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

Faculty of Arts, Humanities and Social Sciences

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QUALITY REPORT

2021/2022

1. Faculty Quality Overview

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

Profile of the Faculty

The Faculty of Arts, Humanities and Social Sciences is comprised of twelve schools:

School of Creative Arts (CA)
School of Education (Ed)
School of English (Eng)
School of Histories and Humanities (HH)
School of Languages, Literatures and Cultural Studies (LLCS)
School of Law (Law)

School of Linguistic, Speech and Communication Sciences (LSCS)
School of Psychology (Psych)
School of Religion, Theology, and Peace Studies (RTPS)
School of Social Sciences and Philosophy (SSP)
School of Social Work and Social Policy (SWSP)
Trinity Business School (TBS)

The Faculty includes a wide range of undergraduate and postgraduate taught programmes, as well as many doctoral options. 25 subjects are taught as part of the Joint Honours programme, with students currently registered on 88 different pathways and there are a further 38 undergraduate degree programmes currently available. There are over 60 full-time masters on offer, many of these also with a part-time option, and an additional two fully online.

Special Faculty Executive on Quality

The Special Faculty Executive on Quality took place on Thursday 16 March 2023, in the College Boardroom, with c.30 people in attendance, including Heads of School, School Managers and Directors of Undergraduate Teaching and Learning (DUTL) and Postgraduate Teaching and Learning (DTLPG). The College Quality Officer, Ms. Roisin Smith, gave an update on Quality issues in the College. This was followed by a discussion of the collated Faculty Reports. Issues discussed included:

English Language Policy: The Head of the School of School of Linguistics, Speech and Communication Sciences (SLSCS) was instrumental in developing an English language policy, which the College needs in order to apply for the International Education Mark.

IT Infrastructure: This was raised as an ongoing issue. Asked to name their top three issues for escalation to College, almost every school included issues with IT – mainly around the quality of the equipment in teaching rooms, the on-going maintenance of these rooms, and issues with the VLE/Blackboard. A HEA Devolved grant (€135,000), relating to additional student numbers, was used to upgrade the equipment in 19 lecture/seminar rooms across the Faculty towards the end of the academic year covered by this report, and into the following year. The total cost was €141, 487, with the difference being covered by Faculty Strategic Funds. However, this is only a small number of the rooms used for teaching and Schools still struggle with the provision of IT maintenance across the College, which they feel is unsatisfactory.

National Student Survey – FAHSS tends to perform well in this survey. However, students need to be encouraged to take the survey.

Institutional Quality Review and Implementation Plan:

In relation to the recommendation for "enhanced monitoring of the implementation of academic policies", the Head of School of Social Sciences and Philosophy (SSP) requested one information hub where all policies are available to all staff, e.g. Mental Health Policy.

In relation to the recommendation that "Trinity implement compulsory participation for all staff involved in teaching in some form of professional development in teaching and learning", there was surprise that this was placed so highly as a recommendation and concern that it would be made compulsory for all staff.

In relation to the recommendation that "Trinity commence a process of programme-level reviews of its assessment and feedback strategies", it was suggested that for those programmes with professional accreditation, the alignment between these would have to be considered.

In relation to the recommendation that "Trinity hold the Schools both responsible and accountable for implementing policies" the question was asked, in terms of quality, where the responsibility currently lies. The Quality Officer replied that DUTL and DTLPG are the guardians of quality, in terms of devolved responsibility from Undergraduate Studies Committee and Postgraduate Graduate Committee, but that overall responsibility lies with the Head of School. It was noted that this is difficult given that Heads of Schools currently often have no direct input into policy in the College.

The attendees of this Special Faculty Executive are listed in Appendix 1.

Undergraduate and Postgraduate Student Evaluations

Within the eleven schools for whom information was available, 100% of undergraduate modules were evaluated (the School of Creative Arts did not provide a figure due to circumstances beyond its control). Response rates to surveys remain low, making meaningful discussion of the findings difficult. In response to this, a number of Schools have reintroduced in-class evaluations. One School reported that the survey responses are discussed with students in class.

Issues raised included the sequencing and timing of assessments, including clashing deadlines between modules – Schools have revisited this where possible, but are limited by the Academic Year Structure.

While most classes returned to face-to-face during this period, lecturers have been asked to record lecture, and some Schools have developed a school policy on this.

The advent of ChatGPT was raised by a number of schools, and this is pushing Schools back to face-to-face exams, with an emphasis on MCQs.

Details on actions taken by Schools in response to UG student evaluations are available in Appendix 2.

At a Postgraduate taught level, 100% of programmes were evaluated, with response rates varying from 10% to 66%. The report does not capture what type of evaluation method was used, but this might be a useful question in future reports, to establish how Schools are achieving the higher response rates. Overall, Schools reported generally very positive feedback.

A number of students requested more clarity in communication on course structure, deadlines, module requirements for assessments, reading lists and Schools are working to rectify this issue.

Details on actions taken by schools in response to PGT student evaluations are available in Appendix 3.

Undergraduate and Postgraduate External Examiner Reports

95% of expected Undergraduate External Examiner (EE) reports were received; eleven schools reported that they responded in writing to EE recommendations, and nine schools reported that their EEs have or requested access to Blackboard.

Some EEs still have issues accessing Blackboard, and the passwords only lasting one year also causes difficulties – the Quality Officer reported at the Executive that this has been raised to ITS.

EEs for UG courses still comment on Schools not using the full range of marks in assessments; some areas are progressing on this, others have decided to continue with their current practice. In contrast, Examiners in one School raised queries about the overall number of first-class honours grades at SS level. Though not unjustified on the basis of the work seen, they did feel it was a large proportion. They noted however that this was possibly attributable to COVID accommodations and supports and might be a temporary phenomenon. This will be kept under review this year. Several EEs, across different Schools, raised the variations in feedback given by staff – some Schools have developed or are working on guidelines around this.

