

FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES

QUALITY REPORT 2019/20

Submitted to the Quality Committee meeting on 15 April 2021

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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.

Quantitative Data

Levels of course/module evaluation in AHSS remains steady compared to last year, with 96% of UG modules and 100% of PGT programmes evaluated. Response rates vary. Over half (7) of schools now have Staff/Student Liaison Committees.

A high proportion of UG External Examiner reports have been received (UG: 92%) – the number is slightly lower at the PGT level (86%), where some Courts of Examiners were delayed due to COVID-19.

Undergraduate Teaching and Learning

With regard to teaching, the key substantive issue reported this year was, unsurprisingly, the impact of COVID-19; the University went into lockdown on 12 March 2020 and almost all Schools in FAHSS moved fully online and remain so at the time of writing (March 2021). Staff must be commended and congratulated on their response to this unprecedented situation. Schools succeeded in transitioning to online teaching at very short notice, sharing good practice, taking up training opportunities and appointing online teaching champions. Feedback from students has been generally very positive. In general, the Zoom platform was preferred by both staff and students for online teaching but Blackboard and Panopto were also widely used.

Courts of Examiners moved online this year, and this was hugely successful. Notwithstanding the lack of opportunity for informal discussions, Schools overwhelmingly would like to be given the option to continue this format, if they so wish, citing cost, environmental factors and the fact that it overcomes the requirement for External Examiners to have a PPS number, which was an issue of significant concern last year. It is also an attractive option for external examiners, as it is less disruptive to their schedules.

Inevitably, there were also difficulties associated with the rapid transition to online and hybrid teaching in the Faculty. The rapidly evolving public health guidelines made planning quite difficult at times and a great deal of effort was expended writing and rewriting proposals for reopening. Schools reported that they would have liked greater autonomy to make their own decisions on teaching – as they felt they were best placed to decide on the most appropriate local response.

Online module enrolment was another issue that was identified as problematic this year; particularly the software issues around DT2 in September 2020. Schools remain concerned that this has not been fully resolved for this coming year.

Allocation of clinical and professional placements was a very significant issue for some of our courses, across both UG and PG programmes (in the Schools of Social work and Social Policy, Psychology, Education and Linguistics, Speech and Communication Science).

In relation to TEP, all schools in AHSS have now integrated all courses into the process. Additionally, Schools in AHSS have provided some very popular elective modules. While there have been many positive outcomes, some Schools remain concerned about module/pathway choices limiting students' career options. Timings between exams, marking and Courts of Examiners remain very tight. The fixed timetable also raises some concerns in terms of limiting student choices and also affecting the staff Research Day.

Postgraduate Teaching and Learning

As with the UG level, the transition to online learning went as smoothly as could have been hoped for, thanks to the quick decision making and immense hard work by staff within schools. Many of the same positives related to the COVID-19 lockdown are echoed in the PG arena also. PGT application numbers remained steady, with, thankfully, no big drop in registrations for the academic year 2020-21.

Finding placements during COVID-19 lockdown remains a significant issue for courses for which placements are obligatory.

Although many PhD students got extensions on their submission dates, overall completion rates do not seem to have been affected.

An issue around the preparation of and assimilation of international students to our teaching and learning culture, particularly at PGT level, was raised by some Schools.

Other School issues raised by Heads of Schools

Resources and staffing remain a pressing issue. Schools in AHSS continue to do well in international rankings, but this is becoming increasingly difficult to maintain, given very high staff-student ratios, further compounded by a recruitment slowdown at the end of 2019-20. This also resulted in some crucial administrative posts not being replaced at a time of already increased workloads and stress.

The quality of teaching space remains a perennial concern – while the Arts Building refurbishment has been very welcome, many of the teaching spaces within the Arts Building remain sub-standard. Other buildings used by Schools in the Faculty, such as those used by the School of Creative Arts are in urgent need of refurbishment.

Action Plans

This is the second year of action plans being included in the Quality Report. Most Schools fully engaged in updating their action plans – although priorities within Schools, necessarily, changed in March 2020.

Athena SWAN

At time of writing, four schools in AHSS have been awarded Bronze Awards (SWSP, Psychology, Histories and Humanities and Law), and one has recently submitted. Two more are aiming to submit during this academic year. Schools should be highly commended for their progress in this arena.



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	1202	49	141	50	80	122	283	52	102	32	38	216	37
No. UG Modules evaluated	1149	49	141	50	80	122	283	32	102		37	216	37
Proportion of UG Modules evaluated (%)	96%	100	96	100	100	100	100	100	99	100	90	100	100
Average response rate to module evaluations (%)		28	69		n/a	10	26	54	60		80%	22-31	20
Does school have a Staff/Student Liaison Committee?	58%	Y	N	N	Y	Y	Y	Y	Y	Y	N	N	N

UG External Examiners	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
No. of UG EE reports expected	64	7	3	2	2	11	11	8	9	2	2	5	2
No of UG EE reports received	59	5	3	2	2	11	10	7	9	2	2	4	2
Proportion of UG EE reports returned (%)	92%	71	100	100	100	100	91	88	100	100	100	80	100

PGT Student Evaluations	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
No. PGT Programmes taught	74	12	3	3	3	8	4	5	6	14	5	5	6
No. PGT Programmes evaluated	74	12	3	3	3	8	4	5	6	14	5	5	6
Proportion of PGT Modules evaluated (%)	100%	100	100	100	100	100	100	100	100	100	100	100	100
Average response rate to evaluations (%)		41	71	n/a	n/a	15	54	19	70	<10	50	39	20

PGT External Examiners	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
No. of PGT EE reports expected	78	13	3	4	3	9	4	6	6	14	5	5	6
No of PGT EE reports received	67	13	3	4	3	1	4	6	6	12	5	4	6
Proportion of PGT EE reports returned (%)	86%	100	100	100	100	11	100	100	100	100	100	80	100

- 96% of UG modules evaluated.
- 100% of PGT modules evaluated.
- Response rates varied from 20% to 80% (UG) and less than 10% to 85% (PGT). The School of English uses focus groups to elicit the material.
- One additional School has introduced a staff:student liaison committee this year, the School of LLCS
- HH: CoE for M.Phils for 2019-20 have only begun to take place in recent weeks (rather than in MT) and a couple are still to happen. This is a result of the 2019-20 cohort of M.Phil students being given extensions for their dissertations because of the pandemic. This means that the external examiner reports for 2019-20 are only starting to come in now, as the examining process for last year is completed.

Graduate Teaching Assistants	Total	TBS	CA	Eng	HH	LLCS	Law	Psych	Rel	SSP	SWSP
No. of Teaching Assistants (TA) in the School	223	33	5	32	36	4	24	12	4	68	5
Ratio of TAs to students e.g. on School programmes / in labs?		1:24 (JF Year)	Drama- 1:36 Film - 1:20 in	1:22		TAs in SLLCS mainly teach language tutorials which are approx. 15 students in size	1:28 / seminars are generally 15-20 students max.	Tutorials - 1:3/4 Labs year 1 - 2:23 Labs year 2 – 1:23 (the lecturer also attends the lab sessions)		Economics: 21 Philosophy: 1:18 Political Science: 1: 16 Sociology: 1:28 (Ratio based on no. of Teaching Assistants: FTSEs in each department)	

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	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
Enrolled	24	4	2	5	1	4	1	3	2		1	1	

Of these, 12 graduated with 5 ECTS credits. Some Schools (eg HH and SWSP) have their own internal training for TAs.

Blackboard	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psych	Rel	SSP	SWSP
Did the EE have access to Blackboard?	7	Y	N		N	Y	Y	N	N	Y	Y	Y	Y
Has the School adopted the use of Turnitin in Blackboard?	12	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

- In addition, Schools shared information with EEs via Onedrive, HEAnet transfers, or hard copy.

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 & 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?	12	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y
Has the School adopted the use of Turnitin in Blackboard?	11	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y

3. UNDERGRADUATE SUMMARY

Steps taken by Schools to ensure quality of programme provision during COVID-19 (AY 1920)

School of Creative Arts

Teaching and administrative staff worked together to implement practices in line with recommendations from the Senior Lecturer's office and College's COVID committee. Our School was able to substantially shift our lectures and seminar-based class meetings online, to keep continuity with students via tools like Panopto, Blackboard Collaborate, and Zoom, depending on the situation. The fact that many lectures became asynchronously available (for students in different time zones) and that engagement is measured precisely via Blackboard helped us to maintain some sense of community and endeavour in the final weeks of term. This was easier for classes/lecturers that had already been making extensive use of Blackboard. We received positive feedback from class reps that Creative Arts was one of the leaders in maintaining student morale during the early stages of the pandemic readjustment, as a result of our regular communications and stability in continuing to deliver our classes online as best as we could.

While traditional academic modules were more easily 'converted' to online teaching and learning platforms, the nature of much of our practical teaching requires in-person presence and use of specialist campus facilities. Various assessments (including elements of final-year capstones across the disciplines) had to be cancelled/reformatted due to campus closure, constraints on performance, and the lack of studio spaces. In certain disciplines, this disrupted the final-year experience for our students.

Teaching and admin staff worked together to ensure new arrangements were put in place related to areas like module evaluation and Erasmus. The School Manager sought and collated anonymous student feedback using MS Forms, before disseminating to the relevant Heads of Discipline. Where needed, the School and Senior Lecturer enabled alternative arrangements for Erasmus students whose disrupted experiences occasionally resulted in them need to complete alternative assessments in Trinity over the summer period.

In certain cases, the challenges faced led to creative and community-building solutions. For example, revised assignments in production-based Film modules led to Head of Film producing a feature-length documentary -- *Is There Anybody Out There? Young Voices From Inside a Pandemic* -- incorporating footage from sixty of our student filmmakers. Produced with support of the Dean of Research's COVID funding, the documentary will screen as part of Virgin Media Dublin International Film Festival in March 2021. This example is reflective of the lengths staff went to ensure the quality of programme provision, while also continuing to foster a sense of community among student body.

School of English

As soon as the School became aware the lockdown was imminent, the Executive met to discuss programme provision for the remainder of the semester. The School made rapid decisions, based on a number of key principles designed to ensure that the provision of the undergraduate curriculum could continue as effectively as possible. From the beginning, we decided it was crucial to ensure as much parity as possible across the UG curriculum, so that all modules would be delivered in a broadly compatible way, ensuring that students would have a strong sense that they were being treated equitably across the board, regardless of the modules they were taking. The School opted for an entirely asynchronous delivery of teaching for the remaining weeks: annotated powerpoints and handouts were provided for all remaining lectures, and colleagues took great efforts to make available substantial amounts of additional material and online supports. Live sessions were replaced

with asynchronous alternatives, in particular discussion boards which were used to maintain discussion and interaction between students and staff. The School had to introduce a raft of new procedures in order to make the switch to online assessment and teaching: we had just introduced online assessments for JF and SF students, but had to roll this out for our Sophisters as well (a very large administrative feat across the 25 or so Sophister options running in that semester). The School adapted exam assignments, substituting them for take-home assignments, which worked smoothly. Careful communication with all teaching staff, including TAs and representatives, was maintained throughout. Throughout the entire process, staff communicated very effectively with students through Staff-Student Liaison committees, and via detailed emails to students outlining School decisions, and steps being taken to ensure that students would be treated fairly in line with college policies. The work of the School would have been impossible without the extraordinary commitment of all involved in curriculum delivery, who adapted to the challenges with extraordinary professionalism and flexibility, finding solutions for many difficulties, and providing a hugely important connection for students and staff. At the end of the assessment process, our EEs spoke extremely positively of the very high standards maintained throughout the crisis, and commented on the high quality of the work delivered by students, and in particular singled out the highly personal care and attention given to individual students. Results were broadly in line with results in previous years, and students reported high levels of satisfaction through the student reps. The School is enormously proud of the tremendous effort undertaken by all staff and students during the crisis.

School of Histories and Humanities

In March 2020 the School immediately moved all of its UG teaching online. This involved extended and extensive discussion about the most appropriate and effective modes of teaching delivery for the wide variety of classes taught within the School and resulted in a blended approach. Most teaching was delivered synchronously, though some modules made use of pre-recorded segments for students to view in advance of 'live' class discussions. In some cases, this meant that 'lecture' slots were repurposed to allow for discussion of recorded materials, in others additional teaching slots were added.

The School prioritized the maintenance of small-group teaching, and of student participation across all teaching formats, not only for the inherent pedagogic importance but as a means of preserving student engagement and overcoming isolation restrictions. Examinations were moved to an open-book format, and adapted accordingly, or in some cases were replaced with other modes of assessment, as appropriate to the student level and module learning outcomes. Contingency planning was undertaken for 2020-1, for example the scheduling of additional small-group teaching for incoming JF students in some areas to overcome the particular challenges faced by the cohort.

School of Languages, Literatures and Cultural Studies

The School encouraged staff to attend training provided by the Centre for Academic Practice and also signposted staff to the resources provided by IT Services on the use of Blackboard Collaborate, Panopto and Zoom. Experts in the field of online teaching and learning (and specifically language teaching and learning) were identified in the School and knowledge was disseminated via School meetings and document sharing. The DTL (UG) organized specific Zoom sessions for all student year groups and mature students separately, to elicit feedback on the online learning environment and the ways in which it could be improved. From these sessions it emerged that students were keen to be given access to office hours (from both academic and administrative staff) and this practice was then implemented in the School. The advantages and disadvantages of other aspects of the online learning environment were discussed with the students and information from the student feedback was disseminated to staff in the School via the School committee meetings and e-mail.

School of Law

Teaching: Prior to March 2020 lockdown, School commenced preparation for movement of all teaching to online platform. Demonstration and shared experience of Blackboard Collaborate was provided by colleagues. Guidelines and recommendations for using the suite of Blackboard tools was prepared. All colleagues were urged to attend College training. Professional staff were available to assist where necessary.

Colleagues were required to review content of modules to ensure learning objectives were deliverable in an online environment. Within one week of lockdown all lectures were fully online and running on schedule. Most seminars were able to continue through online delivery. A survey of student experiences (UG and PG) was carried out and 60% of all students said they were very satisfied or satisfied with their experiences of online learning. 79% indicated that they were satisfied/very satisfied of the lecturers' use of technology. Colleagues took on board recommendations/comments from students, such as shorter lectures and additional recordings as required.

Assessment: A review of assessment was undertaken to take into account the need for integrity of process and practices, assurance of a fair workload and schedule. Where formal examinations were required, standard formats were agreed and mainstreamed in the School. These adopted an open-book format with double the length of time that would have been allocated for the 'standard' closed-book exam taken in an examination hall. Consultation was undertaken with the relevant professional body and approval of modalities of assessment was obtained. Anonymity was preserved. Examiners, and the Court of Examiners, applied all discretionary powers granted to them. Second semester results were consistent with first semester and previous trends.

Communication: Prior to March lockdown, the School had consulted with student reps about likely impending changes. The School sent regular emails to student body, informing them of changes to teaching and assessment and ensuring welfare checks and pastoral care were provided.

Quality Assurances: The School conducted a survey of online teaching and learning experiences with UG, PG and visiting students. Colleagues took regular feedback from students throughout delivery of lectures and seminars. On foot of the survey, recommendations and lessons learned were drawn up for future delivery of remote teaching and learning. Dedicated telephone lines and an email account were set up to ensure students had access to staff before, during and after exams. This permitted any issues to be flagged and resolved quickly.

School of Linguistic, Speech and Communication Sciences

The School began preparations for a likely closure in advance, including for example colleagues availing of IT Services and CAPSL training opportunities for online teaching and assessment. Most teaching moved fully online, but where essential, notably in clinical and Irish Sign Language skills modules, face-to-face teaching continued under strict adherence to College and public health guidelines. Frequent communication with students was maintained, including reminders of supports. The discipline of Clinical Speech and Language Studies implemented a weekly open Zoom call for students. Module coordinators maintained close contact with and support to external lecturers, ensuring among other things that high-quality lecture materials were available to students.

The discipline of Clinical Speech and Language Studies have maintained communication with the accrediting bodies CORU and IASLT both directly and at sectoral level. In addition, Clinical Speech and Language Studies have included a very full report of COVID measures taken in their Report to the IASLT Education Committee for Accreditation Review 2020/2021.

External examiners were consulted about changes to online assessments and fulfilled their online

duties remotely. No compromises were necessary with regard to their quality function, and we note their uniformly positive comments regarding the team's response to COVID.

Some placements scheduled during the national closure period had to be terminated or postponed, but so far it has been possible to reschedule these (in the case of Clinical Speech and Language Studies) or find external-examiner-approved alternatives (in the case of the Centre for Deaf Studies). The School continues to face the challenge of managing student placements, and our students are at risk being unable to progress in their studies due to the national backlog of placements.

The School used all its communication channels, including a regular online coffee morning and a WhatsApp group, to share experiences and best practices with regard to online teaching and assessment. This has since become formalised in a regular T&L forum, led by three online teaching champions. These initiatives have been very successful in disseminating effective practices and also in promoting solidarity. School ensured that emergency policies and measures were shared across the School and that EEs were kept abreast of developments.

School of Psychology

Following the initiation of the first lockdown in March 2020, we swiftly moved to online delivery of our modules, and re-organised our assessment plans so that they could be taken online. Much of the assessment especially for our final year students had already been completed (e.g. Capstone Projects had already been submitted). We maintained evaluation of our modules and ensured that learning outcomes were still being tested via the new forms of assessment. Our external examiners reviewed our assessment plans and essay titles.

School of Religion

Staff and the previous DUTL communicated clearly with students about the transition to online learning, March to April. Recording of lectures was adopted early on as a backup for students with connectivity issues. All students received attention and consideration, but first year students and final year students were prioritized early to make sure they could make informed choices on significant pathway options (first years) and dissertations (final years). Any gatherings planned for the term were moved online, so as not to lose content or opportunity for engagement. DUTL and Acting CC for Religion met with students in Hilary Term to apprise them of decisions. No content was lost, per se, but of course shifting external factors with the pandemic impacted on students in manifold ways. But access to library materials became difficult.

School of Social Sciences and Philosophy

Through extensive use of the VLE platform, lecturers continued to teach online, to provide reading material for students and to facilitate small group discussions wherever possible. Recordings were also made available where feasible. EEs were given full access to the online material enabling a robust assessment of the quality of programme delivery.

School of Social Work and Social Policy

The School has a vast experience of running online modules and programmes and therefore was well equipped to manage the move to online teaching. We ensured a standard template was adopted for online and F2F teaching across all programmes to ensure a consistent quality of teaching. All modules were delivered with both live and recorded content and we did not permit modules without a live element. Staff were provided with training to ensure they were proficient in all online platforms. Student feedback was surveyed at the end of semester 1 regarding the changes in teaching due to COVID and survey outcomes were adopted into our plans for the delivery of teaching in semester 2.

Trinity Business School

- Weekly coffee morning for all UG staff in the School to discuss teaching online in an informal and

collegiate way. It is well attended.

- The School provided seminars for staff to prepare them for the transition to online learning. These were provided to full time and adjunct staff in the School.
- A workshop on student mental health was arranged with College for all staff.
- Casual Cafés- topics to help with online learning – weekly cafés during the Summer.
- Publicising College offerings to students – ‘Learning to learn online in Trinity’ – reminding our students of this type of information available to them.
- A PHD student was tasked with helping staff with the technical side of teaching online – short videos recorded for staff and uploaded to a blackboard staff page.
- 4 meetings with the UG class reps (online) and DUTL in March and April 2020. The purpose of these meetings was to (i) gain feedback on students’ experience of online teaching and learning (survey responses attached), (ii) gain feedback on students’ needs for online assessment, (iii) a question and answer session about the examination period and (iv) a briefing session on the emergency examination and progression regulations instituted by College Council in April 2020.
- Very regular phone contact between Business School Convenor and DUTL.
- Survey of all UG students in Business School on their experience of online teaching and assessment in Semester 2 2020. 245 responses. See appendix 1 attached. Survey of all UG in Business School on their experience of online in Semester 1 2020. 318 responses. These surveys formed the basis of some of the weekly coffee discussions

Highlights/Issues:

Colleagues and students were happy about how Schools responded. Responsive to local conditions, creative and community building solutions . Tremendous engagement with students. Sharing of good practice, online coffee mornings, taking up training opportunities, best practice forums, online teaching champions.

Outline of Schools’ experiences of TEP Mainstreaming in 2019/20

School of Creative Arts

Creative Arts successfully navigated the mainstreaming of TEP in 2019/20, building on the substantial curriculum revision in 2018/19 to develop a TEP-compliant JF curriculum, and to plan for future pathways in SF, JS, and SS curricula. In collaborative teaching, we were able to offer 100 places on Open Modules, and we successfully delivered a Trinity Elective (*The Art of the Megacity*), convened by Drama, and including teaching from Film. As illustrated in the graph below from the Trinity Electives Annual Report to UG Studies Committee 2019/20, the module was the third most-subscribed Elective in Semester 2 (and overall for the year), reaching 95% of its fully capacity. The Elective also received excellent evaluations. We succeeded in opening all possible pathways in the common architecture, as well as offering each of our subjects as a possible minor from the SF year.

Substantial challenges continue to be encountered by administrators around timetabling issues and the accuracy of SITS during the exam period in 2019-20, and concern remained high in the School about the introduction of fixed timetable policy that will require separation of third- and fourth-year modules from academic year 2021-22. All three disciplines are currently dependent on mixed JS/SS teaching at a pedagogical level, not to mention the resourcing issues from having to separate such teaching. With a view to reaching solutions to these problems, the DUTL and Heads of Discipline met with Timetabling, the SL and an external timetabling consultant, before providing the consultant

with the data necessary to help Departments make informed choices about the Sophister curriculum, to ensure students can continue specific training or academic paths, and to facilitate the maximum level of choice under the new timetable restrictions.

School of Education

N/A as the BMusEd degree is due for re-accreditation in 2021-22; other than minor changes to the calculation of the final degree result, we were given an exemption by the SL re any major changes.

School of English

In 2019/20, TEP began to roll out, with the new structure being in place for JF students. The School rolled out a brand new curriculum, which had been carefully designed to take into consideration the requirements of TEP. In the first year, the new curriculum is based entirely on compulsory modules, which ensured that the roll out to first years was relatively straightforward. One of the issues which arose at a Court of Examiners meeting is that the Court Reports for Joint Honours students do not generate subject results, as they used to for TSM. While we understand the rationale for this, it was noted that this represents a significant departure, lessening our sense of a student cohort over whose marks the School has clear oversight, and creating practical issues in terms of awarding prizes for Joint Honours students. We overcame these issues by modifying the spreadsheets to produce an overall mark for our own use, but it is a source of concern.

One of the major challenges of the Covid crisis was that it created a large degree of uncertainty about how key elements of TEP would be implemented for the following year: HT brought ongoing discussions about the assessment and progression timetable, and eventually a decision was made that pathway selection and module enrolment for students entering SF in 2020/21 could not take place until after the reassessment session. This was a source of significant concern for Schools, especially as it became clear as HT progressed that, because all of College's energies had to go into emergency remote learning arrangements, there would be delays in building and testing the systems that would enable pathway choice and module enrolment. The School raised concerns about this in various forums, but understandably there was nothing that could be done other than wait and see how it would pan out. As issues of pathway choice and online module enrolment are properly issues for the 2020/21 quality report, we will comment in more detail next year on the fallout for the School and the impact on our students of the online module enrolment system.

