international students at induction day. Small group teaching/ meetings to be increased. More social events for staff and students.	Student feedback	Director of MEELC DUGTL, HoDs	
6.10		SLLCS has established a staff student forum . While it is difficult to get students to attend we continue to find ways of engaging them in helping us to identify issues		DUGTL reporting to School's UG Studies Committee	
6.11		Understaffing has been an issue in ensuring quality of student experience. School has applied for HCI funding including some posts. Having successfully fundraised for 4 positions we continue to explore further possibilities that would enable us to focus on small group teaching and to increase staff/student engagement across a range of activities		HoS	
6.12		Administrative restructuring is ongoing. When fully implemented staff will be relieved of admin tasks with more time allocated to student oriented activities		HoS and School Manager	

7. School of Law							
No	Action(s) taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
7.1	UG module evaluations	Spreading deadlines, where possible.	The "bunching" of assessments for coursework now that we are using this as an alternative/supplement to exams at the end of the semester.	Feedback from student reps, e.g. in undergraduate studies committee	DUTL / Module Coordinators		
7.2	ISSE Survey (UG)	Continued emphasis on reflective learning and group work	This was the subject of positive comment in the ISSE Survey and School is continuing to find ways to weave this into modules including the Clinical Legal Practice Module and the Capstone Project	ISSE references this positively in the case of the School of Law.	DUTL / Module Coordinators		
7.3	UG External Examiner reports	Maintain review of research dissertation module - assessed components	School adopted structured final year research project in preparation for TEP - currently 10 ECTS Module, will be developed into 20 ECTS Capstone project. Continuing to review how we assess the components of this.	EE Report - some issues raised about the assessment of certain components and assessment weightings.	Research Project Module Coordinator and Group Leaders		
7.4	PG module evaluations	Following review by Director of LLM who is liaising with colleagues (including in person meetings) and who has already closed the feedback loop to students, additional dissertation meetings have been scheduled.	Student evaluations identified a lack of dissertation meetings.	Student Evaluations	Director of LLM		
7.5	ISSE Survey (PG)	Limited number of responses, so difficult to identify a clear message.					

		One PGT respondent mentioned more coursework and we are trying to encourage that.			
7.6	ISSE Survey (PGR)	No data returned for Law.			
7.7	PG External Examiner reports	Ongoing consideration of variety of assessment methods.	Some external examiners comments on the need to maintain focus on as wide a range of assessments as possible.	Examiners' reports	Director of LLM

8. School of Linguistic, Speech and Communication Sciences							
No	Action(s) taken in response to	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
8.1.1	UG module evaluations	In SLU33001 Discourse Analysis, split assignment into two parts, transcription and analysis; provide more input on analysis.	Student perception of difficulty and length of assignment		Module coordinator	Implemented in MT 2019/20	
8.1.2		In SLU11006 Introduction to Language Acquisition, changed assessment format from essay to data analysis	Range of student responses regarding different aspects of assessment		Teaching team	Implemented in MT 2019/20	
8.1.3		In LIU33001 Language Learning, reduce continuous assessment from seven short reaction papers to three slightly longer ones and introduce a formative feedback session	Feedback from students that the seven-paper format was burdensome and that more guidance was required		Module coordinator	Very successfully implemented in MT 2019/20	
8.2	ISSE Survey (UG)	Inclusion of quantitative reasoning skills in modules	Scores in ISSE (UG)		Course coordinators	Ongoing	
8.2.1		Support for academic writing	Comments in ISSE (UG)		Course coordinators & Director of CELLT	Ongoing	
8.3	UG External Examiner reports	BDS: Review assessment grids in consultation with the Head of CLCS and Director of Undergraduate Teaching and Learning	BDS extern: "the system used for marking submitted work is probably too complex (and time-consuming) and ought to be simplified."		BDS course coordinator, in consultation with Head of CLCS, DUTL	All actions in progress this year	
8.3.2		BDS: Add a class session in ISL classes at the end of each Semester to prepare in more detail for the examination.	BDS extern: "some students demonstrated fluent ISL but did not correctly respond to the task required – there could		BDS course coordinator		