Details on specific actions taken by Schools in response to UG EE Reports are available in Appendix 4.

EE reports were received for 87% of programmes at the Postgraduate level. The School of Histories and Humanities (H&H) convened PGT Courts of Examiners (CoE) late, due to the extension of the 21/22 academic year. Without this anomaly, the total received is 91%. EE's reports were reported to be largely positive, in one case 'glowingly so'.

EEs for PGT courses recommended more guidance for students on how to complete 'non-traditional' assignments. Other issues raised again include using the full range of marks, bunching of grades, and consistency in feedback provided by lecturers to students. A number of EEs have requested earlier access to materials on Blackboard, and the Schools in question are trying to facilitate this. One EE raised the issue of reducing the dissertation word count, but the School PG Committee, in question, decided to await the outcome of the College wide PG Renewal Project.

Details on actions taken by schools in response to PGT EE Reports are available in Appendix 5.

National Student Survey

A number of schools cited the low response rate and the difficulty of getting a true sense of the student experience. One school also commented that the few comments received sometimes leaned in opposite directions (e.g. "Great disability service" vs "Encourage mental health supports"). It is also not possible to see which module (or in the case of courses such as JH, which subject) the comments relate to.

Details on the issues raised, barriers to addressing these issues and how Schools plan to address them are available in Appendix 6.

Professional Accreditation

A small number of courses reported receiving accreditation in the 2021/22 academic year, e.g. the MSc in Applied Behavioural Analysis in September 2021, and the B.Sc. in Clinical Speech and Language Studies in December 2021. No conditions were associated with the latter, but there were three recommendations.

More information is available in Appendix 7.

Retention

In FAHSS, 96% of students were retained in Trinity after their JF year, raising to 97% after their SF year, 98% after JS, and after SS, 99% were reported to have completed their course.

A detailed breakdown is available in Appendix 8.

Athena SWAN

Nine Schools in AHSS have been awarded Bronze awards since 2020 – particular congratulations to the Faculty's two newest Bronze award holders, the School of English and the School of Religion, Theology, and Peace Studies. The remaining Schools are working towards submission. A number of Schools are due

to apply for renewal in 2024, and are considering whether to apply for a Silver Award, or a renewal of their Bronze award.

A full list of the status of FAHSS Schools in relation to Athena SWAN is available in Appendix 9.

2. Quality Enhancement Initiatives

Each School has outlined up to three quality improvement initiatives relating to undergraduate and postgraduate programmes, some of which are highlighted here.

Enhancement highlights

School of Creative Arts: further to feedback from its latest quality review, the School undertook an overhaul of the Music undergraduate curriculum.

School of Education and School of Social Work and Social Policy: Both of these Schools have set up advisory boards, with membership from partner organisations and other stakeholders across their fields of activity.

School of Histories and Humanities: uses 'school wide 'teach-meets' to share and showcase new innovative formats of teaching and digital skills.

School of Languages, Literatures and Cultural Studies: Centralisation of the selection process for optional modules shared across PGT programmes has been refined this year and has created significant efficiencies.

School of Law: Beginning of 'step marking' initiative to reform grading and feedback practice and make the process more clear and transparent for both staff and students. This is ongoing.

School of Linguistic, Speech and Communication Sciences: modified its approach to placements in order to allow for a mix of observational and experiential learning at placement sites. This change has been received very positively by placement hosts.

School of Psychology: Review and revision of TA policy; homogenisation of and increase in rates of pay to ensure equity and help students struggling with inflation and cost-of-living crisis.

School of Social Sciences and Philosophy: The School has improved the induction process for Teaching Assistants, adding presentations on managing workload, EDI and on the disability service. The School introduced new ToR and role description documents for Teaching Assistants.

School of Social Work and Social Policy: Hybrid Placement Model - In response to changed work practices in social work service delivery in the Covid period and its aftermath, the Bachelor in Social Studies & the Master in Social Work course teams developed a Hybrid Placement Model integrating on-site, off-site and online practice-based learning. The model, which has been externally reviewed, aims to ensure that quality learning opportunities, mapped to the CORU: Social Work Registration Board Domains of Proficiency, are optimized where it is not possible for students to attend a placement site full-time. The model has been widely utilized across professional practice sectors and by all HEIs involved in social work education in Ireland.

Trinity Business School: TBS reviewed and updated the 'Framework for Quality in Trinity Business School' – which provides a comprehensive framework of QA processes at University, Faculty, School, Programme and Module levels. Some of these processes are in addition to those required by the University – such as the production of Annual Programme Review Reports for all UG and PG programmes.

The full list of Enhancements by school is available in Appendix 10.

3. Quality Issues - (Beyond the Scope of Schools to Resolve)

Each School has also outlined up to three significant issues affecting quality in their school, some of which are raised here.

IT Infrastructure: This is by far the most significant issue, being raised within their top 3 issues by 8 schools, and included in a wider issue around physical infrastructure by most of the remainder. In relation to the quality of the equipment, the Faculty upgraded 19 rooms in 2022 – however, there are many other rooms which need upgrading. The biggest issue though is the maintenance of and on-site support for the rooms. Having an external contract with one external provider, which people must provide a purchase order number to access the services of, is not working and a different solution must be found. A final issue raised by some is the functionality of blackboard and its integration with Turnitin.

TEP/Academic Year Structure/ Fixed Timetable: an issue which is raised each year is the turnaround times in the new Academic Year Structure –timelines for marking, moderation, Courts of Examiners and Courts of First Appeal are tight and place a huge burden on staff and pressure on students. Workloads throughout the year have been made heavier due to TEP, for example with cross-year teaching no longer possible, and the compulsory Capstone project. One School noted that assessment should be guided by the learning outcomes of a module and not by the constraints imposed by the AYS. It was suggested by one School that the Exams Office include the size of module in their timetabling of exams to ensure large modules are scheduled at the start of the exam session. There are also clashing and accumulation of assessment deadlines due to a lack of coordination between departments and Schools.