School of Histories and Humanities

Departments completed the restructuring of their SF course structures in readiness for the rising class of 2019-20. However, each of our departments reported very considerable difficulties with, and concerns arising from, online enrolment for SF students at the end of the academic year 2019-20. Numbers of students encountered problems, notably in terms of pathway choices as well as in module selection and enrolment. The late date for opening enrolment meant that where these arose it was difficult to rectify these expeditiously, leaving numbers of students with ongoing issues well into Michaelmas teaching term in 2020-1. Ongoing department- and School-level reevaluation of assessment patterns arising from the introduction of semesterized assessment continued, but priority needed to be given to adapting assessment to the immediate circumstances arising from Covid-19. The School continued to engage in forward planning for TEP models of Sophister teaching, despite the challenges which new structures can pose to the maintenance of best practices in our subject fields, notably that of small-group, research-led teaching and maximal student choice within disciplinary frameworks.

School of Languages, Literatures and Cultural Studies

Pathways Planning: All departments in the School have been ensuring that they have enough credits to offer students who decide to follow the Single Honors pathway and a good choice for those following the Major with Minor Pathway. This is proving to be challenging for the smaller departments and the School has been looking at innovative ways to ensure that students who decide to follow these pathways have sufficient credits and as wide a choice of modules as possible. The School has been actively developing team-taught School-wide modules which draws on the expertise of colleagues across the School. We are currently waiting to hear whether such team-taught School-wide modules will be possible within the current timetabling constraints.

New Minor Subject: The School organized a 'New Minor subject' event at the end of February 2020, the purpose of which was to inform students eligible to take up a NMS, about the seven offerings in SLLCS. We also invited colleagues from the School of English and Creative Arts to join us. This was very well attended and the student feedback was very positive.

Erasmus: The School is very conscious that given the changes brought about by TEP, we need to be leading the way for both the Trinity Joint Honours (TJH) and integrated language programmes (European Studies, MEELC, Law & Language, Business & Language and Computer Science & Language), on the way in which the Erasmus year is structured and administered. We are liaising closely with the Associate Dean of UG Common Architecture and the TJH Office to ensure the sharing of best practice between our School and others involved in the TJH programme. We are in the process of setting up a working group in our School comprising all of the Erasmus coordinators in our language departments, which will feed back in to the TJH committee and resolve issues which inevitably occur with the involvement of so many different languages, countries and programmes. The mainstreaming of TEP has provided us with the opportunity to implement a compulsory year abroad for our SH students and this has also highlighted the importance of streamlining our Erasmus processes across the School.

School Open Day and TY Prize: pathways to recruitment: The mainstreaming of TEP means that it is now possible to lose students to departments outside of our School at the end of the SF year, so student recruitment and retention is uppermost in our planning. With this in mind we organized a School Open Day in December 2019 to showcase our different departments with creative 'tasters' of the languages and cultures represented in our School. This was very well received and also offered the opportunity to advertise our TY Prize competition, which we ran in collaboration with 'Languages Connect' and which attracted almost 80 group project entries, the intention being to encourage second level students to think about studying languages and cultures as soon as they reach the senior cycle.

Student retention: Related to the above item, in terms of student retention, we are encouraging all colleagues to provide regular scheduled opportunities for students in all years to be able to check in with lecturers around their experience in our School and any questions which they might have, twice every semester. In HT 19/20, this was carried via Zoom, and in MT it was done via meetings and/ or focus groups to which all students in a particular year group within a specific programme were invited. We also targeted mature students in an attempt to address any specific needs which they might have.

Open Modules: The School identified Open modules which were rolled out to students in Sept 2020.

School of Law

A lack of central coordination and timely release of information to students created stress and tension amongst the student body. The School did its best to provide updates and information in the absence of timelines and definitive list of modules available (TEs and OM), but it was difficult to

appease students. Whilst the pandemic did not help, as indicators of dates were set before lockdown, it led to a stressful vacation period for both students and staff as uncertainties around subjects, timetables prevailed long into commencement of the 2020/21 MT semester. A revised first year curriculum was implemented for all UG programmes in 2019/20 in light of TEP requirements.

School of Linguistic, Speech and Communication Sciences

The discipline of CSLS mainstreamed TEP in 2018/19 as one of the first Trinity roll outs. Although the time required to plan and implement the changes was substantial, it has since been smooth and trouble-free. Current JS students are the first cohort who will be subject to the 30/70 rule and so the department are currently navigating what JS work the externs should review.

The Bachelor in Deaf Studies programme has been impacted by the requirement that all modules and assessment components are compensatable, since in the past certain skill assessments and modules for the degree's strands were non-compensatable. The course committee is monitoring the effects of this on the standard of students progressing within these strands.

School of Psychology

We are in the Single Honours Professional Stream within TEP, with our first intake of students under TEP coming in in 2019/2020. These students have integrated very well as a cohort which took 60 credits in psychology together. Our programme was prepared in 2019/2020 for this first intake of students under TEP to avail of 20 credits outside the core discipline in their SF year, and for us to operate within the fixed timetable (these developments have happened this current academic year 2020/2021).

School of Religion

It's clear that systems that support TEP transition still have some room for improvement. School academic and administrative staff still spend a great deal of time planning and helping students, and online module enrollment has not yet resulted in a streamlining of this transition.

Students are enjoying the diversity of the new curriculum and pathways, but the pathways require advanced communication with students to emphasize the weight of their decisions. Most of the difficulties around TEP have not necessarily been about content but about process and systems. Our School is benefitting greatly from the diversity of module choice.

We're finding it difficult to think about yearly timetables as they're being developed, which makes module planning for the forthcoming academic years murky at best and constraining at worst. Again, our administrative systems at Trinity impede some planning work.

School of Social Sciences and Philosophy

- Technical difficulties with the online module enrolment system led to confusion regarding enrolment on the required number of ECTS on Trinity Electives and Open Modules and consequent credit imbalances for students. This took several weeks at the start of the academic year 2021 to resolve and involved administrative staff double-checking their cohorts on an almost daily basis.
- Open Module capacities were not ring-fenced for particular student cohorts in the way Schools had intended leading to late requests to increase capacities to accommodate students.

Acknowledging the difficulties and delays caused by the Covid-19 pandemic, testing of the online module enrolment system in advance of going live for students may have avoided some of the problems that were experienced.

School of Social Work and Social Policy

Our School has mainstreamed well into the TEP structure. 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. The only issue the School has found is regarding the extremely short period following the end of the exams in semester 2 to progress marks in SITS, hold CoE and publish students results. This period has been condensed significantly from previous years and the fixed deadline poses a risk to the quality of the marking and the accuracy of the student's progression results.

Trinity Business School

TBS has successfully mainstreamed TEP in our UG programmes with some challenges as follows:

- Online module enrolment caused many complications this year, including: (i) students registering for more than 60 ECTS, (ii) students registering for modules outside their pathways, (iii) warning messages that confused and worried students
- There was confusion about the number of Trinity Electives and Open Modules that students on Global Business were permitted to take over two years. Further discussion with the UG Common Architecture Office (UCAO) will help to make this clearer
- The centralizing of the timetable limits the flexibility of the School to (i) schedule tutorials across both semesters with the guarantee they will stay in place, (ii) allocating staff to the PG teaching portfolio which now comprises 15 programmes
- Greater clarity on the role of the School and the UCAO would be appreciated, in particular:
 - o Is progression for year 1 students on JH Programmes carried out by the School or the office?
 - o What is the status of the Business and a Language programme? Is it a JH programme?
 - o Recruitment of students, arranging promotional recordings- will this be carried out by the UCAO going forward or the School?

A survey of the SS module sizes in the Business School against the sizes across of all other SS modules in Colleges has revealed that the average number in SS (College wide) is 31.5 and in the Business School it is 100+. Challenges are present for the delivery of Capstones in SS.

Highlights/Issues:

Highlights: All schools integrated with TEP, some provided very successful elective and Open modules.

Issues: Lack of central coordination and timely release of information to students. Concerns remain about the introduction of fixed timetable policy. Issues with pathway choice and online module enrolment caused difficulties.

Schools' experiences of conduct of Courts of Examiners (CoEs)

School of Creative Arts

Virtual CoEs were effective in a broad sense: attendees could view, discuss and approve marks as needed. However, there were some challenges and limitations, including the practical challenges of viewing spreadsheets on small laptop screens.

One Head of Discipline noted the absence of lack of casual feedback from the external in this format, and the sense of missing opportunities for informal discussion around changes in the field that are facilitated by the related hosting of an external examiner.

School of Education

This was very positive and the meetings worked well. All were very well organized by the School's administrators and run by the programme co-ordinators. The examiners were highly complimentary in this regard.

School of English

The School had a positive experience of the virtual CoEs, which were conducted through MS Teams. EEs did not request access to Blackboard; we continued to share material with them via HEAnet as previously. Thanks to the enormous effort of the admin team, we were able to prepare the reports in advance of the meeting and circulate them securely to all colleagues, who were invited to review them and identify potential issues in advance of each meeting. EEs were given clear instructions in relation to the policies in place; we were fortunate that both our externs had been with us for the past three years and were very familiar with our teaching. The DUTL identified as many potential issues as possible in advance of the meeting. The meeting was conducted, as usual, in a way that prioritized attention to individual students: going through each student individually and pausing on any problematic cases. At all times care was taken to err on the side of generosity in any borderline cases, and the EEs indicated that they were very happy with how things were conducted.

School of Histories and Humanities

Yes – no difficulties reported

School of Languages, Literatures and Cultural Studies

The School reported very positive experiences with the virtual CoEs and the EEs reported a smooth transition to their access to Blackboard.

School of Law

The School ran the CoE through a licensed Zoom account, with CoE reports shared via sharepoint and on screen. Courts ran on for significantly longer than would normally have been expected but the experience was informative, efficient and without issue. Participants were interactive and responsive. Feedback was very positive from External Examiners and members of the School. Documents were shared in a safe sharepoint facility.

School of Linguistic, Speech and Communication Sciences

CoEs went smoothly. Meetings took place on Teams and Zoom, and assignments, marks and student feedback were shared via OneDrive.

School of Psychology

CoEs meeting took place via Zoom and worked very well. The EEs commented on the smooth running of the meetings in their reports.

School of Religion

The virtual CoEs seemed to work well but with the transitions our EEs were very much overwhelmed by the amount of extra work in evaluating through new mediums. EEs were complimentary on how the School handled the transition, though the transition with a number of working parts also emphasized the need for ongoing and earlier communication with EEs about workloads and time.

School of Social Sciences and Philosophy

Overall, the experience was a positive one with EEs able to access material required, via BlackBoard

School of Social Work and Social Policy

They worked very well and we would like to continue this format into the future. Our experience is that the externs preferred Onedrive if they were not already familiar with blackboard.

Trinity Business School

Yes, the EE was granted access to Blackboard. Using Blackboard, MS Teams and OneDrive enabled UG CoE meetings to take place seamlessly. The EEs were set up with visitor access to Blackboard. The School enquired as to whether there could be a faster process to setting up the examiners than having to fill in all details on the visitor form and have the document signed by the HoS but this was not possible. Could this be considered for future virtual meetings (faster set up process)?

Highlights/Issues:

Online CoE worked extremely well, and many Schools would like the option of continuing to use this format.

Outline of Schools' experiences of using Blackboard/MS Teams/ Zoom (UG)

School of Creative Arts

Blackboard: Our School made extensive use of a range of Blackboard Learn tools, particularly Panopto for pre-recorded lectures; Blackboard Collaborate Ultra for seminars, and Blackboard Assignments. Experience with these tools were generally positive, though teaching staff occasionally encountered some problems related to upload speeds, glitches in the system, and format incompatibility. For example, in trying to upload video files for Film modules, certain formats were not compatible and subtitle files could not be hosted.

Zoom/ MS Teams: Selected teaching staff in the School chose to deliver live lectures or seminars via Zoom, rather than Blackboard Collaborate Ultra, owing to functionalities available via Zoom that were beneficial for subject content. For example, the nature of some Creative Arts modules benefited from the use of software add-ons, like Augmented Reality lens filters and virtual backgrounds – both available via Zoom but not Blackboard Collaborate Ultra. As far as I'm aware, no teaching was carried out via MS Teams.

School of Education

This was generally positive. We used a mixture of Blackboard and Blackboard Collaborate Ultra. Blackboard has long been used as a 'repository' for teaching materials and familiar to the BMusEd students. The use of Collaborate was a steep(ish) learning curve for students and academics but this generally worked well albeit with adaptations having to be made to the structure of normally face-to-face sessions. There were however issues to do with connectivity (quality thereof) on the part of the students which we found problematic at times. Zoom was used on the ASIAP programme. According to the academics on the programme, the students adapted to this mode of teaching very well and no major problems were reported.

School of English

Blackboard: In 2019/20, the School used Blackboard in many ways, but this changed considerably once Covid struck. We had rolled out Blackboard assignment submission through Turnitin for Freshers at the start of the year, and introduced it for Sophisters after lockdown: this worked very well for our purposes, and we were able to adapt it effectively for exam alternative assignments. From the start of the year, we had used MyReadingList on a small number of modules, but it seemed to work effectively. We did not use BCU or Panopto in 2019/20, as we focused on providing

annotated Powerpoints and other resources, but we will comment next year on our experience in 2020/21, as we are currently using these extensively.

Zoom/ MS Teams: Again, the School opted for asynchronous teaching during the crisis, and used discussion boards and other similar platforms to engage in discussion with students. The work involved was described by many colleagues as exceptionally time consuming, but it was an essential part of engaging with students during the crisis, and worked reasonably well. We will have much more to report on the use of Teams/Zoom in next year's report, but perhaps it is worth noting here that we are aware that students have a very strong preference for Zoom over Teams or Blackboard Collaborate Ultra.

School of Histories and Humanities

Blackboard: The School has ensured that module content and information is available for all modules on Blackboard, and deploys Turnitin for assessments. Blackboard proved effective as a medium for open-book examinations conducted in Hilary term on foot of Covid-19 restrictions. The special circumstances arising from Covid-19 conditions led to the use of Panopto and Collaborate for teaching, though colleagues reported technical limitations in the effectiveness of both systems as compared to Zoom, where this was available. Working with the Subject Librarian for the School, a number of colleagues engaged with a pilot for MyReadingList in autumn 2019. The functionality proved popular with students, though there are economies of scale to be considered here. There is considerable time overhead in converting existing reading lists to MyReadingList format.

Zoom/ MS Teams: Zoom was found to be more reliable and effective for teaching, especially for live classes, by far the predominant form of teaching within the School. There was a clear consensus in the School UG Teaching and Learning Committee that MS Teams is not a teaching software, and it also proved extremely cumbersome for the running of CoEs.

School of Languages, Literatures and Cultural Studies

Blackboard: Colleagues in the School reported positive experiences of Blackboard Collaborate and Panopto. All colleagues are now using Blackboard for students to submit their assignments. We surveyed students to see what their preferred mode of teaching was and we received a slight preference for Zoom. They also preferred live (recorded) lectures.

Zoom/ MS Teams: No teaching was conducted using MS Teams, which was reserved for meetings between colleagues. Many colleagues expressed a preference for Zoom for lectures. MS Teams worked well for meetings between colleagues.

School of Law

Blackboard: The School, prior to lockdown, was using Blackboard Collaborate (Ultra), Panopto and other suite of tools as its core platform, albeit to a much lesser extent. Blackboard Collaborate and Panopto have proven to be valuable platforms for delivering teaching and lecturers appreciate the range of functions for interaction with students in Collaborate, eg polling, white board, breakout rooms.

Zoom/ MS Teams: The School acquired a license for Zoom which facilitated online delivery via Zoom of some sophister modules and Freshman seminars. The latter were primarily delivered by members of the Bar who had no pre-existing access to VLE. Zoom provided an interactive platform which was easy to use and could facilitate grouping and use of rooms. Shared screens in Zoom were easier to read than in other platforms. MS Teams for small groups was difficult to implement, due primarily to student access and knowledge of same.

School of Linguistic, Speech and Communication Sciences

Blackboard: The experience was satisfactory overall with those tools in use, including Blackboard Collaborate Ultra, Panopto, MyReadingList etc. Editing in Panopto presents difficulties.

Zoom/ MS Teams: The experience seems to be positive overall, though online teaching is universally felt to be a second-best, as might be expected. Colleagues who do not have face-to-face teaching regret that they cannot meet their students in person or talk to them informally in breaks and after class. There are occasional problems with connectivity, both on the lecturer's and individual students' side. On the other hand, colleagues feel the experience is opening up new possibilities for the use of technologies in the future.

School of Psychology

Blackboard: The School's experience is that generally the Blackboard platforms work well for the delivery of online materials and for assessment. However, there is a need for academic and administrative staff to continue to receive training in the use of these tools.

Zoom/ MS Teams: Staff have used Teams, Zoom and Blackboard Collaborate to deliver their teaching and these have worked well.

School of Religion

Blackboard: In the turn to online learning there was a multiplicity of tools used, and much of Hilary Term 2019-20 was used in trialing the effectiveness of different tools. As a School we were used to Blackboard Assignment submission and were mostly using Turnitin already. Students and staff learned that Zoom was a far more effective teaching tool for our own purposes, especially seminar style classes. Blackboard Collaborate was easier for larger lecture classes and was used in our Trinity Elective, Ethics Lab, for instance. Some lecturers used Panopto in those larger classes, but most turned to zoom. MyReadingList is rarely used and staff don't really have the facility for it.

Zoom/ MS Teams: Staff and students have remarked their preference for Zoom, especially, and find a great deal of frustration with MS Teams. Zoom allows for greater face to face engagement and conversation, though also requires a great deal of extra work: scheduling class gatherings, remembering to record, uploading recordings, etc. We find ourselves doing much more prep and follow up work.

School of Social Sciences and Philosophy

Blackboard: Overall, the experiences were positive when lecturers became familiar with the modalities.

Zoom/ MS Teams: Extensive use was made of the Zoom and Teams technologies for teaching purposes.

School of Social Work and Social Policy

Blackboard: The School was very familiar with the platform as we already run a fully online PG course via Blackboard Collaborate since 2014.

Zoom/ MS Teams: MS Teams and Zoom have worked well for us particularly for small group teaching and utilizing breakout rooms in zoom.

Trinity Business School

Blackboard:

- Module leaders must enter marks for students on Blackboard Turnitin, and then repeat the exercise for SITS. MyGradesJourney (the software that is used for single mark entry) is not well known and accommodates continuous assessment and not exam mark entry
- Blackboard Collaborate switches off most functionality when there are more than 250 students in

the session

- There are far too many features in Blackboard: (Community Engage, MyReadingList, Articulate etc). These clutter the experience of teaching and learning. A College-wide audit could be a useful way of ascertaining which features are used to any degree
- Panopto does not permit engagement and is useful only for pre-recording of materials. Automatic captioning on Panopto is patchy and error prone
- BB Collaborate cannot retain the identity of breakout groups. If more than one breakout in a live session, students are re-allocated into random groups, hampering incremental learning
- There is a large body of 'hidden' work for module leaders in the pivot to online teaching and it is important to factor this into workload: allocating students to groups online, captioning lectures, re-designing material so that it is more interactive, changing assessments, trouble-shooting myriad technical difficulties of students

Groupwork tutorials are difficult to conduct as the module leader/TA can only be in one breakout group at a time

Zoom/ MS Teams: About 1/3 of teaching staff use Zoom Pro for teaching (live and recorded sessions).

- Zoom Pro can accommodate 500+ students, which is needed. The chat function works, but that is the extent of the interaction
- Mentimeter, MS Forms, and Canvas are variously deployed at UG in the Business School.
- MS Teams: A coach came in Summer 2020 to talk staff through the features of MS Teams, but there was such a large range of features that staff only use this for meetings
- Email: An audit of emails in College (volume, times sent, number of hours on average responding to emails) could usefully inform a new policy on emailing.

Highlights/Issues:

Generally positive experience. Issues with some platforms.

Comments on CAO Entry Point trends and any new programmes introduced in 2019/20

School of Creative Arts

There has been a small rise in the CAO points for some of the programmes, such as SH Music and JH Film Studies, based on the previous year. We did not introduce any new programmes, though SH Film is a new offering from year 2020/21.

School of English

Demand for both English Studies and English Literature has remained strong in recent years, with an increased in demand. In 2020, points for JH English Literature for new entrants ranged from 476-529 depending on the combination, while points for SH English Studies were 474. There has been a very sharp increase in the number of first preferences this year, after a modest increase last year. This is a hopeful sign, though it may be that the lack of career guidance in schools during the pandemic has led to some distortion here. I don't think any conclusions about future trends can be reached based on the current numbers.

School of Histories and Humanities

CAO points for 2019 were comparable to those for 2018 and in some cases (Classics Single Honors, Classical Languages TSM, History Single Honors, History TSM) noticeably higher.

Dual Degree programmes with Columbia University in Classics, Ancient History and Archaeology (CLAHA) and in History of Art and Architecture commenced recruiting in 2019-20, to join the Dual Degree programme in History which commenced in 2018-19. A Single Honours course in History of Art and Architecture also began recruitment in 2019-20. All were scheduled to intake students in 2020-1.

School of Languages, Literatures and Cultural Studies

There were no new programmes introduced in 2019/20. It is not possible to compare the CAO points for TJH as the points for 2018/19 entry were for the individual TSM languages and we changed to the Modern Languages category in 2019/20. We will keep an eye on the following courses where the year on year difference is > 20:

	18/19	19/20
Law and French	566	532
Law and German	488	523
Computer Science and Language	350	435
BSL (Ger)	499	474
BSL (Rus)	429	467

School of Law

Points remained relatively stable for all the programmes, though there has been a marginal drop in points for JH programmes since 2016. Notwithstanding slight drop, entry points are high for all law courses. School currently participates in pathways to law programme called the 'Feasibility study' and participates in so far as possible in schemes aimed at increasing diversity within law progs.

School of Linguistic, Speech and Communication Sciences

Points appear to be within the normal range of variation in the Bachelor in Deaf Studies (BDS) and the M.Sc. in Clinical Speech and Language Studies (CSLS).

School of Psychology

Programme remains the most highly sought after SH degree programme in psychology in the country, and the entry points were among the highest in the University (555 in 2019; 567 in 2020 and preliminary data on 2021 indicate even further increases in demand for the programme).

School of Religion

Entry points remained fairly similar, if increasing slightly, with Joint Honors programmes being most popular, particularly with Classics. Mid 300s. In 2018 our CAO ranged from about 330 and up, whereas in 2019 entry was 347 for the Single Honors.

School of Social Sciences and Philosophy

The School noted a slight nationwide increase in CAO applications of 0.5%, with first preferences for Arts down by 6%, and applications to Trinity up by 1.17% overall, with a slight decrease in first preferences (-0.20%). Of note within the School, first preferences for Single Honors Philosophy was up 23%, History and Political Science was up 5%, BESS was down by 1%, Political Science and Geography down by 11.63% and overall TSM down by 5%. CAO points increased for a number of subjects including PPES which rose from 554 to 566 and BESS which went from 511 to 518 points.

Trinity Business School

Points for 2020 (please note that the traditional leaving cert did not take place due to Covid-19 and predicted grades were awarded to students):

- Global Business: 589
- Business Studies & French: 540
- Business Studies & German : 509
- Business Studies & Russian : 474
- Business Studies & Polish: 444
- Business Studies & Spanish: 531

Details on any programme that had an accreditation visit in 2019/20 (UG)

School of Linguistic, Speech and Communication Sciences

The name of the programme: B.Sc. in Clinical Speech and Language Studies

The name of the accreditation body: CORÚ

The outcome achieved/period of accreditation granted: CORÚ is satisfied with the suitability of the course. Monitoring process due again 2022.