		Students will receive in-depth feedback on their responses to sample questions	possibly be some more practice in class with answering set examination questions”			
8.3.3		CSLS: (i) review the level of supervision given to students around projects, particularly with regard to the degree of feedback given on draft versions of projects; (ii) revise the marking rubric to reflect this change CLCS: Review our practice of having externs scrutinise every piece of coursework	CSLS extern: “course team needs to monitor total number of first class awards made. While these were all individually deserved, the proportion was much larger than would normally be the case” multiple comments from UG externs		CSLS course coordinator Head of CLCS	
8.4	PG module evaluations	MSc in Clinical Speech and Language Studies: Module SL7014 (Research Methods)		Module evaluation	Programme Director	Completed
8.5	ISSE Survey (PG)	PGT students to be invited to linguistics research reading group	Request for engagement with research students	ISSE Survey	DTLP	Completed
8.6	ISSE Survey (PGR)	Expansion of programme to include (1) new academic writing modules and (2) academic writing in AHSS subjects, delivered by Centre for English Language Learning & Teaching (CELLT)	Increased competency in EAP writing	ISSE survey (PGR)	Director of CELLT	Completed
8.7	PG External Examiner reports	MPhil in Chinese Studies: Developing new module Teaching Chinese as a Foreign Language to be introduced in 2019-20.	Opportunity to expand into new area.	External Examiner report	Course committee	Completed
8.7.2		MPhil in Chinese Studies: Establishing a series of seminars for students regarding research methodology	Raise quality of student research practice	Suggestion of EE, based on discussions with students	Programme Director	Completed
8.7.3		MPhil in Chinese Studies:		External		

		Introducing a regular guest lecturer for the economics and business module.		examiner report		
8.7.4		MSc in Clinical Speech & Language Studies: Review of marking practice to use full range to reflect outstanding work.		Discussions with External Examiner		
8.9	ISB Survey report.	Review of classroom sizes for PGT modules	Reduce overcrowding	ISB survey PGT responses	School Executive	Ongoing
8.10	student course feedback	Cooperating with the College Library to increase Chinese language academic resources and to start a 3 month trial of the biggest Chinese academic database (CNKI) for TCD	Improve academic resources	Student feedback	Programme Director	Completed
8.11	GDPR	Use encrypted FileSender or OneDrive to transfer assessable material to external examiners	GDPR regulations		DUTL	Implemented 2019/20
8.12	experience of administrative issues	Explore the use of Blackboard / TurnItIn instead of paper for feedback to students on coursework	Opportunity of Blackboard / TurnItIn functionality, challenges of administration of paper-based feedback		Course coordinators	Piloted in MT 2019/20, to be followed up with staff workshop in HT

9. School of Psychology							
No	Action(s) taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
9.1	UG module evaluations	Discussion with UG module coordinators/request for feedback to students	Specific feedback on teaching styles/module content and organization	UG module evaluations	DUTL and Individual Module Co-ordinators		
9.2	ISSE Survey (UG)	Increase opportunities for interaction in class	Increased interaction with students	ISSE survey	DUTL and Individual Module Co-ordinators		
9.3	UG External Examiner reports	Increase diversity in assessment	Increase diversity in assessment – at a programme level this is constantly under review	External Examiner report	DUTL and Individual Module Co-ordinators		
9.4/9.5	ISSE Survey (PG and PGR)	Response rate not sufficient to identify any particular actions to be addressed			DPGTL and Course Directors		
9.6	PG EE reports				Course Directors		
9.7	ISB Survey report.	Engagement at the College Visiting Student Module Enrolment Fair. School orientation and individual appointments with the School's Global Officer. Streamline pre-arrival information for students – participation in College webinar.	Feedback by visiting students that the module enrolment process was convoluted and time consuming.	ISB Survey	School Director of Global Relations and School's Global Relations Officer		
9.8	PGT courses internal surveys and class rep meetings	School manager and PGDTL met with the Bursar to discuss.	Inadequate PG teaching spaces	PG Taught course evaluations and Class Rep feedback	School manager, PG course directors and PGDTL		

10. School of Religion							
No	Action(s) taken in response to	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
10.1	UG module evaluations	Provision of a Presentation skills class / how to lead a discussion - will be provided	<i>In general responses received were very positive, however, there were a small number of comments re workload, presentation skills and student interaction in one class.</i>	Module Evaluation	DUTL and Programme Director		<i>Assessment Mapping Tool which is now available should provide the opportunity to address this issue.</i>
2	ISSE Survey (UG)		N/A - A very limited number of responses received (1 student).				
3.1	UG External Examiner reports	A new colleague on the permanent staff is now teaching these modules.	Papers connected with the study of Islam, both history and thought, were set in such a way as to encourage a descriptive, rather than an evaluative answer. Perhaps could be framed in such a way as to encourage a descriptive answer, rather than the writing of an essay with an argument.	EE Report			
3.2			Marks in Arabic continued to be overly generous. Issue raised by both externs last year – but nothing appears to have been done.	EE Report			Raised with the Senior Lecturer since this is not within the School's remit.
3.3			Concern about the matter in which borderline cases are decided, especially those on the First / 2.1 borderline. EE feels that the present policy whereby marks are artificially raised if it is thought a student should gain a First is much	EE Report			Raised with the Senior Lecturer since this is not within the School's remit.

less effective than a system that operates on the basis of the application of various criteria.