Staff: Student Ratios: this remains a significant issue for the Faculty – some FAHSS schools have the highest ratios in the College, significantly out of line with international competitors.

Delays in election of postgraduate student reps: There were significant delays with electing PG student representatives to committees.

Inadequate Library Funding: Quality of student learning at both UG and PGT levels impeded by inadequate library funding, in particular in the School of Histories and Humanities. They have already raised this directly with the Provost and The Librarian, who are aware of their concerns, but this issue must continue to be given serious consideration.

Support for Athena SWAN and School Quality Reviews: Support for Schools to achieve Athena SWAN certification both from a financial and staffing level is badly needed. Furthermore, Schools need to have a successful quality review. However, undertaking this task in addition to the normal level of work for academic and administrative staff within their existing workloads is challenging. The burden on schools who must meet the requirements of professional regulators with statutory powers is particularly high.

Academic Registry: It is worth noting that, unlike in previous years, this was not raised by many Schools as an on-going issue for escalation.

The full list of Issues Raised by Schools is available in Appendix 11.

4. Quantitative Data

Undergraduate/Postgraduate Student Evaluations

There are 1,336 UG modules offered across the Faculty and within the eleven schools for which the information was available, 100% of modules were evaluated. Evaluations were carried out on all 70 taught postgraduate programmes (100%). Feedback mechanisms and low response rates continue to be areas of concern.

UG Student Module Evaluations

UG Modules	Total	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psy	Rel	SSP	SWSP	TBS
No. taught	1,336	123	49	82	175	359	80	113	28	40	196	37	54
No. evaluated	1,213*		49	82	175	359	80	113	28	40	196	37	54
Proportion evaluated (%)	100%		100	100	100	100	100	100	100	100	100	100	100
Response rate (%)			50-80	5	20	Ca 50	61	60	35	48	25	15	26

*no information available for School of Creative Arts

Postgraduate Programme Evaluation

PGT Programmes	Total	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psy	RTPS	SSP	SWSP	TBS
No. taught	70	1	4	4	9	4	5	7	7	5	5	6	13
No. evaluated	70	1	4	4	9	4	5	7	7	5	5	6	13
Proportion evaluated (%)	70	100	100	100	100	100	100	100	100	100	100	100	100
Response rate (%)			20-50	31	10	22	42	25	40-66	50	31	12	48

Undergraduate/Postgraduate External Examiner Reports

Undergraduate External Examiner Reports

UG EE Report	Total	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psy	Rel	SSP	SWSP	TBS
No. expected	60	4	2	2	10	14	6	7	2	2	5	3	3
No. received	57	4	2	2	10	14	4	7	2	2	5	3	2
(%) returned	95	100	100	100	90	100	100	75	100	100	100	100	66
Did School respond in writing to EE recommendations?	11	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Did the EE(s) have or request access to Blackboard?	9		Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y

Postgraduate External Examiner Reports

PGT EE Reports	Total	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psy	Rel	SSP	SWSP	TBS
No. expected	75	1	4	4	9	4	6	7	13	5	5	4	13
No. received	65	1	4	4	5*	3	6	7	12	5	2	4	13
(%) returned	87	100	100	100	45	750	100	100	92	100	40	100	100

*This was due to the extension of the 21-22 year and the late convening of PGT Courts of Examiners

Appendix 1: Attendance list at FAHSS Special Executive Committee on Quality

Julie Byrne	School of Social Work and Social Policy	DUTL
Ashley Clements	School of Histories and Humanities	DTL PG
Jacob Erickson	School of Religion, Theology, and Peace Studies	DUTL
Catherine Finnegan	School of Law	School Manager
Omar Garcia	School of Languages, Literatures and Cultural Studies	Head of School
Eoghan Gilroy	Students Union	UG Representative
Stephanie Holt	School of Social Work and Social Policy	Head of School
Clare Kelly	School of Psychology	DUTL
Emma Kelly	FAHSS	Finance Partner
Jarlath Killeen	School of English	Head of School
Caoimhin MacMaolain	School of Law	Head of School
Conn McCluskey	School of Education	School Manager and Prof Staff Representative
Kathleen McTiernan	School of Linguistic, Speech and Communication Sciences	DTL PG
Christine Morris	School of Histories and Humanities	Head of School
Damien Murchan	School of Creative Arts	Head of School
Bernice Murphy	School of English	DTL PG
Laurent Muzellac	Trinity Business School	DTL PG
Ceara O'Connor	Trinity Business School	School Manager
Paul O'Grady	School of Social Sciences and Philosophy	Head of School
Noel O'Murchadha	School of Education	DTL PG
Carmel O'Sullivan	School of Education	Head of School
David Prendergast	School of Law	DTL PG
Paula Quigley	School of Creative Arts	DTL PG
Valerie Smith	FAHSS	Faculty Administrator
Frederique Vallieres	School of Psychology	DTL PG
Sven Vanneste	School of Psychology	Head of School
Megan Wallace	FAHSS	HR Partner
Kathryn Walshe	Academic Registry	Liaison Officer
Catherine Welch	Trinity Business School	DUTL
Martin Worthington	School of Languages, Literatures and Cultural Studies	DUTL
Gillian Wylie	School of Religion, Theology, and Peace Studies	DTL PG

Apologies:

Lorna Carson	School of Linguistic, Speech and Communication Sciences	Head of School
Olive Donnelly	School of Social Sciences and Philosophy	School Manager
Lea Flanagan	Creative Arts	School Manager
Rima Fitzpatrick	School of Languages, Literatures and Cultural Studies	School Manager
Siobhan Garrigan	School of Religion, Theology, and Peace Studies	Head of School
Sarah Hamill	School of Law	DUTL
Ronan Lyons	TRiSS	Director
Tara Mitchell	School of Social Sciences and Philosophy	DTL PG
Ceara O'Connor	Business	School Manager
Dara O'Siochain	School of Linguistic, Speech and Communication Sciences	School Manager
Jennifer O'Toole	School of Social Work and Social Policy	School Manager
Eve Patten	Trinity Long Room Hub	Director
Mark Sweetnam	School of English	DUTL
Margaret Walshe	School of Linguistic, Speech and Communication Sciences	DUTL
Irena Yanushevskaya	Students Union	GS Representative

Appendix 2: Actions taken in Response to UG Evaluations

Creative Arts

Given that the responses were to online teaching for the most part, it is difficult to extrapolate points from these evaluations that can be applied to current teaching and learning.