Trinity Business School

The name of the programme: BESS/Business Studies and a Language/Global Business/Business Studies/Law and Business/Computer Science and Business

The name of the accreditation body: AACSB

The School prepared and made its initial accreditation submission to AACSB in June 2020. A virtual visit by the peer review team was scheduled for November 2020 (in AY 2020/21). AACAB is a whole school-accreditation, including all of the programmes delivered by the School.

Directors of Undergraduate Teaching and Learning Comments:

School of Creative Arts

2019-20 included numerous notable success stories across the School's three disciplines, including:

- Music and History student was elected to Scholarship.
- Drama students were heavily involved in the Debut Spring Festival 2020, which saw some performances delivered behind closed doors after Trinity closed to the public.
- Film and English Literature student was awarded a prestigious Laidlaw scholarship to conduct research on Lebanese cinema.
- Film hosted a St Andrews-Trinity College Dublin Laidlaw scholar, who conducted research on film sound under the supervision of Assistant Prof. and DUTL.
- Two Sophister Film and English Literature students won 2020 National Student Media Awards: Features Writer of the Year and Film Script of the Year, with the support of Screen Ireland. Remarkably, all five nominees for Film Script of the Year were current Sophister Film students.
- Four Film students had a short film shown as part of the Dublin International Film Festival (March 2020).
- Six Film students published essays in *Film Matters*, an international peer-reviewed UG journal.

School of Education

As per the EE's comments on the ASIAP programme in 2018-19, it has undergone a substantial review in regard to reducing the number of modules and assessment points. The recommendations made by the review working group were accepted by the programme board, School Executive and Committee. Work is underway to implement the proposed changes with the revised programme being first offered in 2021-22.

The BMusEd (Hons) programme is due for re-accreditation and therefore will be subject to a detailed review over the coming academic year.

School of English

2019/20 was a challenging year, and indeed would have been challenging even without Covid. The School had prepared well for TEP, but heading into the academic year a number of issues remained on the table at college level, including such issues as the systems for pathway selection and module enrolment, the arrangements for managing CoEs under TEP, the impact of TEP on visiting students and study abroad, the implications of TEP for Foundation Scholarship. These were all issues that needed to be addressed by College in 2019/20, but the arrival of Covid meant that many crucial decisions could not be taken at the time. The School managed the Covid as well as it possibly could, and in general our students performed well and felt supported throughout. The School has concerns about aspects of the rollout of TEP, in particular around the issues noted above, and while it was unavoidable that such issues would have to be deferred while we dealt with the crisis, it is clear that the real impact of Covid on College and the School will only begin to become clear as we take stock of the 2020/21 academic year and consider the longer term impact.

School of Histories and Humanities

UG teaching in 2019-20 faced the very particular challenges of adaptation to conditions arising from the Covid-19 pandemic. The School moved rapidly and effectively to ensure the best possible outcomes in terms of the continuation of best practices in teaching at UG level, most especially in terms of small group teaching and facility for student engagement and discussion. Modes of distance learning were carefully evaluated with synchronous teaching or blended learning (with space created for discussion and questions arising from pre-recorded materials) being the predominant forms adopted. This resulted in significant additional investments of staff time, and on occasion private purchases of equipment not covered under College schemes. Sufficiency of electronic resources through the library was a very significant problem. Such challenges overshadowed ongoing conversations around questions of assessment modes, though some adaptations in assessment contingent on pandemic conditions were reported in positive terms, including extended-hours open-book examinations, substitutions of essays or other coursework for examinations, and in some modules a reduction in overall assessment requirements. Considerable concerns were raised around the implementation of online enrollment, with mounting disquiet about the prospect of Sophister online enrollment. The School introduced or progressed Columbia Dual Degree programmes in each of its three departments.

School of Languages, Literatures and Cultural Studies

The School has made very good progress in its TEP mainstreaming endeavours as evidenced by the progress made with addressing ECTS requirements for different pathways, new recruitment initiatives, the New Minor Subject and Open Module offerings. The School also houses two Trinity Electives which have attracted large numbers of students. The School is also seeking to become a College leader in respect of Erasmus practices. Although half of the academic year 2019/20 was taken up with Covid 19 contingency planning, the School still managed to work on the different areas of TEP mainstreaming outlined in this report.

School of Law

To the extent that this report relates to the 19/20 academic year, it can be divided into two sections. The first (prior to the Covid crisis) entailed, in effect, business as usual. The second, obviously was crisis mode as colleagues rapidly adjusted to both classes and assessments (as well as meetings) being online.

In so far as *general* issues (that is those that both predate and transcend Covid) are concerned student satisfaction (as expressed in module evaluations) is generally very high. Constant concern is expressed by students about the way in which the TEP process means that their ability to choose a variety of modules that will benefit them in terms of future careers is limited. It is abundantly clear that, for the vast majority of law students, TEP has been a hugely negative thing that makes Trinity law degrees less attractive than had previously been the case.

In addition, as outlined above, systems limitations and delayed provision of information to student about pathways caused stress and compounded the problems mentioned in the previous paragraph. This would reach a particular low point in so far as registration for modules at the beginning of the first semester of 20/21 was concerned.

The move online in the context of COVID was remarkably smooth thanks to the combined efforts of colleagues and students. Obviously it is not ideal but student appreciation for the efforts of colleagues (and vice versa) is clearly discernible. Albeit that it would have been helpful if college approval for modalities for assessment had been quicker, these again worked smoothly.

As above, courts of examiners also worked smoothly. On foot of external examiners' reports, there was a dialogue between the school and the quality office about potential changes in assessment practice and these have been communicated to colleagues.

Finally, as the 19/20 year also involved preparation for the 20/21 year, it was very disappointing that there was no genuine consultation with the school in relation to how teaching would operate in the coming year. It is difficult to see how the university centrally could hope to provide best practice in terms of teaching within different disciplines if it did not consult with and take on board the needs and conventions of specific disciplines.

School of Linguistic, Speech and Communication Sciences

The School finalised details of its new Joint Honours degree in Linguistics, which will launch in 2021/22, delivered by the Centre for Language and Communication Studies. We have begun the process of identifying an external examiner for the new course, who will also take on the UG duties which are currently assigned to our M.Phil. external examiners, lightening the load and streamlining their duties overall. External examiners having separate UG and PG duties does not fit well with College's expectations and systems and has occasionally caused confusion with regard to timing and content of examiners' reports.

TEP mainstreaming was broadly unproblematic in both of the School's degree courses, the Bachelor in Deaf Studies and the B.Sc. in Clinical Speech and Language Studies. Naturally, 2019/20 was marked mainly by the pandemic. The School corporately and colleagues individually reacted to this contingency with tremendous professional resilience and we are proud of having successfully completed the academic year without any compromise on standards. Nonetheless, the issue of perhaps most concern going forward will be the impact of lack of placements on the Bachelor in Deaf Studies and the B.Sc. in Clinical Speech and Language Studies. Relevant colleagues are engaging very actively with these issues, and the support of College will be vital. In the case of Clinical Speech and Language Studies, communication with accrediting bodies is being maintained, and sector-wide advocacy will also play an important role.

School of Psychology

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 SH 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 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 external examiners both commented very positively on the quality of our students' work and on our methods of assessment.

School of Religion

In effect, this year's impact of the pandemic became a kind of perfect storm for the School of Religion. It occurred as we're in the process of implementing a new UG degree and transitioning out our old degrees. Any normal year would mean extra work in these implementations, but this year presented new challenges in navigating a) transition to a fully online UG programme offering b) heightened administrative responsibilities in the midst of already demanding transitions, c) concern for students and maintaining contact, and d) planning for a new SF year in a new programme in the midst of an uncertain year with unknown timetabling restrictions.

In all of this, administrative and academic staff rose to the challenge, but the sacrifices on research time and time spent on other much needed administrative tasks were great.

School of Social Sciences and Philosophy

2019/20 and 2020/21 have seen significant challenges related to the global pandemic and the introduction of new programme architectures and the associated systems. Online teaching and assessment has meant significant challenges to the Trinity community, and while we have coped there has been a significant increase in stress and in workload.

Online module registration did not go as smoothly as hoped, partly due to a lack of clear communication and consequent misunderstandings.

In addition to our normal work and the challenges related to the medical emergency, through 2019/20 the School continued a process improvement plan for our UG education, including:

- An ongoing process of programme and module review
- Redesign of the Senior Sophister year, including planning for the Capstone project.
- Continued review of improvements to the Schools Erasmus and Exchange processes, and attempts to align these to central college process for non-EU College-wide exchange

In 2020/21, the School will continue to review and revise processes including

- The phasing in of the new programme architectures.
- Preparations for the extension of the fixed timetable and improvements to the online module registration system.
- Capstone planning will be ongoing.

School of Social Work and Social Policy

At the commencement of January 2018, the School embraced a quality assurance and enhancement framework for developing the social work degree. 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. The approach was essentially implemented and consolidated in 2019/20. The roll out of the quality enhancement process has witnessed key staff adopt new roles in relation to areas such as module coordinator, moderator of module results, and coordination of each year on the degree. This infrastructure has provided much better governance for the degree. In addition, we rolled out building, bonding, and bridging groups for the JF year and completed a structured evaluation of the process. This evaluation has helped shape the role of the model subsequently in the next academic

year. In relation to the social policy degree, there has been much progress in aligning the new proposed JH in the pillar system, re-working the curriculum, and conforming to the architectural stipulations. With the development of this degree, we will instigate a quality enhancement process like the one adopted in the social work degree. The objective is to further explore the instigation of curriculum development groups within both degrees, addressing central thematic areas such as human rights teaching.

Social Work Placement Issues:

Accessing an adequate supply of social work placements each year is challenging for the following reasons:

- There are no formal university – health/social care service agreements/arrangements regarding an annual supply of placements.
- Placement procurement relies on individual requests to a wide range of services in relation to each cohort of students and is dependent on the goodwill of practitioners and managers.
- Agencies are not resourced in relation to provision of social work education i.e. unlike nursing or allied health disciplines there are no service-based social work practice educators or preceptors.
- Demand for placements has increased significantly in recent years as professional social work courses have expanded and new programmes (NUIM and IT Sligo) have been established to meet workforce demands

Impact of COVID-19 on UG Placements: In 19/20 we were unable to send our JF and SF students on placement. A placement related study was assigned instead as coursework.

Trinity Business School

The preparation for AACSB accreditation took place continuously over 5 years in coordination with the Accreditation unit in the School. The work comprised an audit of the Business modules in the curriculum, annual programme audits and the design of a quality assurance protocol across 15 standards. The standards most pertinent to UG were (i) Standard 4 Students, Faculty and Professional Staff participation, (ii) Standard 5: Faculty sufficiency and deployment, (iii) Standard 8: Curricular Management and Assurance of Learning, (iv) Standard 9: Curriculum Content, (v) Standard 11: Degree Programme education level, structure and equivalence.

There were a series of pre-accreditation stress tests in the months before the accreditation visit. The visit of AACSB took place virtually over 4 days in November 2020.

Highlights/Issues:

Highlights: Although a very challenging year, with TEP mainstreaming and COVID, Schools worked extremely hard to adapt to these circumstances. Move to online learning mostly went smoothly, and online CoE were preferred in most cases.

Issues: TEP limiting some students' choices,, online module registration technical difficulties, accessing adequate supply of student placements.

4. POSTGRADUATE SUMMARY

Outline of actions by Schools to ensure the quality of programme provision during COVID-19

School of Creative Arts

Teaching and administrative staff worked together to implement practices in line with recommendations from the Dean of Graduate Studies Office and relevant Trinity COVID-19 response committees. Our school was able to substantially shift our lectures and seminar-based class meetings online, to keep continuity with students via tools like Panopto, Blackboard Collaborate, and Zoom, depending on the situation.

There were only two students in both Music and Drama MPhils in 2019/20. As there were only two weeks of teaching term left these lectures were moved online. All supervision was done via zoom.

Music students were facilitated with practice facilities that were compliant with COVID-19 safety protocols. There was no need to provide practical space for MPhil students in Drama.

School of Education

Once the pandemic took hold the HoS and Academic Directors worked with Programme Co-ordinators and academic and admin colleagues to finalise detailed plans for teaching, assessment and supervision for the remainder of the semester. This produced a coherent, realistic set of plans at School level guiding all work in respect of teaching, assessment and administration. Teaching moved online and a small number of assessments were modified for online provision. There was significant discussion of plans both within the School and with the office of the Dean of Graduate Studies. Input from students at programme boards indicated that this work was appreciated and successful in providing a quality education experience. Courts of Examiners took place successfully online.

School of English

The School of English has ensured the quality of programme provision during the Covid-19 outbreak by undertaking the steps below. Please note there was a handover of the DPTL role at the beginning of June 2020, which was undertaken at a particularly challenging time for the School/College, although both DPTL worked hard to ensure this changeover went as smoothly as possible.

- After the closure of College in March 2020, we moved all of our taught PG (M.Phil.) teaching online for the remainder of the 2020 Hilary Term. Students in our three taught M.Phil. programmes were taught for the final few weeks of term via online discussion boards and posted seminar materials (such as PowerPoint presentations) with detailed notes and other online and scanned (PDF) resources. Some colleagues also arranged individual PGT and PGR student meetings via Zoom and telephone. One colleague on the Irish Writing M.Phils. also used Blackboard Collaborate Ultra to teach his option students during this period.
- From the beginning of the 2020/21 academic year, PGT teaching has utilized both live and pre-recorded presentations and live seminar discussions and workshops.
- PhD and M.Litt supervision was moved online, with students communicating with their supervisors via Zoom and Teams, as well as email and telephone.
- Thesis committee meetings, *Viva Voce* examinations and confirmation interviews have, since March 2020, been held online via Zoom, and in full accordance with the current College regulations for online examinations.
- The PG Teaching and Learning committee met in December 2020 to discuss staff and student experiences of programme provision during the Covid-19 outbreak. Taught PGT ISSE and AHSS student survey responses for all three M.Phils. courses were also discussed in detail during this meeting. It was felt in particular that feedback for the Irish Writing M.Phil. which related to

perceived deficiencies related to online programme provision had now been rectified by the provision of online synchronous and asynchronous video seminars from the beginning of the 2021 academic year.

- The DPTL for the School also discussed student survey results individually with the directors of all three programmes in November/December 2021.
- Taught PGT directors informally discussed student responses to the current teaching situation in class, with their 20/21 cohorts, at the instruction of the DPTL, before the end of MT 2020. These responses were also discussed at December 2020 meeting.
- The School's DTL PG and HoS worked with PGT directors to update PG taught teaching plans as a response to the introduction of Level 5 restrictions in December 2020.

School of Histories and Humanities

PGT students: As soon as the Pandemic hit, our School moved all PGT modules online and directed staff to the importance of innovating in our teaching in concert with the affordances of the new medium. We wrote to students regularly to reassure them that we remain committed to ensuring the excellence of their ongoing learning experience. We extended assessed work deadlines from 1st May to 22nd May 2020 for all taught module assignments and, with the permission of the Dean of Graduate Studies, instigated a blanket extension across the School for the dissertation element of all programmes from 31st August to 31st December (with further extensions permissible by application to the Dean on a case-by-case basis). Where modules had examination components we moved all examinations to approved (by the Dean of Graduate Studies) open book exam formats.

We successfully lobbied the new Dean of Graduate Studies that PGT students (across College) be permitted to complete their degree whilst not resident in Dublin without having to produce financial or medical certification as initially stipulated by the College.

Research students: We revised our annual PGR progress review schedule so as to give students due to submit review materials on 1st May an extension to 1st July. We convened review committee meetings in August and in August/Sept issued Director's reports containing substantive feedback on submitted chapters and information on College Covid-19 supports to 46 research students.

With the permission of DoGS we split our 19-20 1252 College award into three separate one-year awards to be allocated 1920, 2021, 2122, so as to use our single source of College PGR funding for students most in need, and able to offer two PGR funding awards simultaneously for next two years.

In MT 2019 we convened HH70223 our TA training module (compulsory for all TAs), and at the end of 2019-20 (August) the School designed and convened *6 hours of online teaching training* to ensure TAs were well equipped confidently to face the challenges of the next year.

School of Linguistic, Speech and Communication Sciences

The current COVID-19 situation means that, since the middle of HT 2019/2020, we find ourselves in a very different teaching and learning environment. The School has continued to ensure the quality of PG programme provision during the pandemic. While some F2F teaching in HT 2019/2020 continued for some small groups and clinical-based activities (mostly within the M.Sc. in Clinical Speech and Language Studies), a considerable amount of teaching and learning took place in an online live format. Staff were provided with equipment, when required, to effectively deliver lectures and to facilitate F2F supervision of research students. The student feedback related to online teaching was positive. However, both staff and students prefer the F2F learning environment. In response to challenges experienced by PG students in terms of travel, some students have been permitted to engage in distance learning. Some students have been facilitated with appropriate extensions and accommodations given their personal circumstances.

School of Psychology

We adjusted assessments for PGT programmes and had them approved by EEs and the DoGS. We liaised with placement sites and ensured that all follow public health guidelines and offer a remote participation if possible. We extended the deadlines for placements of the finishing cohorts. We continued to engage students in class rep meetings. We ensured regular communication with the cohorts via online means.

School of Religion

From March-April 2019, the School moved all teaching online. Staff used Panopto, BB Collaborate and Zoom in this period to teach. As most PGT assignments are continuous assessments, we did not need to make any major changes to assessments. However, the IPS internship module was changed (with approval of DGS) to desk-based research and assessment.

The DTLPG liaised with student representatives to ensure communication and meeting of student needs – e.g. a student request for a cohort extension of dissertation submission was enacted.

School of Social Sciences and Philosophy

Through extensive use of the VLE platform lecturers continued to teach online, to provide reading material for students and to facilitate small group discussions wherever possible. Recordings were also made available where feasible. EEs were given full access to the online material enabling a robust assessment of the quality of programme delivery.

School of Social Work and Social Policy

The School has a vast experience of running online modules and programmes and therefore was well equipped to manage the move to online teaching due to COVID-19. We ensured a standard template was adopted for online and F2F teaching across all programmes to ensure a consistent quality of teaching. All modules delivered with both live and recorded content and we did not permit modules without a live element. Staff were provided with training to ensure they were proficient in all online platforms. Student feedback was surveyed at the end of semester 1 regarding changes in teaching due to COVID and survey outcomes were adopted into plans for delivery of teaching in semester 2.

Trinity Business School

- The School provided seminars for staff to prepare them for the transition to online learning. These were provided to full time and adjunct staff in the School.
- A workshop on student mental health was arranged with College for all staff
- Casual Cafés- topics to help with online learning – weekly cafés during the Summer
- A weekly drop-in session was organised, with the DPGTL and MSc Portfolio Director, for teaching staff to attend to ask questions and get direction on content development and refinement for an online environment. This also enabled discussion and idea sharing between peers
- Publicising College offerings to students – Learning to learn online in Trinity – reminding our students of this type of information available to them
- A PhD student was tasked with helping staff with the technical side of teaching online – short videos recorded for staff and uploaded to a blackboard staff page

Highlights/ Issues:

Highlights: as with UG, the move to online went relatively smoothly, thanks to the hard work and dedication of staff. Excellent communication with students. Deadlines extended. Viva voce examinations held successfully using Zoom. Online cafes, workshop on student mental health.

Comment on trends in Doctoral students completing studies within 4 yrs (FT) and 6 yrs (PT).

School of Education

Most Doctoral students in the School complete within the allocated timeframe. Whilst there have been individual instances, there are no significant trends evident with regard to non-completion, withdrawal, late completion, failure or award of lower degrees. Covid has had an impact on expected completion for some students which has necessitated granting extensions in some cases.

School of English

PhD students working towards completion have in some cases been negatively impacted by the onset and continuation of the Covid-19 crisis. Having said that, all of the students who we initially expected to submit in the Summer/Autumn of 2021 have now done so (as of early Feb 2021).

Between March 2020 – December 2020 we had five *viva voce* examinations of which three passed with minor corrections, and one with major corrections. Do not feel the results were strongly impacted by COVID. Of the students nearing completion in 2020 affected by Covid, a number have been given extensions and a number have now submitted.

We have not had any withdrawals due to Covid-19. We anticipate that issues with accessing library materials, etc. will cause possibly delays for some of our final-year students going forward, and as such are working to keep in touch with students and supervisors in order to anticipate such problems in advance and provide advice and assistance

School of Histories and Humanities

As per the DoGS's instructions, all Doctoral students have been advised that they may apply for a Covid-19 extension to their study period and submitting students this year have availed of this offer. 2019-20 finishing students have submitted or are submitting three months later than predicted.

School of Languages, Literatures and Cultural Studies

There are currently 7/33 full-time PhD candidates in the school who have been registered for more than 4 years. One of these will complete the viva in the next two weeks. Another is due to hand in before Christmas. Therefore, historically, there has been an issue with students not finishing within four years. However, the students in question are being brought to the end of their studies, and the issue does not appear to be as acute for students who have registered in the past few years.

School of Law

Although there have been some challenges we have not observed any marked issues in the 2019/2020 year. It has taken somewhat longer to submit and complete revisions in some cases but this is a matter of weeks and months. It has also understandably taken longer to recruit EEs and examiners have understandably longer to have the time to read submitted theses which has sometimes delayed viva dates.

School of Linguistic, Speech and Communication Sciences

Completion rates within the 4-year and 6-year terms are in line with previous years. The School has not noted any issues with non-completion or withdrawal due to Covid-19. Several Ph.D. students have been delayed in their projects, but the delays do not appear to be substantial at this stage.

School of Psychology

In 19/20 the School had 14 PhD and 4 MSc submissions. All successfully completed their Vivas in the expected time on the register. There were a few delays due to Covid, but no non-completions.

School of Religion

The School of Religion has 42 Ph.D/ML.itt. students who are either currently on books, recently submitted or in the revision period. All are in-time with their registration.

A number of final year students (6) received COVID related extensions and are expected to submit in the next months. There are no major trends of concern.

School of Social Sciences and Philosophy

In line with previous years, almost all our students complete their studies within 4 years of commencement Exceptions are very rare and due to ongoing medical conditions.

School of Social Work and Social Policy

The majority of our students are able on track to complete their PhD within the 4- or 6-year period. Some students had their fieldwork interrupted due to COVID. These students have applied for the costed extension via the HEA and thus far 2 have been approved.

Trinity Business School

There have been no issues regarding non-completion or late completion. Patterns observed this year are similar to that of previous years. There were no PhD fails and no awards of lower degrees.

Highlights/ Issues:

Students have been granted extensions, no serious consequences due to COVID noted.

Outline of Schools' experiences of using Blackboard/MS Teams/ Zoom (PG)

School of Creative Arts

Blackboard: There is extensive use of Blackboard for PG modules across the School.

Zoom/ MS Teams: All teaching staff felt that F2F is the ideal for most modules, but some modules (those focused on digital content) benefited from online delivery, as did sessions involving industry outreach and/or input. Most used Zoom for live-online and Panopto for recorded lectures/making films and media content available. Breakout rooms worked well for discussion. Teachers felt that Captions were helpful for international students.

School of Education

Blackboard: The School has had a reasonably positive experience with Blackboard Learn suite of tools. Provision of support by a School staff member who is particularly conversant with Blackboard has been a significant factor in this. The supports offered by ISS/CAPSL have also been useful.

Zoom/ MS Teams: School has had a reasonably positive experience with the use of these tools. Whilst using Blackboard Learn as the backbone for our online provision, MS Teams and Zoom were also used extensively for both teaching and for meetings/administration. The ability to see more participants on Zoom was found to be advantageous.