3.4	This has been undertaken via engagement with TEP Assessment Framework.	Assessment tools good but might be improved. The ideal situation would be to have a matrix which determines the course objectives of the whole programme as well as each course separately. Then it can be determined which objective should be assessed by which tool. Such an assessment matrix might be helpful to warrant the suitability and diversity of assessment tools.	EE Report
3.5	This is addressed by second marking and then marking by External Examiner.	Quality of feedback differs. Dissertations are of high level. In some cases, however, chosen topics were very close to the personal experiences of the students. One dissertation mark too high.	
3.6		The case of Arabic still proves to be a problem. Students seem to considerably improve their overall marking by taking a course in Arabic which is regularly marked high above the average.	This has been raised with the Senior Lecturer.
3.7	The School has implemented the university's enhanced requirements regarding training of students on avoiding	EE questioned whether there are sufficient means to prevent / detect plagiarism.	

		plagiarism				
4	PG module evaluations	Refreshing of material on blackboard of poor print quality	Some readings on blackboard are not easily legible due to uploading of old photocopies.	PG module feedback and PGT student reps	Module Coordinators	In progress
5	ISSE Survey (PG)	Increase use of collaborative learning methods in teaching and assessment across PGT modules	Collaborative learning was our lowest rating in ISSE in relation to Higher Order Learning - 18/60 compared to TCD totals of 30/60.	ISSE (PG)	School PG Committee to implement	To do
6	ISSE Survey (PGR)	Supervisor Training on meeting PGR development needs	40% disagreed that their supervisors helped them identify training and development needs.	ISSE (PGR)	DTLPG in collaboration with research supervisors and TCD Student Learning and Development	To do
7	PG External Examiner reports	Simplify wording on one essay prompt in IPS	External examiner identified one question as overly complex.	External Examiner report	Module Coordinator	Done
9	ISB Survey report.	Improving feedback on submissions. The School will implement the 20 day feedback regulation across all PGT courses	ISB Survey indicates that 64% satisfied with PGT more dissatisfied than PGR. This is a low score in comparison to the overall average for Schools of 77% satisfied.	ISB Survey	DTLPG Course director IT&IS and Christian Theology	To do
		Advice on careers - Annual seminar from the Careers Service.	ISB Survey indicates that 53% satisfied (compared to overall average of Schools at 60%)		DTLPG	To do

11. School of Social Sciences and Philosophy							
No	Action(s) taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG Status Progress	Comment
11.1	UG module evaluations	Evaluations reviewed by DUTL & Heads of departments. Arising issues discussed with relevant staff, including module organization, workload & feedback	<i>Student feedback</i>	Module evaluations	Module lecturer & Heads of Department		
11.2	ISSE Survey (UG)	<i>Continue reviewing our curricula as TEP is introduced, particularly in the area of assessment.</i>	The School performed well compared to the University as a whole and that School performance was only less satisfactory in the areas of Learning Strategies and Collaborative Learning	ISSE survey & module evaluations	All involved in curriculum design (module lecturers, heads of department, programme directors and DUTL)		
11.3	UG External Examiner reports	<i>1.Highlight school marking scheme in economics department 2.Make student feedback and grade moderation process more transparent to the external examiner in Sociology</i>	1. concern over average grade in economics 2. It wasn't clear to the external examiner how much feedback was been given to the students and how grades were moderated	External examiner report	Heads of department		
11.4	PG module evaluations	Evaluations reviewed by DUTL & Heads of departments. Arising issues discussed with relevant staff, including module organization, workload & feedback	Student feedback	Module evaluations	Module lecturer & Heads of Department		
11.5	GDPR	Hard copies of materials provided specifically to external examiners and subsequently retained by and safely disposed of by the School.	Data protection regulations	GDPR	Heads of department		

12. School of Social Work and Social Policy							
No	Action (s) taken in response to:	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/ Source	Responsibility	RAG	Comment
12.1	ISSE Survey (UG)	Performance Enhancement Plan	Assist students with the transition from School to College	SWOT Analysis, ISSE Information, Meetings with Student Representatives	DTLUG, Year heads, Course Director	Currently being implemented	
12.2	PG External Review	Implement formal report recommendations for ASR and CPW Programmes	External Review of the programmes by Knowledge Partnership	External Review	Head of School, Course Directors	Currently being implemented	The review outcomes will allow us to make structural changes to both programmes improving both curriculum and structure.
12.3	Feedback from PGR students	Improvement of services/initiatives for PGR students	The needs of our PGR students	Feedback from PGR students	DTLPG & Head of School	Ongoing implementation	A number of initiatives have already been implemented with more plan for 2019/20