In Film, additional alternative models of assessment are being added. There remains some resistance to group work and the Department has ensured that all modules that have a group assessment component also have an individual assessment component.

In Drama, the difficulties hiring theatre practitioners to cover practical classes of an Assistant Professor on research leave were the result of changes to working practices in the arts sector. Those issues are no longer relevant as they have been solved by a full return to normal working practices in the sector.

Education

ASIAP: review carried out by Coordinator and TCPID team to address consistency of learning objectives, assessment and overall structure. Blackboard was recommended for use by TCPID students on the ASIAP programme. It is in trial with students currently.

BMusEd: Issues are also raised at the coordinating committee with the partner institutions and are often resolved during the year – e.g. feedback timing in SS year was resolved during the year.

English

Modules are evaluated by coordinators, who are responsible for implementing feedback and responding to students. In addition, a meeting of the Staff-Student Liaison Committee is held each term.

Student evaluations indicated a very high level of satisfaction with the available modules. Concerns raised focused on the sequencing and timing of assessment submission. The School revisited this in the light of student feedback and have made changes to deadlines. Further student feedback has indicated that these changes have had a significant positive impact for students.

Histories and Humanities

In some departments all modules were provided with standardized evaluation forms through BB; in others alternative modes of evaluation were employed. The majority of modules were evaluated online. While this was important in terms of promoting a paperless environment, tendencies persisted, as noted in previous years, whereby this generally resulted in low student response rates, regardless of reminders issued in class or electronically. As indicated in the 2020-1 report, numbers of modules moved to in-class evaluation, usually by setting aside time for students to complete online assessment forms. This generated much higher

levels of response, as often as not reaching 100% of students present. It also produced a more balanced response from students, rather than one focused on very positive, or negative, responses. Gratifyingly, though, student responses showed strongly positive evaluation of modules across the School. Among other actions taken, in individual modules, in response to student evaluations were:

- Changes in the format of presentations (group and individual)
- Guidance questions added to Blackboard to help students navigate material
- Selection of topics covered in seminars, including in under-represented fields.
- Changes in module handbooks.

Languages, Literatures and Cultural Studies

- In language classes, actions taken included giving more time to spoken language in class and making more time for some grammar revision.
- In literature/culture classes actions taken included changing the timing and amount of preparatory reading for classes and adjusting the balance between Language and English spoken in class.
- Surveys were generally undertaken in week 11 of term so that responses were discussed with students in class in week 12.
- Complaints about IT facilities in teaching rooms were relayed and addressed at School level.

Law

- The undergraduate evaluations were on the whole extremely positive. Teaching approaches, assessment styles, and the overall quality of the experience was widely praised across modules and across years.
- In semester 1, many students requested more face-to-face teaching. This was particularly strong from JS and SF students, who due to timetabling issues, had less proportionately than other years. By the second semester, greater amounts of in-person teaching was available.
- With online classes, some students reported audio issues. These were raised with lecturers and rectified where possible. In some cases the issues were down to the facilities available in the rooms, workarounds were put in place.
- Students in a small number of modules reported lecturers not consistency recording lecturers, as they had been asked to do. This was addressed with the lecturers in question, and a clear school policy was adopted and flagged to staff for the next year.
- Students in open comments reported dissatisfaction with the common architecture structure and its requirement for them to take modules outside of the discipline. In 2021-22 and again in 2022-23 students conducted their own surveys to gather opinions on the common architecture and, in particular the requirements for student to take 30 ECTS of modules from outside the discipline of Law. 92% of respondents believe that it would be more helpful if they could specialise in specific areas of law, or have the opportunity to choose from a broader range of law during the degree. 75% believe that their degrees would be more attractive to employers if they had studied more law. 87% of all who responded preferred to have the option to Study more law

(84% indicating they would prefer to only take law), or only law or choose to take TE/OM (i.e. not mandatory). Only 13% sought to keep TE and OM as compulsory.

- Students in two modules reported lack of clarity as to deadlines for assessments being an issue, particularly when they ended up clashing with other deadlines. This was addressed by the School by fixing clashes when they arose, and for this year by keeping a central list of deadlines and steps being taken to avoid clashes in advance.

Actions to respond to evaluation outcomes:

- Although online teaching is no longer a part of the programme, best practices have been improved in case it should return. Student feedback on recording was used to formulate a school-wide policy for this year, and staff have been reminded about the importance of respecting it.
- Looking to increase the number of teaching hours for core JF/SF modules in the first semester to address the shorter semester due to late start for JF students.
- A new system of centralised gathering of deadlines for coursework has been introduced.
- Working with the Senior Lecturer to try to address issues caused by the common architecture with a view to addressing concerns flagged by students.

Linguistic, Speech and Communication Sciences

Feedback provided by UG students across the School was largely positive. Students welcomed the return to face-to-face lectures and classroom activities. Specific feedback regarding module assignments, content and module supports were discussed within School teams at curriculum meetings or similar fora. Changes were made accordingly.

In Clinical Speech and Language Studies (CSLS), SS students perceived differences in the level of supervision provided by staff for capstone projects in SLU44003. As a result of this feedback, supervision guidelines for this module were reviewed and strict criteria were applied to supervision levels with increased transparency provided to students within this module. Students in CSLS also requested that guest lecturers made slides available ahead of lectures on Blackboard. This message was relayed to external guest lecturers, and external guest lecturers were enrolled on Blackboard to facilitate uploading of materials. This practice will be continuously reviewed by module coordinators.