School of English

Blackboard: we have used BBCU and Panopto on our PGT Programmes. Amongst staff and students, their appears to be a clear preference for using Zoom for synchronous teaching (and workshops, in the case of Creative Writing). Panopto is the School's lecture capture interface of choice.

Zoom/ MS Teams: As per official School policy during the initial Covid-19 lockdown, with the exception of the Creative Writing M.Phil. (which did conduct teaching via Zoom/BBCU during this period) and one optional module on the Irish Writing, M.Phil., our PGT programmes did not use video-teaching but instead distributed detailed PowerPoints and additional reading material/notes

to their respective cohorts during the remainder of HT 2020. All of our taught M.Phil. programmes began using video platforms (mainly Zoom) in September 2020.

The Sept 2020 PGR Student orientation session was held on Zoom, and it was felt by staff and students that this format actually worked really well – the event was synchronous. Our staff/student PGR seminars will be taking place online during the 20/21 teaching year, and again, the response has been very positive (with a higher attendance than pre-Covid-19).

Irish Writing M.Phil: Irish Writing used Blackboard in HT 2020 to distribute detailed PowerPoint presentations and texts. This year (20/21) Irish writing is using Blackboard to distribute information/texts for the modules and mostly using Zoom for the online teaching. They did use BBCU for some online teaching in MT 2020. The experience is that for distributing module information, texts, etc., Blackboard is fine if inelegant. This year for online teaching they used BBCU at first, but once College acquired a Zoom license a few weeks into term, they switched to that for some modules in MT 2020 and for all modules in HT 2021. The consensus among students and staff is that Zoom is better than BCU, in that it allows all students to be seen at once and is more tolerant of weaker internet connections. The one advantage of BBCU is that it is integrated with BB (which is why one lecturer stuck with it in MT after Zoom became available). For recording lectures, lecturers used either Panopto or Zoom, which they found ‘works fine and integrates well with Blackboard’.

M.Phil. in Creative Writing: In HT 2020, Blackboard Collaborate Ultra was used for the first hour (lecture format) of the ‘Structure’ module, whilst Zoom was deployed for the workshop component of the module. This year, Zoom only is being used for that course. Students indicated that they disliked BBCU because they could not see anyone onscreen at once. The clear preference amongst students and staff was to use Zoom. Students appeared happy to speak on Zoom calls, and it is felt by staff on the course that the workshop format (unique to the CW M.Phils.) worked reasonably well, although it tended to be less spontaneous than in-person workshopping, which benefits from established interpersonal dynamics.

M.Phil. in Children’s Literature: HT 2020: used Blackboard - lecture notes and slides, discussion groups, online submission of assignments.

MT2020: Children’s Literature began using Blackboard for Panopto videos, lecture slides, reading materials, submission of assignments. When it came to live class discussions, they abandoned BBCU and opted for Zoom. BBCU was not user-friendly, for staff or students. All staff now use Zoom. It was also felt that Microsoft Teams was less user friendly than Zoom

School of Histories and Humanities

Blackboard: Blackboard continues to perform well. Those pre-recording lectures report that Panopto has a propensity to crash at times of high usage across College. Collaborate Ultra and MS Teams were swiftly identified as inferior packages to Zoom in terms of quality of connection and efficacy for live online teaching.

Zoom/ MS Teams: Zoom was found to be more reliable and effective for teaching, especially for live classes, by far the predominant form of teaching within the School. There was a clear consensus in the School UG Teaching and Learning Committee that MS Teams is not a teaching software, and it also proved extremely cumbersome for the running of CoEs.

School of Languages, Literatures and Cultural Studies

Blackboard: Where possible, blackboard collaborate ultra has been used across the board. However, some lecturers have opted for zoom instead, since this platform has more closely matched their pedagogical needs and/or experience level. In general feedback has been more positive than

expected, with a high level of engagement from students and a low rate of absence. A module template was provided to all PGT module organisers to help them with setting up the blackboard modules, to speed the process, and to ensure that all the modules contain at least the same basic information, such as delivery schedule and a description of the assignment. All module coordinators were also instructed that submission of assignments would be electronic only, which would also encourage them to make as much use of Blackboard's features as possible. It is not possible to assess the success of this strategy until January, when the deadlines for the projects arrive.

Zoom/ MS Teams: In general, more positive than expected. The students in general appear to engage very well with these media. Lecturers in general strongly dislike the experience. However, student participation appears to be generally higher than in in-person formats.

School of Law

Blackboard: Colleagues adapted swiftly to the new technology required to conduct online teaching in March/April 2020 to provide a combination of pre-recorded lectures (Panopto) and live lectures (Blackboard Collaborate) . Though they stated a preference to use Zoom (which was not permitted for teaching at the time), they worked to adapt the structure of their module to enable class discussion and student engagement via Blackboard Collaborate and Blackboard's discussion board. Colleagues who were due to assess their module via formal examinations adapted their assessment with the approval of the Dean and successfully used Turnitin on Blackboard to accept assignments.

Zoom/ MS Teams: The School has adapted well to these new teaching media, and feedback and engagement from students has been positive by and large. Colleagues used MS Teams or Zoom for individual meetings with PG taught and research students. This permitted appointments to discuss coursework, dissertations or PhD theses. A number confirmation interviews and PhD vivas were conducted with success through these platforms.

School of Linguistic, Speech and Communication Sciences

Blackboard: School academic staff adapted well to using various online platforms and benefitted from good IT support when necessary. All teaching tools provided by College worked well for School staff, but external lecturers on the programme felt more comfortable using Zoom. Some lecturers reported issues with BB Collaborate where students found it difficult to join sessions and were constantly being removed/re-admitted. Zoom did not pose the same problems.

Zoom/ MS Teams: Many staff teaching on our PG programmes preferred to use Zoom for teaching, as it is easier to see the students as a group and to communicate more naturally. Zoom and Blackboard Collaborate both worked well with no technical difficulties. The only minor problems reported regarding Zoom was that recordings are not automatically added to Blackboard as with Blackboard Collaborate and that polling is unavailable.

School of Psychology

Blackboard: Overall, this was a steep learning curve but seems to be fine.

Zoom/ MS Teams: Particularly the acquisition of Zoom is welcomed. Some courses are fully reliant solely on Zoom. It first the discussion-based, skills-based classes. It is central that we retain Zoom license. It was also used for research purposes.

School of Religion

Blackboard: Panopto is a useful programme for the recording and uploading of lecture videos within BB. The automatic captioning requires time-consuming editing.

Blackboard Assignments are being used successfully – and were important to enable EE access for the Court of Examiners in January 21.

I am not aware of staff making use of MyReadingList.

BB Collaborate is OK for teaching but Zoom is a preferred medium

Zoom/ MS Teams: Zoom is the preferred platform for online teaching. In comparison to MS Teams and BB CU, Zoom allows for multiple videos to be viewed at once, enabling better class involvement. Other functions in Zoom are also easier to use, e.g., breakout rooms.

School of Social Sciences and Philosophy

Blackboard: Overall, the experiences were positive when lecturers became familiar with the modalities.

Zoom/ MS Teams: Extensive use was made of the Zoom and Teams technologies for teaching purposes.

School of Social Work and Social Policy

Blackboard: The School was very familiar with the platform as we already run a fully online PG course via Blackboard Collaborate since 2014.

Zoom/ MS Teams: MS Teams and Zoom have worked well for us particularly for small group teaching and utilizing breakout rooms in zoom.

Trinity Business School

Blackboard:

Feedback received regarding Blackboard Collaborate:

- Setting up breakout sessions took 90 seconds to assign a class of 35 students to 10 groups
- Audio and visual stopped when using whiteboard
- When builds in slides were used there was a lengthy delay, so It was easier to revert to pdfs
- The recording of Panopto repeatedly crashed, interrupting the session being delivered, usually on the hour
- The issues that were occurring for students were that they were being kicked off the class and could not always easily log back in

With regard to Panopto, sound quality very poor and not fit for purpose.

There is very little provision for lecturers who were giving live lectures and wishing to live-stream to an online audience

Zoom/ MS Teams: About 1/3 of teaching staff use Zoom Pro for teaching (live and recorded sessions).

- Zoom Pro can accommodate 500+ students, which is needed. The chat function works, but that is the extent of the interaction
- Mentimeter, Microsoft Forms, and Canvas are variously deployed at UG in the Business School.
- MS Teams: A coach came in Summer 2020 to talk staff through the features of MS Teams, but there was such a large range of features that staff only use this for meetings
- Email: An audit of emails in College (volume, times sent, number of hours on average responding to emails) could usefully inform a new policy on emailing.

Highlights/ Issues:

While Blackboard appears to have worked well, there is general preference for Zoom over MS Teams for teaching. Some issues with Panopto sound and repeated crashing.

Implementation of new PGT programmes that commenced in 2019/12

School of Languages, Literatures and Cultural Studies

The Digital Humanities and Culture MPhil was moved into SLLCS from English and revived this year, after several years of not recruiting. Take-up this year was disappointing and only just met minimum numbers to allow the programme to be viable.

School of Law

19 students were recruited for the inaugural year of the MSc Law and Finance (8 EU and 11 non-EU); this surpassed the recruitment target (18 students). Taking into account student testimonials and the increase in applications and students recruited in the year 2020-2021, the programme's first year can be considered a success; 100% of the students completed the programme successfully. Many graduates of the programme were able to secure highly sought after positions in companies, such as McKinsey and Company, Mazars and KPMG.

School of Psychology

We have started PG Cert in managing risk started. PG Cert was made live to accept applications at the end of May 2019, so our lead time for applications was extremely short that year. We did however have 7 applications on the certificate in the end, so we were happy with the numbers. Overall, it's been a very positive addition to our course offerings and the students respond well to it

Details on any programme that had an accreditation visit in 2019/20 (UG)

Trinity Business School

The name of the programme: Master of Business Administration (MBA – FT and PT)

The name of the accreditation body: AMBA

The School prepared and made its re-accreditation submission to AMBA in July 2020. A virtual visit by the peer review team was scheduled for September 2020 (in AY 2020/21)

The name of the accreditation body: AACSB

The School prepared and made its initial accreditation submission to AACSB in June 2020. A virtual visit by the peer review team was scheduled for Nov 2020 (in AY 2020/21). AACAB is an whole school-accreditation, including all of the programmes delivered by the School.

Other Director of Teaching and Learning PG Comments

School of Creative Arts

SCA developed a PhD thesis committee system for incoming doctoral students in 19/20 academic year for implementation in 20/21 academic year.

Departments actively included PG student concerns regarding study space and other general issues they have, regarding their research, into quality feedback loops within Dept/School structures (e.g. PG rep on School Committee/School Executive). The School of CA Research Forum (SCARF) convened fortnightly through 19/20 academic year in TLRH.

The Department of Film developed and got approval for a new M.Phil. in Film with strands in Theory, History, Practice and in Screenwriting in 2019/20.

The M.Phil. in Film Studies: Theory, History and Practice recruited 10 students but the M.Phil. in Theatre and Performance and the M.Phil. in Music Composition both recruited only 2 students in 2019/20 (these courses still ran due to low numbers only becoming apparent late in the admissions

cycle). Drama and Music suspended their PGT course offerings in 20/21. A new iteration of the M.Phil. in Theatre and Performance is in development in 20/21 with anticipated intake in 21/22.

School of Education

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 Executive and School Committee and also notes action points drawn from EE reports.

In relation to the Postgraduate Certificate in 21st Century Teaching and Learning some developments based on EE input include the following:

- The programme explored video reflections as part of the information literacy module submissions.
- The programme looked to enhance the orientation session to cover elements related to academic writing and point students to college resources that might support them with academic writing.

Some noted opportunities for development/actions on the MEd programme based on EE input include the following:

Noted was feedback from a meeting between the EE and students from the programme - e.g., generally very positive about the curriculum and high quality of the lecturers. International and full-time students discussed how they had different expectancies from the programme. The programme team have discussed this issue and are more cognisant of the need for enhanced communication and activity with these students.

The Academic Literacy and Research Methods module is an aspect which the course team have considered carefully - e.g., in terms of scheduling of lectures, and of offering a blended version of the module. These issues have been considered by the programme team and the module is now presented fully online and in Semester 1.

In relation to the grading scheme for the programme - i.e., "Fail", "Pass", and "Distinction", at the Dissertation stage, students can be awarded a "Pass with Minor Amendments", but some further clarity can be added regarding what would constitute a minor amendment. This is an area of programme development that the course team are still exploring.

With respect to the ISSE survey outcomes whilst comments regarding "Best Aspects" are warmly welcomed and appreciated, attention is directed towards those comments related to "Suggest Improvements". Some of the comments in this category are related to personal decisions regarding the student's chosen mode of study and the organization of non-School activities - e.g., "As a part time student with a full time job I felt I had very little access to staff, and the library was often not open at times that suited me.", and "Many PG students work during the week. Many workshops that are helpful for writing and library skills are on when most PGs are unavailable to attend." Some comments are worthy of further exploration - e.g., "Simplify administration.", "More interactive sessions focusing on course materials.", and "More family friendly timing of support activities."

Some noted opportunities for actions on the PME programme based on EE input included:

Recommendation that assessment rubrics be made available for all modules, either on Blackboard or in the Prog Handbook - rubrics were made available for all modules via the handbook or Blackboard.

An updated History of Education module descriptor to be included in handbook - completed.

A more formal approach be put in place for cross moderation of dissertations across the programme - this was completed.

More time for students to reflect on feedback from early assignments - this was implemented by spreading assessment deadlines across the year as much as practicable.

In 19/20 on the structured PhD programme greater awareness and adherence to the timeline for the Confirmation process was introduced and students were progressed as per the new progression processes. Thesis committees for each student were established for the first time in line with College requirements. Clearer timelines for applications and processing of applications (via the Schools PAAC Committee) were also introduced. The confirmation timeline and procedures for the cohort who entered the Doctor in Education programme in 2019 have also been reviewed and revised and will be carefully monitored upon implementation.

School of English

This has been an exceptionally challenging time for PG provision in the School. However, also been a time of renewal and positive change. We have completely updated our PG website and are working with colleagues in Global Relations to maximize our PG recruitment strategy results. In 2020 our new taught PG programme in Modern and Contemporary Literary Studies was approved by College, and two of our existing programmes (Irish Writing and Children's Literature) added a part-time component (which we feel will further increase student interest). Colleagues have worked exceptionally hard to respond to repeated pivots in teaching plans as a result of Covid-19. Much of the Summer was spent preparing for 'hyflex' teaching, only for this approach to be shelved due with the Autumn rise of cases in Dublin. PGT and PGR Students were assisted in gaining generous extensions and offered generous additional pastoral support. At PGT level, despite staff best efforts to increase student engagement with the ISSE survey, there was a very low response rate across all 3 programmes. The feeling is that felt that these surveys were distributed at a time when students were already very busy with end-of-terms assignments and exams and understandably distracted by the crisis. Increasing student engagement with these evaluative tools in 20/21 is a major priority. It is worth highlighting that taught PG and PGR recruitment held up well during 2020 for the School: Irish Writing currently has 21 students enrolled for 20/21; Creative Writing has 16; and Children's Literature has 11. We also welcomed 7 new PhD/M.Litt students in September 2020.

Making the Distance PhD a reality should also have a positive impact on recruitment, especially if students who are non-EU are permitted to apply.

School of Histories and Humanities

The School ensured the well-being and highest standards of education for our 2019-20 (and 20-21) PGT and PGR students by planning immediately for online teaching and placing emphasis on the need not simply to move existing teaching online but to design teaching for the unique affordances of the medium. We wrote to all students regularly to reassure them that we would ensure the continuity of their learning with flexibility and sensitivity. We successfully lobbied College for permission for all registered PGT students to be allowed to study away from Dublin where they were safest without having to apply for permission on production of personal financial records and med cert. We extended PGT assessed work submission deadlines with the Dean's permission to afford students as much time as possible in lieu of the restrictions necessitated by the national response to the virus. During 1920 in response to College requests we also raised PGT student quotas (and were unique across College in meeting these raised quotas amongst international students) in our recruitment for 2021. Due to inadequate library investment, our online teaching in 1920 was, and as I write in HT 2021, continues to be largely reliant upon staff-owned personal e-libraries.

School of Languages, Literatures and Cultural Studies

The current situation allows for the school's move to more and more online and electronic processing of materials to speed up. Until recently, all or most assignment materials were paper-based, which was slow, imprecise and logistically problematic for EEs. Therefore, the school opted to move everything to electronic media, including all assignments, marking sheets and feedback.

Module coordinators were instructed to use Turnitin for assignments. This process has not yet completed. However, the pandemic has made the turn to electronic processing a necessity, and has also prevented some of the pushback from more traditionally minded colleagues that was being experienced previously.

School of Law

The School has engaged closely with Academic Registry and the Dean of Graduate Studies and with class reps at all times in the Law School Committee and through the PG Research Committee. We are satisfied that we have managed all pedagogical issues and have also worked to ensure the best engagement experience. We have also discussed mental health challenges at this time and supports available. The Directors of PGT programmes, the dedicated executive officer and the DTLPG have been in regular contact with students and staff have made themselves available for office hours.

School of Linguistic, Speech and Communication Sciences

There was an increase in the numbers of applications and students admitted to the School's PGT courses. The numbers were (with 2018-19 figures in parentheses): Applications 260 (193); Offers 189 (109) and Registrations 69 (82). The offer to registration rate remained steady at 71% (75%).

In terms of numbers of PGR students, Ph.D. student admissions declined in 2019/20 terms of numbers of applications and offers in comparison to 2018-19, with 14 applications (25 in 18/19), 12 offers (17 in 2018/19) and 8 registrations. However, the offer to registration rate increased, from 47% in 2018/19 to 67% in 2019/20, and the overall number of registrations remained stable, with 8 admissions each year for the last three-year period. It is a matter of concern in the School that Ph.D. applications have declined, although it remains to be seen whether there is part of a larger pattern.

Turning to the development of our programmes, a number of developments were initiated by the course committees subject to receiving EE reports, student feedback and the ISSE/ISB surveys.

These initiatives included, in the M.Phil. in Chinese Studies, a new module on *The history of Chinese Foreign Relations*, expanding the number of electives, and a series of academic workshops dedicated to dissertation writing was delivered in Hilary term.

In the M.Sc. in Clinical Speech and Language Studies, the modules *Research Methods 1* and *Clinical Evidence Based Practice* were examined and modified to reduce duplication of content, as these areas overlap. This allowed for streamlining of the programme and permitted additional time for other topics. This development led to the introduction of a session on *Public and Patient Involvement in Research* in the 2020/21 academic year. M.Sc. students also requested additional workshops for *Research Methods 1*. This was facilitated in the 2020/21 academic with extremely favourable responses in student evaluations. These workshops permitted students to work independently by pre-recording workshop materials and allowed them to build on their knowledge in a stepwise fashion at their own pace.

School of Psychology

The School of Psychology had 202 registered PGT students and 66 registered research students. 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 our PGR students have secured competitive funding, and they are active in presenting their work at both national and international meetings and are publishing their research while studying. Several of our courses are accredited by the Psychological Society of Ireland. All EE reports were favourable. They particularly commended our Covid transition and adjustment. The School PG committee meets regularly. 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 PG course students in particular, remains an issue, although due to Covid pandemic this was not voiced since March of the last year. Concern remains about very high fees for our taught programmes that are in some cases 30-50% higher than the fees at our competitors at similar UK universities. This particularly refers to EU fees.

School of Religion

Comments from EEs on PGT courses are supportive. Modules are well designed, with a diverse range of assessment. Staff provide quality feedback. The high achievement of many students is recognised, as is staff support given to weaker students. The combination of practical and theoretical content in some courses is singled out. Course handbooks praised for clear and comprehensive information.

One External (Christian Theology) questioned the TCD requirement of an oral exam for a clearly failed dissertation. Two externs raised concerns about staff overstretch, especially with retirements.

Two externals noted a number of high matches in Turnitin reports and recommend staff ensure settings are correctly implemented so that cases of plagiarism can be readily identified.

Following last year's Quality Action Plan, we have created 'Work in Progress' seminars for the PGR community. This initiative is led by the School PGR Student Rep. and supported by the DTLPG (Please see Action Plan below).

School of Social Sciences and Philosophy

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.

The Department of Economics has started its new strand in economic development. The intake of students has significantly increased from the previous year.

The Departments of Philosophy and Sociology have increased their enrolment numbers in their respective MSc and Mphil programmes.

School of Social Work and Social Policy

1. In response to the recommendations of the external evaluation of the CPW programme, completed by The Knowledge Partnership, the following changes were made to the:
 - a. Since its inception in 1991, the course was run one week a month over 9 months, Mon 11am to Fri 1pm, with Wed mornings free for library and meetings with the tutors. This structure was highlighted as problematic by the review, with employers stating specifically that they were finding it difficult to release staff. With online access to the library increasing over the years resulting in students not really using the library and tutorials happening outside of the course week, the Wednesday morning with no class seemed a waste. For the 2019-2020 academic year we changed the structure to Mon 9.30-Wed 5pm – three full days for weeks 2-8 and four full days in weeks 1 and 9. We introduced some online teaching to make up the lost time. This is working very well
 - b. We highlighted the philosophical pillars of the course in the handbook and asked lecturers to teach to those pillars – child centred practice; evidence-based practice, relationship-based practice.
2. A School-based Orientation Morning was held for incoming PhD students by the DTLPG on September 6th, 2019. The DTLPG made a presentation to these students and they also had the opportunity to meet with other PhD students in the School.
3. School-based seminars were organised for PhD students on the following topics:
 - a) Publishing in peer-review journals: Recommendations for success from an editor-in-chief: October 11th, 2019.

- b) The Viva Voce Examination: December 4th, 2019.
- c) Public Patient Involvement in Research: January 27th, 2020.
- 4. The *Guidelines for the Confirmation Review Process*, developed by the DTLPG in 2018, for PhD students, reviewers and academic supervisors were updated to incorporate guidance on the role of Thesis Committee members.
- 5. Regular communication was maintained by the DTLPG with PGR students following the March 2019 lockdown in relation to the use of their office spaces and all College-related COVID-19 guidelines relating to social distancing, hand sanitizing etc.
- 6. The DTLPG worked with the School Executive Officer to develop a 'PhD Supervision' and 'Find a Supervisor' page on the School website, with the aim of promoting PhD research within the School: <https://www.tcd.ie/swsp/postgraduate/phd-programme/supervision.php>.
- 7. Following the COVID-19 lockdown in mid-March 2020, teaching for students of the Masters in Applied Social Research (ASR) moved fully online. Work placements were successfully secured for these students despite the challenges involved owing to the COVID-19 pandemic.
- 8. From March 2020 to end of the academic term, both MSW and CPW also moved fully online.
- 9. From March 2020, all Confirmation Review Meeting for PhD students and all Viva Voce Examinations were conducted via Zoom.
- 10. The School's PGT or PGR performance in ISSE is generally positive. Most students were satisfied or very satisfied with their workspace, 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.

Social Work Placement Issues: As with UG, accessing an adequate supply of social work placements each year is challenging.

Impact of COVID-19 on PG Placements: The placements for the MSW students were paused mid placement due to the pandemic. The second-year students were able to resume them later in the term and complete the course. The first-year students had additional placement weeks added to their placement in year 2 to make up for the shortfall in year one. This was following negotiations with CORU.

Trinity Business School

A very challenging year which required all teaching staff to pivot, often at short notice, from an in-class/blended pedagogy, to completely online. The School moved to identify, and offer where appropriate, any training required or requested by teaching staff in relation to online curriculum development, or the technical aspects of blended/online delivery. Once it became apparent that alterations to assessment were needed, the student reps/PG Convenor were involved throughout to ensure that the student body were aware of and content with the adjustments necessary.

The School engaged with College Quality Assessment policies and procedures with consistent attention and diligence. The DPGTL, Programme Directors and Prog teams, continue to monitor the student experience of online learning and feedback received via formal and informal mechanisms.

Highlights/ Issues:

Very challenging year. Some new courses, and increased quotas in others – overall numbers staying stable. Mostly smooth transition to online learning. Securing placements a significant issue.

5. INTERNATIONALISATION

What Partnership/Articulation is your School engaged in?	
CA	Dual BA degree with Columbia University, USA
Eng	Dual BA degree with Columbia University, USA
HH	Dual BA degree with Columbia University, USA
LLCS	Dual BA degree with Columbia University, USA
SSP	Dual BA degree with Columbia University, USA – first intake due 2021/22

Outline the number of students that entered programmes in your School under Columbia Dual Degree			
School:	English	LLCS	H&H
Columbia 19/20	Columbia: 18 (9 JF, 9 SF)	19 (14 European Studies; 5 MEELC)	History 5; European Studies 11
Columbia Total to date	156	42	39

Comments on International Student Experience Outcomes

School of Education

We do not have an IBS report. Results at School level were only produced where UG or PGT participants were in excess of 10. As participants in both cohorts in the School of Education were below 10, the Global Office did not produce a report to avoid any identification of individuals.

School of English

The following comments are based on the ISB from Autumn 2018, the most recent iteration of the survey. This had 62 responses from English students; a detailed breakdown is available only for the 47 UGs who responded. Lower levels of satisfaction were reported in the following areas:

- a) social orientation on arrival
- b) visa support and ability to work while in Ireland
- c) cost of living and accommodation
- d) the careers service (with which every student who answered was dissatisfied)
- e) the college health service (with which two thirds of students were very dissatisfied)
- f) The respondents were happy with the academic side and the work of the School itself.

School of Histories and Humanities

We have raised for discussion with GRO some issues about integration of students from different academic cultures.

School of Languages, Literatures and Cultural Studies

There are some items in the ISB under the rubric of student learning, where respondents expressed dissatisfaction and where the focus of this dissatisfaction extends beyond the School. Primary examples include 'Careers Advice' and 'Work Experience'. Our UG and PG programmes generally do not include work experience and formal careers advice is provided by the Careers Advisory Service.

There are a couple of other areas emerging from the ISB which we have previously flagged in a Global Relations survey and these are itemized below:

- Academic grading criteria: Some US students surprised by the lower marks they receive here.
- Response at local level: The Dual Degree Office informs students on dual degree programmes of what to expect in relation to grading in Trinity. Students are informed at the orientation

meeting and it is also addressed in the dual degree student guide which was put together a couple of years ago. We ensure that the students and parents are aware of the grading system and how it differs from the US.

- Models of T&L: Dual degree students from the US and students from East Asia at PG level may need more guidance on the very different models of teaching and learning used in Ireland.

Response at local level: In the case of dual degree students, we also address this throughout the admission process and once the students are in place. They are supported in that they have dedicated academic advisors who meet with them regularly.

There is arguably a need for Global Relations to engage with the issue of different approaches to teaching and learning amongst the international student population across College, both in relation to raising staff awareness and putting in place supports for students to understand and achieve what is expected in Trinity.

School of Linguistic, Speech and Communication Sciences

Based on 32 responses, 2018 results of the ISB were very positive. Data was provided for 22/32 respondents (12 PG taught and 10 PG research students) in the School. Level of satisfaction (satisfied and very satisfied) ranged between 50% (arrival overall- PGR students) and 100% (learning overall- PGT students). Satisfaction levels were higher amongst the PGT students. These results are positive, but fall very slightly below the national and international results.

Arrival overall: 80% (PGT); (50% PGR)

Living overall: 89% (PGT); 63% (PGR)

Learning overall: 100% (PGT); 70% (PGR)

Support: 89% (PGT); 75% (PGR)

Areas of dissatisfaction amongst international PG students were related to living in Dublin, earning money, living costs and accommodation costs. PGT students expressed dissatisfaction with the College welcome, opening a bank account, orientation to living in Dublin and campus/facilities introduction (Arrival Element), while PGR students expressed 50% dissatisfaction with the arrival arrangements and study aspects. Other notable findings were 43% dissatisfaction amongst PGT students regarding College careers advice and 38% dissatisfaction amongst PGR students regarding opportunities to teach. This final point is a matter under the control of the School, and we will address in our action plan.

School of Psychology

ISB has not been updated since 2018 (due to Covid-19). However, it is important to note that many of the issues from the last survey remain pertinent, in particular, quality and cost of accommodation in Dublin, access to accommodation, and cost of living in general for international students.

A positive development this year, which addresses a common complaint among visiting students and staff alike, is that module enrolment has moved fully online. This is an essential change and a much more efficient process for both staff and students during busy periods at the beginning of semesters.

School of Religion

The ISB survey in 20/21 was cancelled due to COVID-19. Quality Office provided this information.

Our International and Visiting Students form an important part of our ongoing work as a School. They articulate high levels of satisfaction for the modules they take themselves, and are, in many respects, highly engaged. There is deep concern for the difficulty of living arrangements in Dublin.

School of Social Sciences and Philosophy

Based on the experience of international PG respondents it is clear that greater assistance is required in the following areas: management of non-academic responsibilities, supports to succeed

academically and engagement with academic staff. The School is committed to improving the student experience for our international students and would welcome the opportunity to meet with GRO regarding initiatives in this area and to discuss where the School's input could be relevant.

School of Social Work and Social Policy

Overall, the NEU student population in the school is satisfied with the teaching and learning aspects of the school, including small module sizes and placement opportunities. Issues that need to be addressed are common across college for all Non-EU students – lack of affordable accommodation in Dublin, high cost of living, difficulty in obtaining INIS appointments where needed, availability of scholarship funding, unsatisfactory support from AR. Our graduates also face the additional challenge of having their occupations on the Dept of Enterprise, Trade and Employment's '[list of ineligible occupations](#)' – meaning NEU graduates moving off of a Stamp 1G graduate scheme visa cannot obtain a general or critical skills work permit for a position of social worker, probation officer or other welfare professionals not elsewhere classified.

Trinity Business School

- Promotion of private accommodation on TCD website – lack of clarity on TCD's website as well as the Aparto website regarding ownership and responsibility in case of cancellations etc
- Easier navigation of website visiting student pages would assist
- Previous issues raised re assistance with Garda National Immigration Bureau and settling in with bank accounts and cultural awareness etc need to be checked.

Highlights/ Issues:

The need for greater preparation of international students for our teaching and learning approach/style/culture is raised by a number of Schools. Issues such as living costs, accommodation remain a concern. Module enrolment moving online is a very significant

Overview of Athena SWAN in FAHSS:	
School	Athena SWAN status
Creative Arts	Champions appointed and SAT established
Education	Working towards bronze submission
English	Bronze application submitted for internal review – feedback received
H&H	Bronze award achieved in March 2021
LLCS	Needs to find new AS Champions, delay in application submission
Law	Bronze award achieved in 2020
LSCS	Aiming to submit bronze application in March 2021
Psychology	Bronze award achieved in 2020
Religion	Aiming to submit bronze application in November 2021
SSP	Aiming to submit bronze application in June 2021
SWSP	Bronze award achieved in 2020
TBS	Aiming to submit bronze application in June 2021

Appendix 1: Head of School Summaries

1. School of Creative Arts – Professor Ruth Barton

1.1. Athena SWAN

The School commenced the Athena Swan process this year. So far, we have agreed on a Champion and co-champion and established a SAT (self-assessment team). We have established a pathway through the application process with internal KPIs and added AS as a standing item on the SEC.

1.2. Benchmarking - There is no formal benchmarking procedure.

1.3. Staff: Student Ratios

The School has a very challenging staff/student ratio given its commitment to practice-based teaching and therefore low class numbers. In addition, Film has been under huge pressure as a result of the high-take up of its modules as Open Modules and New Minor Subject, resulting in an increase of approx. 25 students (from approx. 30 to approx. 55) in JF modules with no additional teaching support. Income under the current BBM model does not incentivize any increase in NMS student numbers.

1.4. -Rankings- The School ranks in the top 100 QS subjects (Performing Arts) for 2019 and 2020.

1.5. Teaching and Learning Environment

Relevant excerpt from Trinity's inaugural Estates Strategy -

https://www.tcd.ie/estatesandfacilities/assets/doc/Final%20TCD_Estates_Strategy_14_Nov_%20PDF%20for%20website.pdf the School' footprint is 2,911sq.ft. - all has been identified as in need of modernisation.

Further to identified issues in 18/19 AHSS Quality Report and ongoing work in implementation of recommendations from Quality Review Nov 2018, the School of Creative Arts has initiated a project to redevelop 191-193 Pearse Street funded from HEA Capital Infrastructure Fund and is working to improve accessibility in the Samuel Beckett Centre with the Disability Office and Estates & Facilities. The School is committed to develop multi-use, fully accessible space close to Samuel Beckett Centre to cater for education and research in creative arts across all Disciplines.

1.6. Staffing

The School will appoint a 4 year 0.5 Assistant Lecturer in Film (Creating video game narratives) as a result of funding from the Human Capital Initiative (HCI). The new postholder will commence in Sept 2012. Under the application for entry into the SH Film programme, it was proposed that a new lecturer in Film be recruited in 2021-22 due to commence 22-23. However, due to the current financial situation, it is hard to see that this will happen, putting further pressure on the Film dept to deliver its programmes. A senior member of the Drama dept will retire this year (2020-21) and will be replaced internally by the Ussher Fellow, thus losing one full time staff member, putting that department under pressure to deliver its programmes and without senior leadership. It looks likely that the Music EO will also leave and a business case will be made for their replacement. The Drama dept hired a new Assistant Professor in 2019-20, but the appointment was made internally, thus leading to the loss of a full time lecturer (the appointee had been on a short term contract). The School is under severe pressure to deliver its programmes across the board due to these staffing issues and holds no reserves to make appointments.

1.7. Head of School Summary

The School has engaged throughout 2019-21 with the Taskforce Implementation Group, following the completion of the School Review in 2018. The interim report has been passed by the Quality Committee and Council. The main points of the implementation plan are:

- The restructuring of reporting lines for professional staff (ongoing)

- The physical relocation of the School in one location at 191-193 Pearse St, so that it can accommodate both Music and Film in new bespoke teaching rooms and offices while also retaining Drama's practice-based spaces in those buildings. This programme includes the Dept of Music's move out of House 5. €800,000 has been allocated to this project (ongoing)
- The revision of the curricula in Drama (completed) and Music (ongoing)

To note – all these activities have been slower to complete than anticipated due to Covid but the School is confident that they will improve our internal staffing structures, our curriculum delivery, and most significantly, our physical space.

2. School of Education – Professor Damian Murchan

2.1. Athena SWAN

During 2019/20 the School continued discussions towards submission of application for AS. The Self-Assessment Team reviewed questionnaires from other units in College as part of its goal to produce an instrument suited to the context of the School of Education. The initiative, championed by the Director of Research was a standing item on all meetings of the School Executive and School Committee.

2.2. Benchmarking

There are no formal processes used in the School to benchmark activities with other similar academic Schools or Universities. More informal comparison does occur, however, especially through international rankings such as the QS and Times Higher Education and the School consistently appears in the top 100 such schools internationally. Additionally, EEs of academic programmes frequently relate the quality of the School's programmes to other programmes with which they are familiar. The School is looking at ways to benchmark against other institutions in collaboration with the College Research Impact Office.

2.3. Staff: Student Ratios

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 three Faculties and the 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. Revisions to College's Strategic Plan 2020-2025, necessitated by Covid, will need to ensure that schools such as the School of Education are prioritised in efforts to reduce the student-staff ratio. The challenges in making successful business cases for new academic positions means that the unfavourable rate may persist for some time. While some improvement in the ratio may result from lower numbers of students enrolling as a result of Covid-19, this is not a sound basis for achieving improved student-staff ratios.

2.4. Rankings

The School of Education has been consistently ranked in the top 100 Schools of Education by subject since 2015. In the QS and Times Higher Education rankings, the School was in the top 100 in 2018, 2019 and 2020. Despite an adverse student-staff ratio in the School (one of the indicators used in such rankings), and the consequent requirement for staff to engage with considerable amounts of administration, with lack of time for research (another indicator), the School has managed to maintain a solid reputation internationally. During 2019/20 the School has had, as a result of Covid-19, to pivot almost all teaching and learning to remote processes, with considerable disruption to staff capacity to engage in research. This has been accentuated by the closure of primary and post-primary schools, which are rich sites of empirical research to staff. The effects on the School's ranking of these unforeseen changes, in addition to a high student-staff ratio, remain to be seen.

2.5. Teaching and Learning Environment

The latter part of 2019/20 involved remote teaching and learning using digital platforms available in College, mainly Blackboard, Teams, and to a lesser extent initially, Zoom. Thus, face-to-face teaching occurred largely during Semester 1, where teaching occurred mainly in the Arts Building and 3 College Green. The School made a significant investment in AV equipment for Room 3105, one of the main teaching rooms used with PG cohorts. Similar investment in Room 4035, another key teaching area, would be of assistance. Additional investment in an interactive whiteboard was made in Room 4.08B using philanthropic funds secured for that purpose.

There is need for further work in enhancing the teaching and learning environment and this should not depend on the School using its own very limited funds. This is an issue that affects all schools, and especially those using facilities in the Arts Building.

2.6. Staffing

The onset of COVID-19 and consequent restriction of funding impacted the School's recruitment strategy in the latter part of 2019/20, affecting the School's staffing strategy in a number of ways.

A number of administrative posts were filled during the year, including EO to cover the M. Ed, EO for the PME, and part-time Occupational Therapist. Challenges with approval to re-appoint a full-time OT to the Trinity Centre for People with Disabilities were ongoing, but successfully concluded after the end of the year.

A number of academic posts required significant time commitment. This included some confirmations in post for 5-year posts and a temporary teaching fellow position in Music Education. The school successfully recruited new Assistant Professors in Mathematics Education, and in Educational Leadership and Management, along with some part-time AP positions in Business Education, English Education and Early Intervention. An attempt to fill a vacant AP post in TCPID in relation to the Certificate in Arts, Science and Inclusive Applied Practice was initiated in 2019/20 and is still ongoing.

One position of particular concern to the School involves Geography Education, linked to the Professional Master of Education (PME) programme. This strand on the PME has attracted an increasing number of high-quality applicants in the past years and is one of the top performing strands in terms of enrolment. Due to financial constraints, the School was unable to retain a part-time member of staff on a fixed-term contract to fill this post. The post is being covered on a casual basis since then, a position that is unsustainable. Failure to find a solution to this places the future of the strand in jeopardy, with negative financial consequences for the school and the loss of potential students to competitor HEIs.

The School applied for the SALI initiative in 2019/20 but was not shortlisted at the Faculty review. This represents a missed opportunity for the School to contribute to the area of gender equality and also to fill, in part, the gap created by the continuing non-appointment of the 1915 chair of Education.

Overall, very significant time was spent by the HOS and senior academic and administrative staff in the School and Faculty on staffing in 2019-20. Most of the applications were successful, one critical application was not. The time required in developing and refining business cases to ensure staff are available to service the School's academic programmes is very significant. This hampers development in other areas of the School's operations, such as other elements of strategic planning.

2.7. Head of School Summary

Progress continued during the period of the present quality report (2019/20) on a range of academic, research and outreach activities in the School. The School continued with all academic programmes, despite the complications associated with COVID-19 and the closure of college in March 2020. Staff worked extremely hard to migrate all programmes online and, especially, to deal with the challenges faced by our two initial teacher education programmes in relation to School Placement.

The School operates a comprehensive committee structure including the committees required by College (School Committee, Executive etc) and a range of programme boards. Clear terms of reference guide the work of programme boards and this includes promotion and oversight of quality issues.

Following a review of Initial Teacher Education nationally in 2012 and 2019 (Sahlberg Review), the School has initiated discussions with Marino Institute of Education in relation to the establishment of a proposed Centre for Initial Teacher Education involving Trinity and MIE. It is envisaged that such a Centre would operate within the present Trinity structures, following quality mechanisms in place at College level. Programmes in the Centre, along with existing ITE programmes are subject to quality review by the Teaching Council, in addition to the normal Trinity protocols. During 2019/20, staff of the School engaged with the Teaching Council as part of a national consultation on revised guidelines for the accreditation of ITE programmes.

Overall, the School has continued its commitment to providing high-quality programmes for students, using robust quality assurance mechanisms. Such mechanisms require considerable input from staff. Staff in the school have a wide range of co-ordination and academic administration responsibilities and work well to ensure quality, despite an adverse student-staff ratio in the school, in addition to a very significant imbalance between junior and senior staff. It is my view that both the latter issues constrain the work of the School in reaching its optimum potential in a range of areas and complicate our efforts to maintain high levels of quality across all activities.

3. School of English– Professor Jarlath Killeen

3.1. Athena SWAN

The SAT worked hard in the middle of the pandemic to complete the application, and submitted it to the Equality and Diversity Office in November 2020. Unfortunately, the EDI Office considered that the School had not yet gathered enough data to make a successful application, and advised that a further period of data gathering is required to fully capture the required data, particularly in relation to Bullying and Intimidation, Promotions, and also survey Teaching assistants, who failed to respond to the first survey.

I have a lot of concerns about the current AS process, and the pressures it is generating within Schools. The EDI Office needs to be fully involved in each individual plan from the very start – for example, it is too late after three years to tell the second HoS to be involved that a Chair should have been involved from the start. If the College is really interested in the AS award, it will need to put the resources in place to help Schools to put a professional application together. A School in deficit cannot afford to hire an external company to survey and then analyse results – and I note that external companies were involved in some of the successful applications. Some disciplines struggle with the entire process from the start and working with the kind of data required is alien to them.

The school is now in the process of gathering the required extra data – submitting all processes to the EDI Office first before actually going ahead with the work. The School now hopes to submit in the Autumn, but it will be necessary to provide teaching relief for the Champions into MT 2021. The impact the prolongation of the process is having on workload distribution is now significant.

3.2. Benchmarking - No comment

3.3. Staff: Student Ratios

School of English 18.43

This compares with peer Departments/Schools:

Durham 14.85

Edinburgh 17.5

York 18.3

St. Andrews 10:3

Lancaster 12:5

Manchester 12:7

We should be aiming for between 12-16.

3.4. Rankings

Trinity is ranked 28th in English Language and Literature. This is the third 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, 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 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. It is also significant that even as the highest ranked School in the College, and the country, we are now in serious financial deficit, and the College should reflect how it is that its ‘best’ School is also struggling financially – and struggling only because of paying its full-time staff – and cannot recruit a Global officer and has an EO retiring this year which it will not be in a position to replace.

3.5. Teaching and Learning Environment

In terms of a quality review, space has been a consistent concern raised in student feedback, and in the School Quality Review of 2016. This issue will become even more important for the School in the next year. One member of the school has just been awarded an ERC, and requires not just a replacement at Assistant Professor level for his teaching and administration, but postdocs and a Research Assistant. Where exactly these additional members of staff will be placed is an acute problem – and raises the issue of why College encourages colleagues to apply for these large research grants when it then has nowhere to house the additional staff that need to be recruited.

The problems with the Arts Building as a teaching space remain, but given the negative feedback from PG students, and especially those 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 have an impact on rankings). The School has requested a dedicated seminar room for PG MPHils for about the last decade, but this has not yet appeared.

The School remains interested in making much more use of the Oscar Wilde Centre, located on Westland Row, but all the buildings along that Row need investment to make them accessible to students with mobility issues. Following the Disability service’s call for expressions of interest in funding work to increase accessibility, we have applied for some funding for the Oscar Wilde Centre.

3.6. Staffing

The School’s Global Officer resigned in Dec 2019 to take up a post elsewhere, which is a serious concern given the importance the college places on growth in this area, as well as the need to provide admin 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, administered by the Global Office. Given the financial situation of the School, we would not be in a position to fund a replacement in the short or medium term. Of even more concern is the fact that one of our long-term EOs is due to retire in Sept this

year, and it does not look like we will be in a position to replace her. Delegating the work both of these EOs carry out to the remaining members of the Team (who are already depleted in terms of morale given the lack of promotion opportunities and the impact of the pandemic) will be a serious challenge.

3.7. Head of School Summary

Much of the following remains the same as last year:

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, research fellows, and the library are included, before final decisions are reached. Systems Meetings are where curriculum changes are agreed, issues raised in EEs' 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 Quality assurance, the School relies greatly on EEs – 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 EEs, who give very generously of their time and advice. We also liaise with students and take concerns seriously.

Other issues are probably similar to other Schools in FAHSS. The pandemic is having an impact on every area of our work, and I am not sure whether the pressure coming from teaching is fully acknowledged in College yet. I am afraid that some colleagues are close to burnout. I am concerned that once we manage to get through the pandemic, the fallout will be significant and managing it will be a challenge.

4. School of Histories and Humanities– Professor Christine Morris

4.1. Athena SWAN

The School of Histories and Humanities submitted its Bronze application in November 2019, but the application was unsuccessful (deemed 'borderline'). The School fully addressed the AS feedback and has recently submitted a revised application in January 2021. Our Athena Swan champions were supported by our SAT (see membership: <https://histories-humanities.tcd.ie/athena-swan/>).

4.2. Benchmarking – No comment.

4.3. Staff: Student Ratios

The School's overall Staff:Student ratio for 2019-20 is 23, which is a slight increase on 2018-19 (22). Ratios are relatively stable but SSRs for both Classics and History are higher than in 2018-19.

The SSR is very high for Classics (23), History (24) and History of Art (21) 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.

4.4. -Rankings

QS rankings: Classics and Ancient History was ranked at subject level at 30th for 2020 (it was 13th in 2018; 28th in 2018). History consistently ranks highly in international rankings, in the QS top 100. We note that subject rankings are presently not available for History of Art as a separate subject.

4.5. Teaching and Learning Environment

Office space for academic and administrative staff remains challenging though we were grateful to the Faculty for being assigned one additional office in the Arts Building. Finding space for research staff remains hugely problematic. Most staff have been working from home in accordance with government guidelines due to Covid-19, so the comments from last year's report largely stand.

4.6. Staffing

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.

Routine replacement, for staff retiring, leaving or taking extended research leave through awards such as IRC Laureates, has been relatively smooth with the notable exception of EO in History of Art (see below)

Classics: as noted in last year's report, the substantial changes to the Classics UG curriculum required by TEP meant that Classics would have been unable to deliver on the new structures without additional teaching staff. This has, in part, been met by Classics obtaining philanthropic funding which allowed for one new post (in Ancient Visual and Material Culture) to be secured, with the position filled in Sept 2020. There are still considerable risks to Classics being able to deliver on its teaching commitments, notably in the teaching of Latin, and these need to be addressed.

History: History's success in the IRC Laureate awards (three Laureates on extended research leave for a large part of a 4-year period) created new challenges for delivery of teaching and this has been addressed via a series of temporary appointments, all in place in Sept 2020. Upon the recent retirement of the Chair in Contemporary Irish History, plans are underway for filling this position, which is of strategic importance.