In the new JH degree in Linguistics offered by the Centre for Language and Communication Studies, several actions were taken in response to UG evaluations from JF students. In LIU11005 (Sounds and Sound Systems) and LIU11003 (Phonetics and Phonology), module evaluations suggested that students' engagement with the required reading could be improved. Bi-weekly quizzes based on the reading list were introduced as a result of this feedback. In DFU11008 (Modality and Second Language Learning), the coordinator has introduced more tasks to encourage discussion, again in order to enhance students' engagement with the module content. Concerns expressed by students about online quizzes in DFU11004 (Introduction to the Deaf Community) have been addressed through greater advance notice being provided regarding both the timing and the content of these assessments.

Psychology

- Module coordinators to review module outlines/descriptors and ensure these are accurate.

- Ongoing discussions in the School about modes of assessment and their fit with module learning outcomes. Unfortunately, however, the advent of ChatGPT is driving a (hopefully temporary) regression away from new and diverse forms of assessment towards traditional timed & invigilated written exams and is likely to reinforce the use of formats such as MCQ.

- Opportunities for discussion in class can be limited in the context of 45-minute lectures; however, some staff are adopting more participatory models or adding discussion seminars/additional lecture time, and will seek to learn from these examples and expand adoption of such models.

Religion, Theology and Peace Studies

In the transition back to in-person teaching, student returns for Module Evaluations remained low.

- Staff have reflected upon their module evaluations in each class context

- No overarching changes or actions need to be made to the entirety of the programme during this time.

- Digital module evaluations are difficult to get returns from students on, despite the School's use of them in this transition year back to in-person teaching

- Including questions that allow students to reflect on inclusivity in relation to the module has been enlightening for reflection on modules.

Social Sciences and Philosophy

Evaluation reports were read by the DUTL, Heads of Department and Head of School and any issues arising were addressed.

Social Work and Social Policy

Survey results are circulated to HOS, DTLUG, Course Directors and Module Lecturers. Proposed actions arising from the results are discussed at the relevant Course Committee and included for discussion at the School UG Teaching and Learning Committee and School Committee if necessary. Arising from the interim feedback of a recent professional accreditation activity, the social work degree now utilises a standardised form to capture all feedback and proposed actions. These are included for noting by the Course Committee and where necessary, proposed actions are put on the agenda for discussion and approval.

Appendix 3: Actions taken in Response to PGT Student Evaluations

Creative Arts

All MPhil in Film Studies modules were evaluated online. However, the data is unavailable.

There was a low PGT response rate to the National Student Survey (between 2 and 4 respondents overall; 2 open comments). Both responses to the question of whether the student would go to TCD again if they were starting over were positive: one response saying 'probably yes', the other response saying 'definitely yes'. Both open comments were positive overall. The suggestions were to hire more professionals/practitioners from the film industry and to allocate more of a budget to the film building itself. Each year, industry personnel are invited to host workshops/lectures etc. and the Department will continue to look for ways to enhance this aspect of the programme. The suitability of the building itself and teaching spaces is the subject of a long-standing discussion within College.

The Course Director and strand convenor(s) meet with the class reps once per semester, with ongoing dialogue throughout the year. In 2021-22, there were two class reps, one per strand. Both class reps reported very high satisfaction rates with individual modules and the programme overall. The following issues were raised and responded to:

The possibility of 'trigger warnings' to alert students to potentially upsetting material in advance: This was discussed at length in the department and a paragraph was added to the Course Handbook clearly outlining the process if a student feels they are not in a position to watch any of the required viewing.

The ratio of male-to-female filmmakers in one module: As the students themselves recognised, this reflects the reality of the film production context under discussion unfortunately. This issue of female under-representation was addressed as part of the module content also. On a broader note, the Department is consistently looking for ways to diversify the content /critical perspectives etc. through the annual review of required viewing, reading lists, etc.

The poor acoustics in the Film Studies Screening Room (the main teaching space): While this is largely beyond the control of the Department and School (the room overlooks Pearse Street), a microphone has been added to enhance delivery.

Education

- Provide a scaffold for students in relation to how to critique the work of others: student provided with frameworks and examples for how to critique the work of others.
- Ensure clarity in communication with students and consistency of messaging regarding course structure deadlines etc.: programme teams meet regularly with each other and with student nominees to discuss programme issues.
- Feedback on a number of individual modules refers to an interest in wider issues than were covered in the modules and/or to set the narrow and deep focus of modules in the broader context: relevant lecturers have taken this on board and adjusted their focus accordingly.

- Where students are asked to critique the work of others, either peers or in the literature, lecturers have been asked to provide frameworks and examples of how to do so.
- Programme teams now meet regularly with each other and with student nominees to discuss programme issues.
- In some modules, lecturers are endeavouring to relate the narrow and deep focus of their lectures to the wider educational context.

English

The School DTL PG has written to the directors of each M. Phil course to discuss these results, and consideration of specific actions arising from them will also be considered at the Hilary 2023 PGT&L committee meeting. Results from all four programmes were generally positive, reflecting not just the obvious and enduring quality of the taught M. Phil courses but also the fact that the post-lockdown return to relative 'normality' has also had a notably positive impact upon the student experience of taught M.Phil study. The most notable negative comments from the SS.IE report last year overwhelmingly related to factors caused by the ongoing pandemic, such as complaints about the lack of physical access to campus/physical library resources/ in-person contact with staff/etc.).

Suggestions made by this year's M.Phil cohort included a desire for more 'one-to one'; 'more personal interaction with lecturers' (2 respondents, 1 IW and 1 MCLS), and 'longer class periods' (IW student). Students will be reminded from the outset of their studies that they can feel free to make contact with lecturers outside of the assigned class periods and to take part in College events such as the Postgraduate Research Seminars run by and for the School's PG student community.

One MCLS student felt that there should be more project based assessments, but having discussed the matter with staff teaching on the course, the School believes the dissertation element already covers this angle, as do some of the assignments on the Research Methods module taken by three/four PGT cohorts.

Significant changes were made to the 22/23 incarnation of the 'Research Skills for Postgraduate English' module (which ran for the first time in 21/22) and which is taken by 3/4 of M.Phil cohorts, in response to internally solicited student feedback and recommendations made by colleagues. A detailed discussion held during the School's PGT &L meeting in Hilary 2022. Seminars pertaining to issues such as dissertation preparation, applying for PhD level study, and Alt-Ac academic career options were added, and topics which students responded particularly well to last year (such as archival study) were expanded.

The overall average response rate is down this year – this may in part be due to the fact that a large new cohort has been added to the roster of PGT students, and the fact that students are perhaps less likely to respond to surveys such as these when they feel they have less to complain about (due to improving post-Covid crisis conditions) but the School will work to raise awareness and improve these figures. If Schools were informed when these surveys were released, they could do much more to promote participation amongst students.

Histories and Humanities

Overwhelmingly, student feedback to PGT modules across MPhil programmes was positive: students characterized modules as "incredibly rewarding" and "truly excellent and important" (HI7024 Empires in the Early Modern Period), appropriately "highly specialized" to cater for disciplinary specific training needs (HI7022 Reading Early Modern History), and taught by "excellent lecturer[s]" (CL7020 The Eternal City) who are "very engaging and informative" and "super patient and humorous" (CL7021 Latin). Student comments requiring action include: in one programme, greater clarity on module requirements for assessments, the provision of collated reading lists for team taught modules, and on expectations for student participation in weekly class (assigned readings to individuals or groups were requested rather than a reading list of items available to all to be worked through). Requests for wider e-book provision are beyond the School's power to address.

Law

- Module evaluations for PG programmes are generally extremely satisfactory with students clearly indicating they appreciate the motivated and enthusiastic lecturers and the opportunity to be taught by lecturers with practical experience. Modules which included guest speakers from industry tended to have the most positive review and feedback.

- The School's policy in this period was to ensure that all lectures, when possible were delivered in-person with live-streaming and recordings available, leading to the School's adaptation of a recording policy and guidelines for staff to ensure consistency across modules. Poor facilities/rooms was highlighted as an issue, particularly with regard to the possibility of blended/live streaming and recordings of lectures. Significant time and effort was expended in liaising with colleagues concerning these issues and in agreeing a policy for the 2022/23 academic year with all classes being in-person and recording availability encouraged.

- More feedback is required, however despite the structures of assessment and timings of same, this is not always feasible. Colleagues are reminded of the feedback policy and advised to release assignments and better manage submission dates.

Languages, Literatures and Cultural Studies

- No meaningful data could be extracted from the very limited responses returned. Some comments suggested that: 1) team-taught module coherence could be improved; 2) the reading workload in some modules could be reduced – focus on depth rather than breadth.

Linguistic, Speech and Communication Sciences

M.Phil. in Linguistics, LI7856 Describing Grammar: Some students found that the pace of the module's delivery was too fast in places. The lecturer will take time to emphasise the importance of maintaining a steady pace of work given the practical nature of the module, of the need to keep up with the module's readings, and the availability of extra readings in Blackboard for those who would like to do some follow-up exercises. This approach will be explained on Blackboard and in the introduction to the module.

M.Phil. in English Language Teaching, LI7878 Describing English Grammar: Student feedback in this module was split between those who were generally satisfied and those who were somewhat dissatisfied. Students found that the aims and the objectives of the modules were communicated 'very clearly', the amount of material presented was 'appropriate', the effectiveness of the manner of communication in class was '(extremely) good', as well as the opportunity for asking questions. The reasons for dissatisfaction were not listed or made explicit, and so the module coordinator has requested that this module be reviewed by the MPhil course committee at its curriculum meeting in order to ensure that students are fully satisfied with the module.

M.Sc. in Clinical Speech and Language Studies: Students reported that assignments were clustered too closely towards the end of Hilary term. Submission dates have been spread more evenly throughout this term. Students also requested some input regarding on career options. This is now being incorporated into the programme during the academic year and at the end of Hilary term.

Psychology

Doctorate in Clinical Psychology: Feedback from students indicated a desire to receive formal training in DOS-2; The ADOS-2 is a semi-structured observational assessment of social communication and behaviour that is used as part of an autism diagnostic assessment. The Clinical team are investigating ways to introduce this.

Doctorate in Counselling Psychology: The course team regularly meet with class reps and try to incorporate any suggestions. For instance, they increased classes on multicultural aspects of counselling psychology, diversity and inclusion based on student feedback.

PG Certificate in Managing Risk and System Change: Overwhelming positive feedback. Only one issue raised: that Blackboard was difficult to use. To address this, the course has organised TOSL to run a blackboard introduction session the week before the foil course starts.

MPhil in Psychoanalytic Studies: Feedback from students from last year included some dissatisfaction in the use of in-person and remote teaching concurrently, due to the level of distraction this brought. As a result, all teaching in 22/23 is in-person. There was also some feedback in relation to the need for increased space for the processing of some of the material on the course, given its complexity and potentially emotive content. This is a piece of feedback being borne in mind this year with current students, and also hoping to respond to more fully in later years.

MSc. Global Mental Health: Course matriculated its first cohort in September 2022.

MSc. In Applied Behaviour Analysis: Some of the recommendations for improvement included:

- Clearer instructions about structure of coursework and how to record and submit a PP presentation.
- More emphasis on group activity in the classroom

The course director has updated and checked the instructions for the submission and structure of the coursework and is planning more group-based activity for next year's cohort.