History of Art: as reported in last year's review, the Department has expanded its teaching (since Sept 2020) to a new SH degree, and a first intake of Columbia DD students, necessitating appropriate staffing (new and filling vacancies) for successful delivery. A strategically important position in Modern and Contemporary Art History was filled at Associate Professor level (following a retirement); a post in Medieval Art History was filled (following the post-holder leaving); and a new 3-year post in the History of Architecture has been filled (this presents a risk as it will be essential to be able to appoint on a permanent basis in this area to cover fundamental teaching needs).

A major risk to the Department was the resignation of the EO (after an initial career-break). A request to replace this existing position was turned down by the sub-group of the EOG in the autumn, but at the time of writing a new request has been approved and the post advertised. The School operates with a bare minimum of administrative staff (all highly dedicated), so that any reduction of capacity in this area (now or in the future) presents a serious risk to our ability to deliver on programmes and other services.

4.7. Head of School Summary

We await the results of our resubmitted AS application, but (as noted in last year's report) we remain firmly committed to engaging with School staff on issues of equality, diversity and inclusion, and on working towards a better work-life balance rather than simply managing within what has been termed an 'overload' work culture. Well-being of staff is self-evidently important and a duty of care, but also important for maintaining the highest quality work.

We continue to flag that investment in PGs (dedicated workspace; better provision of awards and bursaries; increasing provision of student housing) is urgently needed to maintain our profile in that area.

In the context of our experiences of the pandemic, we would also welcome constructive dialogues in College around blended learning and opportunities - where appropriate - for online delivery (for example, in PGT programmes).

5. School of Languages, Literatures and Cultural Studies – Professor Anne Fitzpatrick

5.1. Athena SWAN

SLLCS nominated two champions – one advanced-career female and one early-career male – in Sept 2018. Due to research and College commitments both Champions stood down late MT 2020. School need to find new Champions, as a result we will have a delay in submitting our application. 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.

5.2. Benchmarking - n/a

5.3. Staff: Student Ratios

Overall, the trend has been consistently upward, comparing figures from 2004/5 to 2018/19. French 22:1; Irish 18:1; Spanish 15:1 German 14:1 School-wide 14:1.

Our School would like to strive for 14:1 as a minimum goal for all units, not only as School-wide average. 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 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. Same for posts which are recruited for specific projects e.g. HCI – these should not negatively disadvantage disciplines as posts do not teach on core programmes.

5.4. Rankings

QS – Modern languages: 2015 =49, 2016 =39, 2017 151–200, 2018 51–100, 2019 51 -100, 2020 51 - 100

Comment from Dean of Research Office who addressed School ‘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’.

Response from School colleagues can be summarised as: the challenge of admin staff shortage, bureaucratic demands from central College, workload demands of implementing TEP make research time often impossible to access. Fixed timetable may even remove research day.

5.5. Teaching and Learning Environment

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 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 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, ERC and HCI.

5.6. Staffing

SLLCS is in a BBM-defined deficit which is growing year on year since BBM baseline was established. We are committed to our strategic staffing plan but have not received approval for critical replacement and new posts recently because of the financial situation.

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

The following recent retirements have not been replaced due to financial constrains;

- Lecturer in Spanish;
- Lecturer in Russian;

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

- Chair in Early Irish (partially endowed).

Business cases for teaching fellow in French and AP in Modern Irish have now been rejected twice.

5.7. Head of School Summary

CHALLENGES: Bureaucratic processes of College support units – AR/ TTL/ HR –negatively impact School's ability to implement new, innovative ideas for T&L, new programmes and collaborations.

IT systems and related supports are not fit for purpose and cause time consuming administrative breakdowns for academics and professional staff alike, particularly at peak times of the year.

Academic and professional support understaffing and under-resourcing has presented a serious threat to the maintenance of quality. This challenge cannot be measured fully by the BBM model in its current design, based mainly on student numbers. SLLCS was unfortunate to have had its baseline calculated in a year which saw an unprecedented number of NEU PGT students in the School. The maintenance of such numbers was unrealistic. BBM does not serve well the operation and flourishing of small disciplines. As long as College authorities continue to regard the very existence of the disciplines in question as strategically desirable, provisions need to be in place to guarantee continued delivery and quality of the full teaching programme, no matter how many students are being taught. First and foremost, this implies an agreed minimum number of staff members.

Understaffing, mainly as the result of retirements, has led to various untenable situations that jeopardise the quality of the student experience. These are not limited to individual members of staff consistently handling unsustainable teaching loads, but also affect entire programmes, such as European Studies, MELLC (both Dual Degree programmes) and similarly team-taught MPhils, where it has been a long-standing challenge to identify suitable colleagues for teaching allocation, supervision of theses and second-marking.

Understaffing is also due to SLLCS's ongoing deficit in professional support. The School is currently in the process of introducing comprehensive administrative restructuring, and while this is expected to result in setting free capacities by centralisation of certain functions and rationalisation of others, this process has been difficult and slow. While the School has succeeded in retaining its research activity levels, it is questionable how the stated objective of being research-led can be achieved, when the research time available has to be largely spent on additional teaching and/or non-academic administration.

ACTIONS: In spite of dire effects of BBM, which could be reversed if the School were to be repaid sums owed to it from other parts of College, SLLCS has taken the following measures:

Student numbers: School Open Days for second level students; strategy to improve retention of UGs into SS year: full engagement with TEP through Open Module provision and two highly successful Electives; Minor subjects fair; Partnerships and events with Post primary Language initiative to drive UG recruitment;

New Initiatives: The School has been awarded HCI funding for a new Centre for Global Intercultural Communications. This brings two new academic posts and a new development officer to the School. It is expected that over the next three to five years, the Centre will serve as the School's Hub for Continuing Education.

Key strategic administrative appt: AO for projects and development of programmes online: CPDs, micro credentialing, blended learning, summer and weekend programmes; AO for marketing, outreach, digital presence, recruitment.

Fundraising: The School has been the recipient of a large endowment allowing the appointment of four new lecturers in Middle Eastern Studies. These will contribute to a number of programmes across the School and will also contribute to a new MPhil in Middle Eastern Studies. An ERC commenced in the School in July 2020.

6. School of Law – Professor Mark Bell

6.1. Athena SWAN

The Law School applied for and was awarded AS Bronze in 2020. Together with Maynooth University, we were amongst the first Law Schools in the jurisdiction to gain this award. The process of applying for the award entailed a range of consultative events with students, as well as extensive data collection, so it was valuable for reviewing student experience more generally.

The application process was led by co-convenors Professor Ivana Bacik and Catherine Finnegan. An issue that arose from students was increasing opportunities for engagement with academic staff beyond the classroom. To this end, a charitable Law School Bake-Off was organized in November 2019 and it proved very popular with students and staff.

6.2. Benchmarking

In 2018, an external consultancy, Knowledge Partnership, conducted a review of the School's growth plan. It identified Russell Group Law Schools in the UK as suitable benchmark Law Schools, including those listed in the table below. In respect of international student recruitment, it observed a distinct market for London universities, so the better comparison might be those in other locations, such as Edinburgh, Bristol or Leeds.

University	SSR 1920	SSR 16	QS Subject Ranking 2020	THE Subject Ranking 2021	Shanghai Subject Ranking 2019
TCD	28.29		51-100	101-125	201-300
UCD			51-100	84	201-300
UCC			101-150	n/a	201-300
The Queens University Belfast	17.2	17.2	101-150	85	101-150
University of Durham	14.8	16.4	=43	=33	101-150
The University of Leeds	14.2	22.6	51-100	86	101-150
Queen Mary University of London	14.1	17	30	36	101-150
The University of Edinburgh	12.8	15.2	22	=18	51-75
King's College London	12.5	18.6	15	=23	39
London School of Economics and Political Science	12.1	13	6	8	16
The University of Oxford	11.2	11.7	2	4	6
The University of Cambridge	10.9	13.2	2	2	14
University College London	10.6	16.4	16	14	28

6.3. Staff: Student Ratios

The SSR for the School in 2019-20 is 28.29 (28.80 in 18-19 and 27.39 in 17-18). This remains very poor by comparison with benchmark Law Schools. For example, Knowledge Partnership recommended the University of Leeds as a benchmark; its SSR for 2019-20 was 14.2. The average SSR for UK universities (see list above) used by Knowledge Partnership for benchmarking purposes is 13.

6.4. Rankings

The School has been consistently ranked in the top 100 Law Schools by the QS World Rankings. UCD is the only other Irish Law School in this band (50-100). Until recently, the School had not been included in the THE Law rankings. In the 2021 edition, Trinity Law School features in the 101-125 band. UCD is the highest ranked Irish Law School in this index (84th).

6.5. Teaching and Learning Environment

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 2019/20, work continued on the business case for the development under the auspices of a College Steering Group. This centred on possible sites for a new building. Following the impact of the pandemic, it became clear that the timescale for the project would be longer. While we remain hopeful that the capital project will take place, in the interim period we face continuing to operate from space with low suitability.

6.6. Staffing

As reported last year, a position as Assistant Professor in Public International Law remains vacant due to financial constraints in the School budget. In 2019/20, we replaced an AP in IT Law and we appointed a Chair in Constitutional Governance. We also recruited an Assistant Professor in Financial Services Law (who started 1.8.20). The latter post was part of the VP/CAO's staffing plan for the Law School.

In 2019/20, we recruited an Events and Communications Administrator. Although our events activity has been unavoidably impacted by the pandemic, he has been able to work on improving communication with students and marketing for potential students, e.g. through the website. This has been a tremendous help to our activities in this area.

A 0.5 FTE fixed-term EO post was hired on a one year contract to support PG administration following the launch of the MSc Law and Finance; the recruitment was coupled with a maternity leave replacement to create a 1 FTE post. When this post expired in September 2020, it was not replaced, so there is increased pressure on PG administration at present.

A 0.5 FTE EO position in the Law School office fell vacant due to retirement in September. Permission for replacement of this post has been granted and the recruitment exercise is ongoing.

6.7. Head of School Summary

- 2019/20 is, of course, dominated by the experience since March 2020. Exceptional flexibility and ingenuity was demonstrated by academic and professional staff to shift all activities online and to do this in a context of remote working. In particular, working from home was a new experience for many professional staff, but they showed remarkable commitment to high standards of support for students and colleagues. It was particularly impressive to witness the willingness of adjunct teaching staff to adapt to a completely new mode of delivery. This made greater demands on their time, but with no change in the remuneration provided.
- The delivery of online teaching has increased the skills of academic staff, most of whom are now comfortable with the various platforms available through College. While we will be glad to resume face-to-face teaching when it becomes safe to do so, it is probable that this experience will continue to influence our teaching activities in the future. For example, we are currently working on a proposal for an online Professional Diploma in Foundations and Regulation of FinTech from 2022/23. We have also proposed a new Open Module for 2021/22 delivered through blended learning.
- In order to maintain a good quality student experience, the structures of support within College need to function effectively and efficiently. The major problems with online module enrolment in autumn 2020 were negative for student experience and they added substantially to the demands placed on professional staff. It is critical that such problems do not occur next academic year.

7. School of Linguistic, Speech and Communication Sciences – Professor Lorna Carson

7.1. Athena SWAN

The School is ready to submit its draft AS Bronze application for internal institutional review by the deadline of 28 February.

7.2. Benchmarking

As a multi-disciplinary School, with offerings that would typically be housed in Faculties other than AHSS in comparator universities (e.g. Health Sciences, Computer Science), any benchmarking that occurs is conducted at the level of the School's disciplines and Centres.

Clinical Speech and Language Studies 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 Ireland and Europe. The Centre for Language & Communication Studies benchmarks in Linguistics against UK institutions including UCL, Edinburgh, Oxford, Warwick, Lancaster and Manchester.

School is externally benchmarked by external accreditation panels (CORU, IASLT), EEs and external members of recruitment panels.

7.3. Staff: Student Ratios

The unique composition of the School's programmes mean that it is difficult to comment on international comparisons in overall staff student ratios. Across the School, the SSR for 2019-20 is 16:1, in line with the overall university target in the Strategic Plan.

7.4. -Rankings

As a multidisciplinary School composed of multiple distinct academic disciplines (Deaf Studies, Speech & Language Therapy, Linguistics, English Language Teaching) 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 placed in the 101-150 category, Linguistics in TCD has ranked in 151-200 for the last three years; individual disciplines are not included.

7.5. Teaching and Learning Environment

The School's physical space continues to be divided between the Arts Building and 7-9 South Leinster Street. Both spaces require further modernization, but in particular the occupants of space in the Arts Building are faced with significant challenges also encountered by other occupants of the building. Whilst the recent upgrades to some areas were welcomed by staff, many of the teaching spaces and the bathrooms in particular are not fit for purpose. The renovation of the public areas of the 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, lack of ventilation, poorly equipped teaching rooms, insufficient space for class activities). Poor quality of teaching space is reported by student representatives in staff/student meetings and in the student feedback forms.

CLCS and TCAS are located on different floors of the AB, whilst CDS, CSLS and CELLT are located in 7-9 SLS. School staff and students are continually on the move between the various locations, 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. The move to remote working in fact allowed staff to come together virtually in ways that were impossible when we were working on campus, showing just how physically divided we have been as a unit prior to lockdown.

7.6. Staffing

Staff retirements continue to be a significant matter of concern in the School. One new assistant professor (replacement post) was recruited in the area of Applied Linguistics (TESOL), a growth area for the School, as well as a new Professor in Chinese Studies, financed through philanthropy. The proposed Chair in Linguistics remains an aspiration of the School when finances allow, in order to mitigate the risks represented by the retirements of two 'Professors in' in the next two years. An expression of interest (unsuccessful) for a SALI professorship was made in 2019/20.

As apparent in the School's Athena SWAN application, the skewed academic staffing profile, with a large number of junior staff (mostly female) and relatively few senior staff (gender balanced), 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 continues to present a risk to the management of School procedures including accreditation. Among the most important challenges to administrative staffing in a small School are the constant demands on School Managers from the centre of College. Lack of promotion and recruitment of contract-only staff at School level continues to pose a significant problem to the running of the School and impacts on staff morale.

7.7. Head of School Summary

The School offers Ireland's leading courses in Speech & Language Therapy. Students can enrol in a world-class four-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 is working to deliver a new online "Postgraduate Certificate in Swallowing Disorders" in addition to our addition to our current suite of courses. The School's Centre for Language & Communication Studies launched its new Joint Honours degree in Linguistics, a flagship course of strategic importance to the School's future. The department was awarded funding under the HCI and will roll out a new credit-bearing PG languages programme, "Languages for Employability". The Centre for Deaf Studies was successful in its bid to partner in the SignOn Horizon 2020 ICT project, which will expand our PG research opportunities.

Regarding reporting on the quality of student experience overall, staff and student feedback continue to point to difficulties experienced by all students in their interface with the university's central offices and administration via Academic Registry. PG Cases continues to be an onerous area for our School to manage.

Finally, in terms of engagement with the Quality Report and reporting process, we would like to request a move to an online format for Schools in order to facilitate reporting, via e.g. SharePoint.

8. School of Psychology – Professor David Hevey

8.1. Athena SWAN

The School was successfully awarded the AS Bronze award in September 2020. We have appointed a Director of EDI and have started the implementation of the Action Plan. The AS committee has been disbanded and a new EDI committee has commenced; this committee will be responsible for maintaining the AS focus in all the School's activities. We hope to apply for AS Silver within 3 years.

8.2. 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 EE 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, EEs have very favourably compared our courses to courses of which they have experience examining or teaching/

Many of our programmes are professionally accredited and this ensures that we are meeting the benchmarks set for specific programmes.

8.3. Staff: Student Ratios

The staff-student ratio has been getting worse in the last few years due to the inability to recruit to replace retired staff and the increases in student numbers. 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.

8.4. Rankings

Despite the challenging staffing and resourcing climate that the School finds itself in, the School continues to perform very highly in rankings. It is the **number one ranked Psychology School in Ireland** and is **in the top 100 Schools globally** and **top 30 in Europe** (THES 2021). 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**

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 4 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.

8.5. Teaching and Learning Environment

The School's academic programmes are primarily delivered in rooms in Aras 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 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. The continued absence of appropriate teaching space is a reputational risk for the School and college.

8.6. Staffing

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. The School has recently received permission to begin a recruitment campaign 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. 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 administrative and technical posts that require 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.

8.7. Head of School Summary

The School of Psychology continues to provide high quality UG and PG training. In the immediate term, the School is well prepared for TEP. We continue to be the most highly sought after SH 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 PG 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 the coming years, the statutory registration of Psychologists by CORU will commence and the implications of this process for both UG and PG 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 PG students. This has been commented on in previous reports and escalated to the Bursar's office; however, there is a reputational risk for the School/TCD regarding its commitment to high quality PG teaching.

9. School of Religion – Professor Siobhan Garrigan

9.1. Athena SWAN

During the year 2019-2020, the AS School Committee proposed the appointment of a co-champion, in light of the volume of work to be done with the School Survey. Prof. Etain Tannam was appointed Co-Champion alongside Prof. Gillian Wylie (DTLPG). They designed a survey of all stakeholders in the School (to be conducted in October 2020), with a view to submission of the completed application in Nov 2021.

9.2. Benchmarking

Having recently completed a Quality Review and being very much occupied with fulfilling the work 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 2020-2021, 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.

9.3. Staff: Student Ratios

The SSR in the School for 2019-20 was 12:1, an increase on the previous two years at 11:1. This ratio reflects a "levelling out" caused by the streamlining of UG degree offerings (elimination of an underperforming degree course, unification into a single BA offering, and addition of a Diploma using existing resources). It is expected that a need for additional revenue and a renewed and more strategic recruitment effort 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.

9.4. -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 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 – and more importantly impact in field).

9.5. Teaching and Learning Environment

The Old Physiology Building is now full to capacity with SoR staff offices, the staff previously housed in the Arts Building having been moved to the SoR building at the end of 2018-2019. The only accommodation for research grant holding fellows is now shared, and academic staff give up their offices when on research leave (so that others can occupy it) unless a case for the need to retain it is made. Admin staff now share offices, and these offices occupy what used to be the only seminar/meeting rooms.

Pressure from the Loyola Institute to have use of a dedicated set of rooms for their exclusive use remains a tension both in terms of the School's ability to provide such, and the desire for rigidity in a situation that is otherwise entirely dependent on flexibility (i.e. shifting usage according to what's available).

The E3 construction has been disruptive in terms of access to the building for staff and our many visitors, as well as noise, and, mostly, our inability to use the only large classroom on site (G16). The HoS negotiated for a replacement room, in Trinity Central, and this has worked well from the staff point of view, although there have been student complaints about the lack of provision on the main campus.

Covid-19 brought challenges of access and outlay, as for all buildings on campus, but these were expertly managed by the School Manager with aid from IT services.

9.6. Staffing

The SEO for supporting PG activities in the School went on maternity leave and was/is temporarily replaced; this replacement has been absolutely essential to our activities in the past year.

Two Belfast staff were progressed over the merit bar, helping to secure activities in the Belfast campus. The new holder of the post in Islamic Religious Thought completed her first year.

At the suggestion of the Loyola Trust, a five-year fixed-term position, Assistant Professor of Catholic Theology was funded and created in the School, and someone has been recruited to start in 2020-21. At the suggestion of the ISE Trust, a five-year position, Senior Research Fellow, was funded (in partnership with the Government of Korea) to support the Peace-building work of Dr. Dong Jin Kim

Two significant retirements were announced during the year (2019-2020), to be enacted in the following year (2020-2021). Both have already been proleptically replaced within their own disciplines, to retain staff on precarious contracts; careful workload-allocation planning will be needed to manage what is perceived by some as a reduction in resources.

The School remains embarrassingly under-staffed in World Religions, particularly Asian religions, without any internal staff capacity to deliver teaching in this area. If left unremedied, the reputation and legitimacy of Religious Studies at Trinity may be compromised. Philanthropic funding for this position has been sought but is not yet forthcoming.

The School also struggles to cover other core areas of the curriculum without use of adjunct lecturers (particularly in Philosophy of Religion, and Mediation Skills). The School had to cut a great deal of adjunct teaching in 2019-2020, due to a Faculty mandate, making this situation more acute.

9.7. Head of School Summary

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), including implementing the (June 2019) radical reorganization of space allocation to accommodate former Arts Building tenants. It also continued to implement the far-reaching reforms of its administrative function, arrived at through consultation with all staff and led by the Faculty HR Partner and HoS (2016 – 2019).

The School developed a further collaborative course offering with the Church of Ireland Theological Institute, a Certificate in Theology; the goal of this initiative is, in part, to increase School revenue.

Substantial staff energy and initiative was further 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. Investigations were also made into the possibility of gaining professional PR/Web/Marketing expertise, in light of the challenges posed by recruiting to a subject (Theology and Religion) that is not part of the second-level curriculum. This needs money which the School does not currently have; philanthropic and other sources are being sought.

Considerable distress was caused by the inability to timetable for Michaelmas term. Some modules were not operational until Teaching Week 4 due to unexpected and unfortunate delays with central online module enrolment. The lack of timely communication with staff and students regarding these issues probably contributed to the loss of students taking the School's electives.

The School's staff are to be commended for their dedication and generosity in responding to Covid-19, keeping students' educational needs met despite the many challenges thus posed.

In the coming year (2020-21), the School's attention will be focused on increasing the student numbers in the new UG degree, on pursuing philanthropic funding and on developing a whole school culture (following the expected and long-awaited 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 promised re-issue of College's Strategic Plan by undertaking its own process to produce a strategic plan for the next 5 years.

10. School of Social Sciences and Philosophy – Professor Carole Newman

10.1. Athena SWAN

The School of Social Sciences and Philosophy is fully engaged in the AS process and will submit an application in June 2021. The SAT moved to online meetings since the introduction of the COVID restrictions in March 2020. The focus during this period was on data collection and analysis and report-writing. The SAT is currently finalizing the draft application which will be completed by the end of February to meet the various deadlines required for a June 2021 submission.

10.2. Benchmarking - N/A

10.3. Staff: Student Ratios

The 2019/20 student: staff ratio for the School of Social Sciences and Philosophy was 27:1 (28:1 in 2018/19, 27:1 in 2017/18), which is considerably higher than the Faculty average of 21 and the College average of 17, and also out of line with the historical average for the School which was a steady student: staff ratio of 23:1 (2004 and 2010).

This average student: staff ratio figure for the School also masks significant differences in the student: staff ratio across disciplines. The table below outlines the changes to student: staff ratios over time in each of the School Disciplines. It is clear that Economics and Sociology, in particular, are outliers, with Economics very far from where it was 10 years ago.

Discipline	2019/20	2004-10 (average)
Economics	32:1	24:1
Philosophy	21:1	22:1
Political Science	24:1	23:1
Sociology	27:1	26:1

To put this in an international context, the average student: staff ratio in comparable disciplines for all institutions in the UK is ~18:1 and for the London School of Economics, a University which our School would ambitiously aim to be comparable with was ~12:1. Other UK Universities boast ratios of 12:1 (Cambridge), 10:1 (Oxford), 14:1 (Warwick) and 13:1 (UCL) for the Social Sciences. 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 ratios for the disciplines in the School 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.

10.4. Rankings

Times Higher Education (2020) ranks Trinity as #1 in Ireland for social sciences and #126-150 in the World, with the disciplines of Political Science and Sociology included in this grouping. Economics is included by THE in the category of Business and Economics in which Trinity ranks #1 in Ireland and #151-175 in the World. Philosophy are included as part of Trinity's ranking in the arts and humanities where Trinity rank #1 in Ireland and #101-125 in the World.