Religion, Theology, and Peace Studies

Due to the lasting effects of the pandemic one module was taught online (one intensive in Belfast) and some classes were offered in a hybrid manner to allow Dublin and Belfast based students to interact (e.g., in Research Methods). Feedback on these online elements was very mixed. However, as a split-site School, it does need to be working with the creative possibilities hybrid learning can bring. The School Strategic Plan for 2023-2028 commits to enhancing the interconnection between Dublin and Belfast by upskilling and resourcing in hybrid teaching.

Some modules would benefit from more field trip elements to support learning through outside engagement. Module and programme coordinators to explore field trip options for modules.

The response rate to the module evaluations (done through MS Forms) averages around 50%. Would like to increase the participation in the evaluations. School PG Committee to recommend to all PG module coordinators that time be given in final classes for online evaluation completion to boost response rates.

Social Sciences and Philosophy

Evaluation reports were read by the DPGTL, Heads of Department and Head of School and any issues arising were addressed.

Social Work and Social Policy

Surveys are circulated to HOS, DTLPG, Course Directors and Module Lecturers. Feedback and outcome is tracked on the School feedback form. Results and actions are discussed at relevant Course Committee and School Committee if necessary

Appendix 4: Actions taken in Response to UG External Examiner Reports

Creative Arts

The EE for UG Film expressed satisfaction with the structure of the programme and modes of assessment. He noted the difficulty in assessing creative work, specifically screenplays. The Department continues to add in supports for students working on screenplays for their capstones, including dedicated writers room sessions in MT as part of the Research Methodologies and Professional Development module.

The EE for UG Drama found the curriculum coherent and that it ensures students develop a broad set of skills and competencies and allows for the development of student interest in particular aspects of the curriculum. The structure/architecture and assessment of the Capstone module was singled out as being exceptional in its design. The EE was unable to view the practical performance components for the 2021/22 academic year due to the ongoing complications with Covid-19; the aim is that she will be able to attend such performances to assess in person for 2022/23. The Examiner noted a number of students deferring the completion of the course, due to extenuating circumstances: this number had increased due to the start of the pandemic, but it was observed that the number of deferrals in 2021/22 was fewer than in 2020/21 and therefore represents a positive trend.

For UG Music, the EE observed that the standard of feedback provided to students was excellent, and that the curriculum provides students with a wide range of topics. He raised a query about the relationship between modules that pertain to musical performance and those that are more traditionally 'academic', suggesting that there might be ways to ensure greater overlap between the two. He also encouraged the department to investigate non-traditional forms of assessment (such as podcasts, vlogs etc) rather than essays; this is something that the Department and School will continue to explore, noting also the challenges associated with advances in AI such as ChatGPT.

Education

ASIAP: Following a substantial review in 2019-20 where the number of modules and assessment points had been reduced, this year the focus is on embedding these changes and ensuring consistency in evaluation and feedback across all modules.

- Strengthen consistency in evaluation and feedback.
- Introduction of F2F student feedback sessions in response to EE suggestions.

B.Mus.Ed: The BMusEd (Hons) programme is undergoing re-accreditation this year and this process as well as the EE input will be integrated into future years. Substantial changes were introduced for the re-accreditation and year 1 students are enrolled now on this new programme.

- Adoption of appropriate terminology considered and implemented
- Dissertation grading and formative assessment considered and implemented

- Moderation of recitals and dissertations given due consideration and implemented as appropriate.
- Number of assessment points for Aural Perception and Analysis adapted in keeping with the Ceim review
- Request for component-by-component breakdown of marks for each module on the exam results spreadsheet adopted.

English

Examiners' reports were very positive, the only substantive recommendation being that the School make greater use of the higher part of the marking scale for outstanding work. The School extensively discussed this recommendation but decided to retain its current practice.

Histories and Humanities

Comments from EEs were encouragingly positive, sometimes glowingly so. No significant changes in course structures or the conduct of the assessment process were recommended. The School was able to facilitate fuller access to Blackboard, a matter which had been raised by EEs in 2020-1. Some points were raised by EEs bearing on individual departments and courses, others of more general concern. All of these issues were discussed in the relevant department meetings, and written responses provided to the EE in question.

- Attention was drawn to the tight deadlines for marking: these remarks could only be noted at departmental level.
- Fuller guidance was offered regarding online, open-book exams in 2021-2 than previously (e.g. answer lengths) in line with earlier EE recommendations.
- Continued progress in using the full range of marks in assessment in some departments (one EE noted 'a clear and consistent effort by colleagues at TCD to broaden the range of marks they award' over their four-year term of office 'without compromising in any way the integrity of the marking process').
- EEs in some areas drew attention to the need to view exam papers in advance.

Law

- EEs raised concerns about an excessive workload burden for them resulting from the set of additional repeat examinations in February. Though unlikely to be repeated, this concern was noted.
- Overall, EE reports were very positive. Exam practices, marking standards, and CoE practice was widely endorsed and praised. The EEs noted high quality assessments from students, and useful feedback given by staff. However, one EE raised a very small number of cases where he felt the feedback was extreme relative to the mark — either too positive, or too focused on weaknesses to explain the grade well, even though the grade seemed appropriate. This was noted, and the DUTL is considering further guidance on giving balanced feedback in conjunction with a forthcoming step marking initiative.
- Examiners raised queries about the overall number of first class honours grades at SS level. Though not unjustified on the basis of the work seen, they did feel it was a large proportion. They noted however that this was possibly attributable to COVID accommodations and supports, and might be a temporary phenomenon. This will be kept under review this year, which should not have any impact of COVID measures. If it recurs, further investigation

and action will be needed. Monitoring of results this year to look for grade inflation generally; grade inflation from the capstone module; and grade inflation out of discipline. Further steps to be taken in the event that a pattern is seen.

- In terms of feedback and use of marking scale, step marking is being considered with a decision on whether or not to apply due to be taken following a current comprehensive analysis of effect and impact on results. It is hoped that this will provide a clearer sense of why grades were awarded and aid staff in use of feedback. It may also encourage use of the upper end of the first class honours scale.