The QS rankings (2020) for disciplines in the School are as follows:

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

While these rankings have been reasonably stable over the last number of years, there has been a decline in the last 2 years. One of the main barriers to improving the rankings is the extremely high student: staff ratios, as outlined above, with these ratios feeding directly 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.

10.5. Teaching and Learning Environment

All of the **teaching space** occupied by the School is in Category C 'requires modernisation'. The quality of the some of the teaching spaces in the Arts Building and in College Green is very poor, which negatively affects the student experience.

Office space for academic and administrative staff in all areas is extremely limited and has reached 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 our ability to recruit, 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, and for the identity of the School. The School has ambitions to explore co-location of all disciplines on the main campus in the future.

10.6. Staffing

The following recruitment of academic positions took place in 19/20

- One specific purpose contract for an Assistant Professor in Political Science
- One full-time permanent Associate Professor in Economics
- One fixed term contract for an Assistant Professorship in Political Science (DAAD)
- The School also filled the vacant Chair in Moral Philosophy, following a 4 year suppression of the position.

During 2019-20 the Departments of Economics and Political Science were successful in obtaining HEA funding for a Chair position under the Strategic Academic Leadership Initiative (SALI). Interviews for this position took place in June 2020 and negotiations are ongoing to secure a candidate to fill the role.

The School currently has two other vacant Chair positions:

- Chair in Political Science (1960)
- Whately Chair in Economics.

Given the seniority profile of the School it is of key strategic importance to fill these Chairs in the coming years. It should be noted that the inadvertent exclusion and delay to addressing this exclusion of the Whately Chair in Economics from the Baseline Budgeting Model means that the Department of Economics has been delayed in recruiting for this key position. It is crucial that this is addressed without further delay. The School has a senior: junior ratio of 1 : 2.32, broken down as follows, where again you can observe that the discipline of Economics is an outlier, as with the student: staff ratio:

Department	Senior: Junior Ratio (2019/20)
Economics	1 : 3.25
Philosophy	1 : 1.33
Political Science	1 : 2.14
Sociology	1 : 2.33
Overall	1 : 2.32

Administration

While not affecting the 2019/20 year, the School wishes to flag that there is a 15% cut to administrative resources within the School, due to the non-replacement of key positions. It is worth noting that the School already had the highest student: administrator ratio in the College and that this development exacerbates this issue. The consequences of this directly impact both quality administration in the School and provision of administrative support to students as follows:

- The School no longer has capacity to undertake any quality related administration within the school including module and programme evaluations. This is disappointing for the School given the investment it had made in developing its quality initiatives in recent years. The School is now reliant on the Faculty to undertake this work, if it is to continue.
- The School resources that have been cut are in the areas of study abroad administration and supports for international students. These are priority areas for the School, particularly focused on student experience and it is with regret that we are unable to continue these functions.

Overall, limited progress is being made in relation to staffing. It is very clear that a lot more needs to be done to address the very large gap to be filled to address the extremely high student: staff ratios in the School and, at a minimum, to continue the services and supports that we have been offering to students.

10.7. Head of School Summary

The crucial issue for the School of SSP is the extremely high student: staff ratio, which is not only one of the largest in the University, but is way out of line with international competitors and the historical average for the School. This poses significant challenges and risks for the School in delivering world-class education to all our students and also negatively impacts on the ability of academic staff to invest the required time in research. In addition to having one of the highest student:staff ratios in College, the School also has one of the highest ratios of student to admin staff ratio, meaning that professional staff within the School are stretched beyond capacity, with this situation deteriorating alarmingly.

Our School remains committed to ensuring quality standards, both in terms of the quality of the student experience and the quality of the staff experience. However, academic staff need time and resources to conduct high quality research, with research along with teaching, being a core and central activity of the University. Administrative staff, who already go above and beyond what they should, cannot continue to be over-burdened in the long- run or there is a real risk of burn-out. To improve these dimensions significant commitment and investment in reducing the student: staff ratio (both academic and administrative) and in improving the quality of the teaching and staff spaces are essential.

In relation to the Quality Report itself, staff typically find the process frustrating. External reviewers repeatedly highlight that the School is delivering very high-quality education despite the challenging issues including in particular the high student: staff ratio, issues around the quality of space and the need for more administrative support. Student evaluations are very positive, which is reflective of our School's commitment to delivering a high-quality student experience. The issues that are raised by students relate to these same constraints, namely the large class size, desire for more tutorials and the quality of teaching space. These are all issues that are beyond the control of the School and will require significant financial investment from the Centre of College.

11. School of Social Work and Social Policy – Professor Stephanie Holt

11.1. Athena SWAN

The School submitted its application in June 2020 and in Nov 2020 we were successful in attaining a bronze award. The SAT is now working on actioning the implementation plan.

11.2. Benchmarking - N/A

11.3. Staff: Student Ratios -

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

11.4. 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.

11.5. Teaching and Learning Environment

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.

11.6. Staffing - Not applicable for 19/20

11.7. Head of School Summary

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 teaching and learning is maintained to the highest standard.

An independent review of three of our programmes (BA Sociology & Social Policy; MSc in Applied Social Research; Postgraduate Diploma in Child Protection & Welfare) was conducted by The Knowledge Partnership, the results of which have, in part, informed incremental changes to all three programmes. Specifically, the review has informed the development of the new Joint Honours programme due to commence September 2021. Recommendations on the other two programmes mentioned above include changes to the programme structures and to the marketing of both programmes.

The 2019-2020 academic year witnessed an unprecedented move to fully online and blended teaching with the advent of COVID-19 and Public Health restrictions and lock down measures reducing and restriction on campus traditional modes of teaching and learning. The School was positioned well to respond to these radical changes given our involvement in online education since 2014. As such approximately half the teaching staff were familiar with and skilled in the design and delivery of online education and learning to a high standard. This provided a skill and knowledge base from which across school online and blended activity could grow. Specifically, our School was instrumental in leading out on a national approach to blended approaches to social work practice-based education, pioneering the 'Hybrid Model' of practice- based learning for our students on the professional social work programmes.

As noted in this and previous reports, there are continuing issues with the quality of teaching space available to the School of SWSP. This issue is raised consistently by both UG and PG students. This issue was exacerbated with the move to online education where facilities for live streaming were not available and where issues of sound quality continued to hamper the quality of the in-class experience for both students and lecturers. Continued engagement in quality online education and learning requires considerable investment for our School and University to compete with other institutions who have made this investment.

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 HoS was established in July 2018 with a view to developing a CPD strategy and plan of action, aligned with the College's Strategic Plan. This strategy has included the roll out of a CPD Law for Child Protection Workers module delivered fully online and the design and development of a Domestic Violence and Abuse Module, also fully online, which is due to be launched in April 2021. Our School also successfully bid for inclusion in the Micro Credentials part of the HCI which will fund a half time academic post to develop micro credentials as part of the CPD strategy.

12. Trinity Business School – Professor Andrew Burke

12.1. Athena SWAN

TBS's Self-Assessment Team (SAT) is drafting the School's application for the AS Bronze award. The School is on schedule to submit the application during the April – June submission period.

12.2. 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; Durham University, Durham University Business School; UCD Michael Smurfit Graduate Business School; University of Edinburgh Business School. The School also benchmarks itself against a number of other European business schools for rankings purposes.

External benchmarking is provided by rankings publications, incl the Economist, Financial Times, and QS.

12.3. Staff: Student Ratios

The student:staff ratio for 2019/20 was 28:1. The current School strategy approved by Board in 2016 includes recruitment of academic staff that will cause this ratio to track down to 25:1. Faculty recruitment is currently behind schedule and needs to catch up with the increased student numbers. 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.

12.4. -Rankings

Economist Rankings:

- **The Trinity Executive MBA** ranked 1st in Ireland, 4th in the UK & Ireland, 11th in Europe, 38th in the World – Economist Executive MBA Ranking 2020

Financial Times Rankings:

- **MSc Finance** ranked 1st in Ireland, 5th in the UK & Ireland, 18th in the EU, 27th in the world – FT Masters in Finance (pre-experience) Ranking 2020
- **MSc Management** ranked 77th in the world – FT Masters in Management Ranking 2019
- **MSc International Management** ranked 38th in world - FT Masters in Management Ranking 2020

A full list of rankings is available if required.

12.5. Teaching and Learning Environment

TBS moved into its new eco-friendly 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.

12.6. Staffing

The current School strategy approved by Board in 2016 includes a Strategic Staffing Plan that covers the recruitment of academic and professional staff. Recruitment of professional staff is on target, in line with the Strategic Staffing Plan. Faculty recruitment is currently behind schedule and needs to catch up with the increased student numbers. This is primarily due to (1) staff recruitment and retention being more difficult due to the high costs of property/rents in Dublin alongside high income taxation rates and (2) the University/School's rigorous policy of only hiring faculty who are at least commensurate with other top international business schools - this has on occasion led to no person being offered a job for an advertised post (this is an optimal short-term cost of an appropriate recruitment policy).

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.

12.7. Head of School Summary

TBS is currently double-accredited: The European Foundation for Management Development (EFMD) awarded the School full EQUIS Accreditation in December 2018 and the Trinity MBA has been AMBA accredited since 1999 – it was awarded a five-year re-accreditation (without conditions) by AMBA in September 2020. TBS is now seeking to achieve AACSB accreditation and the AACSB Accreditation Review Panel visited the School in November 2020. Of the 16,000 business schools in the world, only 100 have triple accreditation. Achieving AACSB accreditation will therefore place TBS in the top 0.6% of business schools in the world. The whole School community has engaged actively in the accreditation initiative, questioning, reflecting, learning and improving.

TBS has completed its current School Strategy (2016-2020) and is developing its 2020-2024 strategy. These strategies guide continuous improvement actions and potential areas of innovation to support the School's mission and the expected growth and development outcomes. Guidance from within TBS on teaching enhancement is drawn from student feedback, Annual Programme Review reports, programme reviews, EE comments and accreditation/re-accreditation reviews. TBS has supported faculty participation in the international Teachers Programme and on Harvard and AACSB workshops/courses.

The TBS Practice Development Forum meets several times a year and provides an opportunity for both core and adjunct faculty to meet, hear expert input on key education issues, to share experiences, and to share and learn from individual and collective best practices. The Practice Development Forum has been an effective means to communicate key aspects of TEP. This has been particularly noticeable in the areas of developing technology-enhanced learning and integrating innovative forms of assessment into teaching at UG and PG levels.

TBS seeks to provide its students with a moral compass which can help guide their decision-making in life. In order to realise this mission, the School has embarked on a strategic objective of having a compulsory ethics course on every degree offered by the School. In the UG BBS programme an ethics spine runs through each year of the programme.

TBS has introduced courses dealing with well-being (including stress awareness & management and general guidance on mental and physical health issues relevant for business) with a view to enabling our graduates to lead happier, healthier and more fulfilled lives in the new dynamic but challenging, uncertain and stressful world of work.

Appendix 2: School Action Plans

School of Creative Arts								
No	Actions taken in response to:	Actions taken since previous report	Further planned action to be taken	Rationale	Reps	Success criteria (i.e. required outcomes)	Timeframe	Comments
1	UG module evaluations	Development of School-wide online module evaluations	<i>Continued use of online feedback/surveys to assess quality issues; allow for MT module feedback in MT and HT</i>	<i>Central approach to data collection for practical efficiencies; use of online tracking enabled asynchronous responses</i>	DUTL/School Manager	At least 1 feedback response per module/teaching staff member	1.5-22.5.2020 (5pm)	<i>Reliant on module co-ordinators to add Form to Blackboard module in HT20</i>
2	ISSE Survey (UG)	<i>Review of effective organisation of teaching and learning</i>	Ongoing review – Music curriculum review due in 21/22	Need for curriculum to be updated in the context of TEP, new Single Hons in Film and playing to new staff teaching strengths in Music	DUTL/HoS	Revised curricula passed Council in all 3 Disciplines from 18/19-20/21	Full completion of major UG curriculum revision due by HT22	ISSE comments highlight ongoing issues raised re preference for small group teaching
3	UG External Examiner reports	<i>Ongoing review of curricula and marking systems</i>	Ongoing – some pressure to raise marks in line with UK grading	Currently under discussion, but need to take into account TCD standards	DUTL/HODs	Keep under review	ongoing	Discussed/actioned in each Discipline as part of ongoing quality improvements
4	PG module evaluations	Development of School-wide online module evaluations	<i>Continued use of online feedback/surveys to assess quality issues; allow for MT module feedback in MT and HT</i>	<i>Central approach to data collection for practical efficiencies; use of online tracking enabled asynchronous responses</i>	DUTL/School Manager	At least 1 feedback response per module/teaching staff member	1.5-22.5.2020 (5pm)	<i>Reliant on module co-ordinators to add Form to Blackboard module in HT20</i>
5	ISSE Survey (PG)	<i>Review of effective organisation of teaching and learning</i>	New Film PGT curriculum developed/active by 20/21; New Drama PGT curriculum set developed/active by	Need for curriculum to be updated in the context of staff teaching strengths, poor recruitment trends and creation of	DPTL/HoS	Revised curriculum for M.Phil. in Film Studies passed Council in 19/20. Revised curriculum for M.Phil. in Theatre	Full completion of major PG curriculum revision due by HT22	Feedback for coursework continues to be an issue highlighted in ISSE which DPTL will focus on after

			21/22	engaging offerings in response to market demands		and Performance submitted for approval in 20/21		curriculum review. Lack of workplace blended learning experiences addressed through curriculum changes.
6	ISSE Survey (PGR)							Difficult to find data relating to PGR cohort in ISSE Survey 19/20
7	PG External Examiner reports	<i>Concern around facilities and staffing</i>	Unable to implement due to financial restrictions	School's ambition is to improve staffing and facilities	DGPTL/HODs	Keep under review	When financial situation improves	Discussed/actioned in relevant Disciplines as part of ongoing quality improvements
8	Accreditation reports	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	ISB Survey report	Analysis of 2018 report	Improve knowledge of careers after graduation, study abroad options, course organisation improvements and work experience opportunities	Identified need to address red issues highlighted in ISB Survey 2018	DTUL/Dir of Global Relations	Improved ISB responses for School in identified areas	Curriculum revision ongoing at UG level - Film (18/19); Drama (19/20); Music (20/21)	Cohort of respondents from School to ISB is small (12); most issues identified are outside of School direct control e.g. registration/visa advice
10	Retention data	GDPR Review of Processed Activities (ROPA) completed; OneDrive/HEAnet FileSender + Teams used for Courts of Examiners		Compliance with GDPR principles/regulations	DUTL/DPTL /School Manager	All data shared as securely as possible (especially personal data)	Multi-annual	19/20 saw further rollout of GDPR compliance measures

School of Education								
No	Actions taken in response to:	Actions taken since previous report	Further planned action to be taken	Rationale	Resp	Success criteria (i.e. require outcomes)	Timeframe	Comments
1	UG evaluations	TBA			DUTL			
2	ISSE Survey (UG)	TBA			DUTL			
3	UG External Examiner reports	<i>Working group reviewed Cert in ASIAP</i>	Monitor success of reduced modules and assessments		Co-ordinator ASIAP, DUTL	Views of Extern, students & staff re appropriateness of changes		
4	PG module evaluations	<i>ALRM module changed to online delivery in Sem1</i>	Monitor success of this change		Programme Director/Module leaders	Views of Extern, students & staff re appropriateness of changes		
5	ISSE Survey (PG)		Explore comments re simplifying administration and timing of support sessions		Programme Co-ordinators	Views of Extern, students & staff re appropriateness of changes		
6	ISSE Survey (PGR)	TBA			DPTL			
7	PG External Examiner reports		Enhance orientation to include greater attention re academic writing		Programme Co-ordinators	Views of Extern, students & staff re appropriateness of changes		
			Spread assessment deadlines more evenly over the AY		Programme Directors	Views of Extern, students & staff re appropriateness of changes		
8	Accreditation	<i>No accreditation reports</i>						
9	ISB Survey report	No data available to school from Global Office due to small sample size.	Encourage students to respond to survey	Increase participation & obtain data	DGR	Sufficient students take survey to enable production of school-level data		
10	Retention data							
11	Other Inadequate facilities.	Upgrading of AV facilities in two of School's main teaching rooms.	Upgrade facilities in another main room (Arts 4035)	Much of the Schools's M.Ed teaching is conducted in 4035. Upgrade will improve student experience.	HoS, Manager			
	Learning needs of specific cohort of students.	Retention of OT for Cert ASIAP			HoS			

School of English								
N o	Actions taken in response to:	Actions taken since previous report	Further planned action to be taken	Rationale	Resp	Success criteria (i.e. required outcomes)	Timeframe	Comment
1	UG module evaluations	Increased module choice at JS level	Continued review of offerings; consider banding modules to manage demand	Perceived lack of choice; need to ensure TEP compliance	HoD; DUTL	Carefully managed expansion of choice; appropriate range of modules for each year	Through roll out of TEP to JS in 2021-22 and SS in 2022-23	
2	ISSE Survey (UG)	ISSE report discussed at School meeting	Further discussion by UG T&L committee	Address student comments on assessment and feedback	DUTL	Clear and effective policies on assessment and feedback	2021-22	More discussion with student reps needed on this issue. Discussions interrupted by pandemic, but this is back on our agenda now
3	UG External Examiner reports	Increase in use of technology for submission of assessment and student feedback	Increase in use of technology for submission of assessment and student feedback	Dependence on a hard-copy system	HoD; DUTL; administrators	Successful implementation on online submission and feedback		Essential due to Covid; School has discussed paper submission for Capstone to foster community
4	PG module evaluations	<i>Reconsideration of teaching space</i>	Shifting PGT teaching to the Oscar Wilde Centre	Students in PGT courses should be treated equally in terms of resources	DPTL; MPhil Directors ; Director of Oscar Wilde Centre	Discussion and consultation, and some aspects are in process in terms of upgrading the OWC	2021-22	Difficulty here due to need to upgrade facilities in the OWC, and make accessible to students with mobility issues
5	ISSE Survey (PG)	Discussion of assessment feedback	Introduction of feedback sections for lecturers to ensure students can understand clearly what they have done successfully and what needs improving	Improve assessments	PPTL; MPhil Directors	In process	2020-21	
6	ISSE Survey (PGR)	Increase participation	Discussion with student reps	ISSE needs more accurate data	DTL; MPhil Directors	In process		

School of Histories and Humanities								
No	Actions taken in response to:	Actions taken since previous report	Further planned action to be taken	Rationale	Resp	Success criteria (i.e. require outcomes)	Timeframe	Comments
1	UG module evaluations	Ongoing reevaluation of modes of assessment, with adaptations required with onset of pandemic conditions.	Follow-through on discussions surrounding assessment, in light of new perspectives arising from responses to pandemic conditions.	Student concerns regarding implications of semesterized assessment.	DUTL, HoD	Adaptation of assessments to match current module and programme delivery.	Ongoing as successive stages of TEP changes implemented.	
2	ISSE Survey (UG)	Introduction of greater use of assessed presentations, individual or group based.	Encouragement to revisit assessment modes in light of recent pandemic adaptations.	FAHSS scores very highly in ISSE teaching indicators, but less well in terms of group work.	DUTL, HoD	Greater use of assessed presentations.		
3	UG External Examiner reports	Modification of second-marking practices in some areas. Departments alerted to the need to make use of the full range of marks available.	Ongoing engagement with marking practices, maintenance of excellence in teaching practices and course structures as indicated by EEs during transition to new structures.	Concerns expressed at intensive second marking. EE positive responses to range and quality of present courses	DUTL, HoD	Departmental evaluation of current marking practices in light of recommendations. Continued positive EE evaluations of courses.	Ongoing	
4	PG module evaluations				DTLPG	Dissemination to all teaching staff for appraisal of online modules and design of future iterations	September '20 and ongoing during MT 20-21 for HT 20-21	Extremely useful in ascertaining most effective online pedagogy; results confirmed students appreciated significant efforts made by teaching staff whilst understandably missing in-person socializing associated with usual college experience.

5	ISSE Survey (PG)	DTLPG	See my comments	See my comments	<p>The ISSE survey designed to capture student evaluations of their ‘usual’ (i.e. not online) teaching and learning experience (see 2.1.3. p.9); in terms of insights upon which to build for 20-21 delivery our immediate challenges relate to ensuring quality of educational experience through new media and with new resources not anticipated by the survey. One respondent (p.28) identifies the need for greater investment in library e-resources that the School now very strongly echoes. Calls for expansion of online learning opportunities across College (p.48-9) have been and are being met.</p>
			Encourage PGT student engagement with PG open day as a first step to PhD research	Present-6 th March (PG Open Day)	
			Explore future iterations of online modules for PGT programmes across the School	20-21 planning in the PG Committee	
6	ISSE Survey (PGR)	DTLPG			<p>NB. Last conducted Oct 2019 (so pertaining to 2018-19) in which there were calls for greater student engagement with ‘College life’; we await the next PGR students national report in Feb ’21.</p>
			<p>Increasing our capacity to fund: splitting 20-21 1252 College award into 3 one-year awards to enable the School to offer 2 one-year awards (one from 2019-20’s 1252 similarly split) simultaneously so as to help mitigate against the severe financial situation many students are negotiating.</p>	May ’21	<p>The National PGR funding statistics on p. 22 obfuscates the crisis of funding in the Arts and Humanities exacerbated by the impact of Covid-19.</p>
7	PG EE reports	DTLPG	Review with prog coordinators	March ’21	<p>2019-20 PGT examiners meetings are scheduled for Feb.</p>

School of Languages, Literatures and Cultural Studies								
No	Actions taken in response to:	Actions taken since previous report	Further planned action to be taken	Rationale	Resp	Success criteria (i.e. required outcomes)	Timeframe	Comments
1	UG module evaluations	All UG modules evaluated in 2019/20. Process has been developed which is designed to close the feedback loop with students and implement student suggestions where appropriate		To ensure harmonisation of process and to facilitate sharing of data	School programmes manager in collaboration with DUTL	Simplification of data analysis process	In place for academic year 2020/21	
		Main feedback in 2019/20 related to online teaching and learning which has been addressed above.	Pro-forma developed to ensure standardized evaluation across all modules in all departments. Online platforms reviewed Office hours (academic and admin staff) implemented Semester staff-student feedback meetings for all programmes implemented (year cohort meetings for TJH programme given its size) Regular communication from the DUTL encouraging feedback. Encouraging all module coordinators to provide ample opportunities for feedback.	Ongoing reviewing process given the evolving nature of the Covid 19 situation	Programme and module coordinators with DUTL oversight	Students knowing whom to contact and feeling able to reach out to members of staff	This has been in place since HT 2020.	
2	ISSE Survey (UG)	NB: This is now called the National Student Survey. We can only comment on the AHSS Faculty feedback.	Increased scores for collaborative learning which are reflected in TEP-informed assessment practices in SLLCS. SLLCS are also encouraging active and group learning.					

			<p>SLLCS will be holding regular 'Collaborative Teaching Practices' workshops with all teaching staff where good practice can be shared.</p>			
3	UG External Examiner reports	<p>ES: Greater clarity provided in handbooks around the Capstone module. More foreign language sources included</p>	<p>Ensuring that the students are provided with information on the Capstone in different places. On Blackboard as well as in the handbooks and in a dedicated meeting.</p>	<p>To better inform students re the Capstone and supervision possibilities</p>	<p>Programme Director with oversight from DUTL</p>	<p>With immediate effect</p>
		<p>Russian: List of modules and examiners sent to external examiners as requested in previous report, Clearly defined marking criteria for marks in the 70+ range was implemented</p>	<p>Clearer definition of marks in the 3rd class bracket required</p> <p>School-wide research methods module recommended.</p>		<p>HoD with DUTL oversight</p>	
		<p>Spanish</p>	<p>Possibility of anonymizing coursework to be reviewed.</p>		<p>HoD with DUTL oversight</p>	
			<p>BSL Capstone referencing and word count to be reviewed</p>			
			<p>Groupwork to be introduced</p>	<p>Development of transferrable skills/employability</p>		
		<p>French: Some changes made to the final year language programme but further review required.</p>	<p>Further review of the delivery and assessment of the final year language programme.</p>	<p>To provide students with a more appropriate skillset which is more relevant to the skills required in the twenty first century workplace.</p>	<p>HoD</p>	
			<p>JS Language essay assessment to</p>	<p>Students not ready</p>	<p>HoD</p>	

			be moved to HT	for this exercise after one semester of instruction.			
		German: Started discussion around encouragement to use first class band more.	Implementation of greater guidance re determining Capstone choices		HoD		
		Standardised feedback and feedforward form introduced	Development of a self-reflexive element aimed at helping students incorporate feedback on MT essays into HT written work.		HoD		
			Concerns re lack of continuity associated with high level (50%) of temporary staff in the department		HoS/DUTL		
		Italian: Unfortunately the external examiner was unable to provide a report due to serious health issues.					
		Middle Eastern, Jewish and Islamic Studies:	Possibility of teaching Modern and Ancient Hebrew				
		Polish: The requested transparency around the weightings of multiple components of the same module has been satisfactorily addressed.					
4	PG module evaluations	New MPhil (Digital Humanities) brought into the school, along with a range of new modules. Extant modules appear to be working well, and external examiners' reports were good.	Monitoring of new modules, and assessment of possible areas for improvement. Some of the student feedback for these new modules indicates that a small number of students found issues that could be addressed. However, it is not entirely clear	Many of the modules that make up this new course are shared with or delivered by other schools. Students taking the degree can be from a humanities	Programme director and DTLPG	Positive feedback from students on this course, and from external examiner's report.	Over the current year (first cohort) and the next year (second cohort).

			<p>how easily these issues can be separated from the fact that the first iteration of these modules was delivered online, though they were not designed for this medium. Therefore, it may be necessary to make changes conservatively, and await the feedback of a more representative cohort.</p>	<p>or computing background. These issues can create problems for continuity and consistency.</p>			
5	PG External Examiner reports	<p>Some modification to first and second marking on Literary Translation MPhil, where director is first marker for all dissertations and supervisor is second marker (as opposed to the other way around as previously). Both mark the work blind and the average of the two marks is used as the final.</p>	<p>This approach appeared to work extremely well, and will be retained and monitored for the next year, with a view to making it standard across the MPhils in the School.</p>	<p>Supervisors can often be emotionally invested in dissertations and can either be overly generous or overly strict. On the other hand, their specialist knowledge is generally much greater than that of the director. Therefore, combining the two, and having the markers know that their mark will be combined, appears to lead to very fair and consistent grades across the board. This year, the differences in the grades awarded did not exceed 10% at any point.</p>	Programme director and DTLPG	<p>High consistency and transparency in grades across markers, with external examiners not needing to intervene.</p>	<p>To be monitored over the current cohort.</p>

School of Law								
No	Actions taken in response to:	Actions taken since previous report	Further planned action to be taken	Rationale	Resp	Success criteria (i.e. required outcomes)	Timeframe	Comments
1	UG module evaluations	Previous report indicated need to spread assignment deadlines. All deadlines are submitted to the School office to ensure that they are no longer bunched. Recent evaluation indicated lack of transparency in how class participation and other components are assessed.	Review of all assessments in light of online delivery of teaching in 2020/21. Continued review of assessment patterns and weightings. Creation of assessment Subcommittee	<i>Once teaching resumes in person, class participation and further consideration of MAPs is required.</i>	DUTL, Assistant DUTL, Module Coordinators	School established a practice of a schedule of submission dates for all discipline deadlines	<i>End of 2021</i>	Bunching is difficult to avoid when number of partners/disciplines delivering programmes (TEP) has increased.
2	ISSE Survey (UG)	Student-Faculty interaction results was disappointingly low for the UG JF cohorts.	Renewed efforts to liaise directly and create more opportunities for collaborative events between this School and students. Increase number of smaller group virtual events for each cohort.	Faculty make efforts to be inclusive but JF students are less responsive and engaged than continuing. Joint collaborative events may help address the situation.	HoS, DUTL, School Staff	Enhanced engagement and participation amongst student and staff body.	Ongoing	School has entered into arrangement with key societies to work together and encourage greater participation. Feedback obtained from students (continuing) indicates very different experience to that perceived by JF cohorts.

3	UG External Examiner reports	<p>Lack of provision of marking criteria</p> <p>Marks left on a “9” Grade Inflation / Class participation marks</p> <p>Lack of provision of information to External Examiners</p>	<p>Subcommittee to review grading and class participation has been established.</p> <p>Matters raised with all examiners and reminders issued at regular intervals.</p>	<p>The law school is committed to best practice in examination, but there is a risk in implementing every recommendation from every external examiner – in that a recommendation one year, for example, may be directly at variance with a recommendation from a different examiner in another year. The law school, thus, considers recommendations on a longitudinal basis, and is fully committed to implementing recommendations that objectively reflect good practice, or that are repeatedly made by successive examiners.</p>	HoS, DUTL, Deputy DUTL, Academic Staff	2021	<p>Comments from one external that no reading list or syllabus was received was unusual. Access had been provided to all Externals. Furthermore, grademark comments from feedback did not successfully export in their entirety. The omission was not raised with the local examiner or School Office until the Court.</p>
4	PG module evaluations	<p>The Director of the LLM reviewed all module evaluations. Overall, levels of student satisfaction were high. Issues raised included lack of clarity around expectations attached to certain module assessment components, particularly in-class participation and how same was weighted and evaluated.</p> <p>The Director closed the loop with the relevant members of staff in circumstances where issues arose.</p>	<p>LLM Director will, going forward, communicate to colleagues the importance of setting out precisely what the expectations are for in-class participation.</p>	DPTL, LLM Director, Module Coordinators	Clarity and consistency as regards communication of expectations	2020-2021	

5	ISSE Survey (PG)	Collaborative Learning – school scored lower in this category for all but MSc – comment.				
6	ISSE Survey (PGR)	<i>N/A response too small to analyse</i>				
7	PG External Examiner reports	Following review of External Examiner reports by Director of LLM programmes, follow-up correspondence was sent to external examiners confirming implementation actions eg reminding colleagues about ensuring most up-to-date materials	Reflection amongst staff on ways to ensure the consistent the provision of feedback	Director of LLM Programmes	Ensuring greater consistency in the allocation of feedback as recommended by External Examiners	December 2021
8	Retention data	Joint Honours Law programmes traditionally have lower retention rate than Single Honours, particularly in the Law and Language programmes.	It would appear from Pathway selections, that students are more likely to follow the Law Major/SH route.	DUTL, HoS, School Manager		Students generally seem to be happier in law programmes and less likely to consider withdrawing than other programmes

School of Linguistic, Speech and Communication Sciences								
No	Actions taken in response to:	Actions taken since previous report	Further planned action to be taken	Rationale	Resp	Success criteria (i.e. required outcomes)	Timeframe	Comments
1	UG module evaluations	SLU44002: Adjusted weighting of assessment components. Students reported that they felt that 40% for the draft poster was disproportionate when the final poster was worth 30% (an abstract made up the final 30%).		Face validity of assessment for students.	Module coordinator	Student feedback on satisfaction regarding assessment modality	Implemented in 2020/21	
		SLU44004/ Reflective Studies. Introduced student submission of artefacts as continuous assessment, following each session to demonstrate reflective and critical thinking.		Student perception of incoherence of lecture sequence/ content; assessed via end of year exam only	Module coordinator	Submission of artefacts on an individual basis and pass /fail component; submitted artefacts shared with class for wider learning and reflection.	Implemented 2020/21	
		SLU33002/ Dynamics of Discourse. Introduced both components of assignment earlier with two separate submission timepoints through HT.		Student workload.	Module coordinator	Student evaluations HT 2021	Implemented HT 2020/21	
2	ISSE Survey (UG)	Include more practical learning opportunities in degree courses to support theory-based learning.			Head of CSLS; Head of BDS; in consultation with HoS and DUTL	Survey findings	Before 2021/22 where feasible.	
3	UG External Examiner reports		Review role and content of marking rubrics in departmental curriculum planning meeting.	Extern notes occasional misalignment between feedback given via rubrics and grades awarded	Head of Discipline in consultation with CLCS UG coordinator,	Departmental decision on whether to modify rubrics; consensus regarding role of rubrics.	Implement after HT 2021	

				teaching staff.		
		Discuss role of essays in assessment of LOs in curriculum planning meeting.	Extern asks about appropriateness of this format.	HoD, UG coordinator, teaching staff	Review of LOs and assessment practices.	After HT 2021 The pandemic has resulted in much reflection on and changes to assessment formats this year
		Explore College steps required to give Blackboard access	Access to materials as requested by externs	IT Services/ Blackboard	Access granted if feasible.	2020/21
		Consider how/whether to formally link research methods module to capstone project	As suggested by extern	BDS course committee	Decision taken in BDS course committee	Before 2021/22
		Within modules, ensure consistency in amount and type of feedback provided to students	As suggested by Prof. Butterfint	Relevant CSLS module coordinators	Feedback practices reviewed and agreed on.	Before 2021/22
		Consider developing a systematic way of recording internal moderation practices; obtain model from Prof. Cohen as offered	As suggested by Prof. Cohen, to facilitate the work of external examiners	CSLS course committee	Course committee suggestion.	Before 2020/21 summer exams
4	PG module evaluations	LI7884 – English Language Teaching Practice 1 Change to the submission date for one of the two assessments.	Balance timing of assessments for students	Module coordinator	Change in assessment schedule.	Before MT 2021/22 Implemented during MT 2020

		SLI7014 Research Methods 1 Increase number of statistics workshops	Align with changed assessment for module	Module coordinator	Increase in no of workshops	Before module runs in 2021/22
5	ISSE Survey (PG)	Include more practical learning opportunities in degree courses to support theory-based learning.		Head of CSLS; Head of BDS; in consultation with HoS and DUTL	Improvement in survey findings	Before 2021/22 where feasible.
6	ISSE Survey (PGR)	Ensure PGR handbook contains detailed practical information for students, especially new arrivals.		DLTP	Improvement in survey findings	Completed for 2020/21 academic year.
7	PG External Examiner reports	MPhil Applied Linguistics: Develop internal second making policy.	As suggested by extern to facilitate the work of external examiners	CLCS course committee	Formalised internal marking policy reviewed and agreed by committee	Before 2021/22
9	ISB Survey report	Consider ways of enhancing PGR teaching opportunities within the School.	Survey responses	SEC	Survey responses, improvement in responses on the teaching opportunities	Prior to 2021/22 academic year
11	Placements	Engage with College and external stakeholders on student placement during pandemic.	Backlog of placements, placement cancellations.	DUTL, PEC, Head of CSLS, Head of CDS.	Access to required placements, to meet learning outcomes and accreditation requirements	Immediately and ongoing, subject to pandemic.

School of Psychology								
No	Actions taken in response to:	Actions taken since previous report	Further planned action to be taken	Rationale	Resp	Success criteria (i.e. required outcomes)	Timeframe	Comments
1	UG module evaluations	Discussion with UG module coordinators/request for feedback to students	Specific feedback on teaching styles/module content and organisation	UG module evaluations	DUTL and Individual Module Co-ordinators			
2	ISSE Survey (UG)	Increase opportunities for interaction in class	Covid limitations	ISSE survey	DUTL and Individual Module Coordinators			
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 Coordinators			
4	PG module evaluations	<i>On the course level</i>			Programme Directors; Module Coordinators			
5	ISSE Survey (PG)	Response rate not sufficient to identify any particular actions to be addressed						
6	ISSE Survey (PGR)	Response rate not sufficient to identify any particular actions to be addressed						
7	ISB Survey report	Enrollment	General online enrolment is a positive		Global Director; Programme Directors			
8	Other	Inadequate PG teaching spaces	Suspended due to Covid		HoS; Programme Directors;			

School of Religion										
No	Actions taken in response to:	Actions taken since previous report	Further action to be taken	planned	Rationale	Resp	Success criteria (i.e. required outcomes)	Timeframe	Comments	
1	UG module evaluations	Email feedback to Module Evaluations. Provision of classes on presentation techniques.	Discussion and feedback has been on-going.		This ensures that any student concerns can be addressed in a timely and effective manner.	Module coordinators / Course coordinators.	Meet student requirements and needs.	On-going.		
2	PG module evaluations	Following last year's Quality Action Plan, we have created 'Work in Progress' seminars for the PGR community. This initiative is led by the School PGR Student Rep. and supported by the DTLPG.	Feedback to date has been very positive. This initiative will be monitored carefully, and students encouraged to develop other student led initiatives.		Enable / encourage further student engagement / provide opportunities for students to develop their skill sets.	DTLPG / Module Coordinators.	It should become clear if students (from a scholarly perspective) mature and develop as their hands-on experience is progressed.	On-going		
		Enabled students to contribute (lead seminars and provide 'guest lectures') within the School's two Trinity Electives have. Four TAs were engaged during 2019 -20	Four additional TA's have been engaged for this purpose during 2020-21.							
4	ISSE Survey (PG)									
5	ISSE Survey (PGR)	Drawing from the ISSE survey, overall satisfaction is fair / good. Additional follow-through provided on feedback received e.g. comments from students suggest some students would appreciate more support in developing library skills, more consistent use of Blackboard and better communication	Additional staff training in use of MyReadingList. Additional student interaction with library as part of student orientation, commitment to further extend the use of BB across the School.		To address issues raised by students effectively. To ensure consistency re the use of Blackboard across the School.	DTLPG / Course – Coordinator / PG Committee.	Further positive feedback from student cohorts which would signal that the issue has been addressed to their satisfaction.	On-going.		

			from staff.						
			Careful consideration was given to student feedback: There were two particular open comments from (one or more) PGT students on CRR. This 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'.	In AY19-20 TCD Belfast worked with TCD Student Counselling to provide online support to CRR students and a one-off in-person session in Belfast.	The School must manage student expectations in relation to the Trinity Student Experience and it is important that students see that issues raised are considered appropriate actions taken.		Important issues such as managed and drawn to a satisfactory conclusion.	On-going.	This is an on-going issue for the School – the support issue is being remedied to an extent through collaboration with Queens. We need to keep considering how to connect the two parts of our School more effectively (e.g. funding for student mobility North – South and South North).
7	PG External Examiner reports	External Examiner	External Recommendations are considered and addressed accordingly. For example, two externals noted a number of high matches in Turnitin reports and recommend staff ensure settings are correctly implemented so that cases of plagiarism can be readily identified.	A School-wide Blackboard (BB) policy will be developed and implemented.	This is necessary so as to ensure that a consistent approach is in place for each programme provision.	DTLPG / PG Committee / School Mgr.	Implement and monitor carefully.	On-going.	

School of Social Sciences and Philosophy							
No	Identified issue	Planned Action to be taken	Problem/Opportunity action responds to	Trigger/Source	Resp	RAG Status Progress	Comment
1	Action(s) taken in response to 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		
2	Action (s) taken in response to 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)		
3	Action (s) taken in response to UG External Examiner reports	Highlight school marking scheme in economics department Make student feedback and grade moderation process more transparent to the external examiner in Sociology	Concern over average grade in economics It wasn't clear to the external examiner how much feedback had been given to the students and how grades were moderated	External examiner report	Heads of department		
	Action(s) taken in response to PG module	Evaluations reviewed by DUTL & Heads of Student feedback evaluations departments. Arising issues discussed with relevant staff, including module organization, workload & feedback		Module evaluations	Module lecturer & Heads of Department		
	Actions to be taken in response to GDPR Regulations	Hard copies of materials are provided specifically to external examiners and subsequently retained by and safely disposed of by the School.	Data protection	GDPR	Heads of department		

School of Social Work and Social Policy								
No	Actions taken in response to:	Actions taken since previous report	Further planned action to be taken	Rationale	Resp	Success criteria (i.e. required outcomes)	Timeframe	Comments
1	UG module evaluations	Surveys are now module specific and drafted by the School	Increased promotion to increase student participation	Generic modules sent by the Faculty had a low response rate	DTLUG & DTLPG	Increased responses		
2	ISSE Survey (UG)	Performance enhancement Plan	S2S Faculty liaison Officer to take up a role in the School shortly.	Assist students with the transition from School to College	DTLUG, Year heads, Course Director	To be determined	Currently being implemented	

Appendix 3: Faculty Retention

Note: as this is being done across all four years, rather than year 1 to year 2 only, it is not possible to provide figures by subject within TSM/JH. The breakdown by subject combination is available on request, by emailing artshss@tcd.ie.

	Year:	1				2				3				4				Total
	Gender:	F		M		F		M		F		M		F		M		
Programme	Retention	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	
Acting	Course Completed									7	1	7	1					16
	Progressed Same Course	6	1	7	1	8		6	2									31
Ancient and Medieval History & Culture	Course Completed													4		9		13
	Progressed Same Course	5	1	6		3		7		9		3						34
	Not Retained			1														1
Bachelor in Business Studies	Course Completed													13	3	15	4	35
	Progressed Same Course									10	7	15	2					34
Bachelor in Global Business	Progressed Same Course	19	9	18	12	16	7	11	5									97
	Transferred Another Course							1										1
	Not Retained		1		1													2
Business Studies and French	Course Completed													10		2		12
	Progressed Same Course	10		3		12		4	1	11		3						44
	Transferred Another Course			1														1
	Not Retained	1		1														2
Business Studies and German	Course Completed													5	1	9		15
	Progressed Same Course	8		8		10		6		7		6						45
	Not Retained	1																1
Business Studies and Polish	Course Completed													1		4		5
	Progressed Same Course	2		1		1		1		2		2						9
	Transferred Another Course					4												4
	Not Retained											1						1

	Year:	1				2				3				4				Total
	Gender:	F		M		F		M		F		M		F		M		
Programme	Retention	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	
Business Studies and Russian	Course Completed													3		1		4
	Progressed Same Course	2		3		4		2		1		3						15
	Not Retained			1		2												3
Business Studies and Spanish	Course Completed													6		2		8
	Progressed Same Course	5		2		6		3		7		3	1					27
	Not Retained	1																1
Catholic Theological Studies	Course Completed													3		2		5
	Progressed Same Course											2						2
Classics	Course Completed													4		4		8
	Progressed Same Course					2		4	1	2		5						14
Classics, Ancient History & Archaeology	Progressed Same Course	5	2	7	1													15
	Transferred Another Course	1																1
	Not Retained	1		1														2
Clinical Speech & Language Studies	Course Completed													30		1		31
	Progressed Same Course	35				33		1		35	1							105
	Repeat Same Course													1				1
	Not Retained	1										1						2
Deaf Studies	Course Completed													11				11
	Progressed Same Course	19		1		11		2		5		1						39
	Not Retained					1				1								2
Drama and Theatre Studies	Course Completed													11	1	5		17
	Progressed Same Course	13		3		9		7	1	10		3						46
	Not Retained							1										1
Early and Modern Irish	Course Completed													1				1
	Progressed Same Course	1		1				1		1								4

	Year:	1				2				3				4				Total
	Gender:	F		M		F		M		F		M		F		M		
Programme	Retention	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	
Economic and Social Studies	Course Completed													104	12	120	4	240
	Progressed Same Course	115	17	105	9	99	3	116	7	99	9	117	6					702
	Repeat Same Course			1					1			1				1		4
	Transferred Another Course	2		2				1	1									6
	Not Retained		1	2	2	1	1			1	1	3	1			1		14
English Studies	Course Completed													23	2	14		39
	Progressed Same Course	28	11	10	2	26	7	9	3	30	1	12						139
	Repeat Same Course			1		1												2
	Transferred Another Course					1												1
	Not Retained	1	1	1														3
European Studies	Course Completed													34	2	10		46
	Progressed Same Course	31	9	13	2	38	2	8	3	33	1	9						149
	Not Retained					1												1
History	Course Completed													12	2	24		38
	Progressed Same Course	17	6	22	5	12	3	20	2	14	1	16						118
	Repeat Same Course							2				1						3
	Not Retained		1	2										1				4
History and Political Science	Course Completed													10	1	12		23
	Progressed Same Course	14	2	11	1	12	3	10		11	5	14						83
	Not Retained		1															1
Irish Studies	Course Completed													1				1
Law	Course Completed													68	2	30		100
	Progressed Same Course	58	3	30	1	57	1	37	1	67		28	2					285
	Transferred Another Course			1														1
	Not Retained			3						1		1				1		6
Law and Business	Course Completed													14		10		24

	Year:	1				2				3				4				Total
	Gender:	F		M		F		M		F		M		F		M		
Programme	Retention	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	
	Progressed Same Course	10		14	1	12	1	14		15		10						77
Law and French	Course Completed													5	1	4		10
	Progressed Same Course	9		4		8	1	2		5	1	6						36
	Not Retained	1																1
Law and German	Course Completed													6		3		9
	Progressed Same Course	12	2	1		7		1		6		5						34
	Transferred Another Course					2						2						4
Law and Political Science	Course Completed													11		7		18
	Progressed Same Course	13	1	7	3	12	1	8		8	1	11						65
	Repeat Same Course												1					1
	Not Retained	1																1
MEELC	Progressed Same Course	11	3		2	11	6	2	2	6		3						46
	Repeat Same Course											1						1
	Not Retained		1															1
Music	Course Completed													8		8		16
	Progressed Same Course	9		4		6		3		6		7						35
Music Composition (RIAM)	Progressed Same Course					1												1
Music Education	Course Completed													2		6		8
	Progressed Same Course	10		2		10		1		5	1	3						32
Music Performance (RIAM)	Course Completed													9		8		17
	Progressed Same Course	5		6	1	10		4		13	3	4						46
Philosophy	Course Completed													3		10		13
	Progressed Same Course	4	1	5		4		7		5	2	7						35
	Repeat Same Course			2				1										3
	Transferred Another Course							1										1
	Not Retained			2	1			2		1		2				1		9

	Year:	1				2				3				4				Total
	Gender:	F		M		F		M		F		M		F		M		
Programme	Retention	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	EU	NEU	
PPES	Course Completed													7	3	20	1	31
	Progressed Same Course	16	6	12	3	14	6	19	4	9	7	18	6					120
	Repeat Same Course													1		1		2
	Not Retained									1								1
Psychology	Course Completed													17		5		22
	Progressed Same Course	25	5	7	2	12	3	11		23	4	10	2					104
	Transferred Another Course	1																1
	Not Retained	2	1	3														6
Religion	Progressed Same Course	4																4
	Not Retained	1																1
Social Studies	Course Completed													30		7		37
	Progressed Same Course	39		1		38		7		34		4						123
	Repeat Same Course					1		1						1				3
	Transferred Another Course	2						1										3
	Not Retained	1		1														2
Sociology and Social Policy	Course Completed													14		9		23
	Progressed Same Course	23	1	6		18		5		20	2	6						81
	Repeat Same Course													1				1
	Not Retained	1				2						1						4
Stage Mgt & Technical Theatre	Course Completed									8	1	8						17
	Progressed Same Course	6		2		7		7										22
	Not Retained							1										1
World Religions and Theology	Course Completed													4				4
	Progressed Same Course					3		1		3		1						8
Grand Total		608	87	348	50	548	45	359	34	532	49	366	22	489	30	366	9	3942