- EEs raised a related issue of the possibly inflationary effect of the Capstone grades, particularly its unassessed components. In response, these were abandoned for this year. School will review the effect of capstone grades this year, particularly in light of further inflationary concerns related to the revised 20 ECTS weighting.

- One possible issue was high grades from modules out of discipline. This was noted, but given the change in balance for degree calculation for SS the next year (with significant reduction in JS mark's significance), it was deemed better to review this again following the return of results from that year.

- Several examiners felt that the upper end of the first class bracket was perhaps not used sufficiently. This echoes feedback from prior years. This issue will be addressed as part of the step marking initiative.

Linguistic, Speech and Communication Sciences

- Staff in CSLS have examined the limited range used for high marks in the first-class band for capstone projects as suggested by the EEs and have discussed this matter within the teaching team.

- Staff who contribute to the Bachelor in Deaf Studies (BDS) will organise opportunities for students to meet with EEs in Semester 2 this year. Following EE feedback, BDS students will now begin to prepare for their capstone projects in their Junior Sophister year, with submission of a project proposal.

- In response to a suggestion from the EE, CLCS has ensured that clearer pathway information is available in the JH Linguistics course handbook.

Psychology

- Recommendations for set-up of assignments on Blackboard have been shared with all staff, to improve consistency across modules and ease the process of access and evaluation for EEs.

- On foot of recommendations from the EEs regarding a need for greater consistency of feedback across modules, concrete guidelines for the provision of feedback were developed and were implemented on a trial basis for 22/23.

Religion, Theology, and Peace Studies
Administrative systems of College incredibly difficult to navigate. In particular, both EEs noted the wide range of practice that UG lecturers had when designing their Blackboard pages and approach to feedback. The recommendation was for some kind of standardization, and this recommendation was actioned early in autumn with specific advice for how lecturers might organize certain categories (syllabus, assessments, announcements) in similar ways for easy navigation between pages. Also, a recommendation for staff to include and refer to the categories of the marking sheet for consistency.
Social Work and Social Policy
1. More details on Assessment tools used will be provided to the EE.   2. School to address variations in feedback given by staff and provide guidance so that it can be more standardized.   3. Query on weightings related to groupwork on a particular module have been reviewed and addressed.   4. Query on inconsistent marking on a particular module have been reviewed and addressed.   5. EE raised the issue of external staff teaching final year modules. This has been addressed and is no longer the case.
Social Sciences and Philosophy
Departmental representatives reported on feedback from EEs at the UG T&L Committee and this was minuted. Where the Quality Office contacted departments directly, a detailed written response was given.

Appendix 5: Actions taken in Response to PGT External Examiner Reports

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Creative Arts

The EE report for the MPhil in Film Studies 2021-22 was very positive overall, commending the 'excellent work' on the programme.

The EE reported technical issues with accessing a small number of modules on Blackboard: An earlier technical run-through will be scheduled to ensure access to all modules.

The EE requested a meeting with the student rep and/or access to student evaluations: Given that class reps are no longer on campus by the time of the External Exam board, the Department will facilitate a meeting between the EE and the class rep via Zoom in advance of the Exam Board.

EE access to student module evaluations will be considered in consultation with broader School structures and practices.

The EE recommended further harmonisation of how staff complete the Dissertation/Research Project feedback form. This will be implemented in this cycle.

Following discussion at the meeting, the EE endorsed the range of Research Project assessment options available, with strict criteria in place and clear communication as to the resources available.

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Education

- Ensure comprehensive induction programme takes place for all courses: All programmes now have a comprehensive induction programme in place for new and continuing students. Student support resources and services are also highlighted to students by the programme team and by individual lecturers.

- For innovative assessments, provide more guidance on how to complete the task and more feedback regarding the extent to which students met the brief in their submissions: When assigning 'non-traditional' assignments, markers are asked to provide additional guidance and feedback.

- Where dissertations are passed subject to minor corrections, provide clarification on the category of changes that fall into this category: This has been discussed at Course Board, with an action point to develop a guiding text. This text will be decided and approved through consultation with the wider programme team and the EEs. The new text will be brought to Course Board for approval.

- In terms of M.Ed. enhancements, the main thing that the School has worked on with the EEs in 2021/22 has been (i) the development of the Academic Literacy and Research Methods (ALRM) module that all M.Ed. students complete in their first semester, and (ii) yearly review of the operation of the module. From this "quality enhancement" perspective, the EEs have been "critical friends" in the ongoing development of the module (e.g., in terms of content, understanding student feedback regarding the module, timetabling and presentation issues). Alongside the input of the EEs, they have had

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input from elected student representatives. The voice of the students has been important to the development of the module, and for other aspects of the M.Ed. Student representative(s) are members of the internal Programme Course Board (meets twice per year), and contribute to meaningful reflections of how and where the course can become more sustainable, robust, academically rigorous, and enjoyable. In response to the increasing number of international students, the School has provided funding for timetabled academic writing supports. In addition to the supports offered by College, this extra and locally provided support has been of great benefit to the students. The School aims to enhance this provision in 2023 / 2024 by acting upon student feedback to provide the support sessions in a more focused and nuanced manner for what is required on the course, rather than academic writing per se.

English

- The DPTL has discussed report findings with the course directors of all four M.Phils. and asked them to provide actionable feedback on specific issues. These findings will also be further discussed at the Hilary term 2023 PG Teaching and Learning Committee meeting.

- The need to ensure timely access to assessment materials at School and at wider College level has been noted and course directors are aware of this issue in the relevant instances.

- The need for enhanced study/social space for taught PGT students (which was raised by two of the examiners) will again be raised at higher College level. This year, the School's new dedicated seminar room, which has been refurbished and outfitted with PGT teaching needs in mind, has come on-stream and it is now being used for many M. Phil seminars. It is hoped that the provision of this new space will begin to address some of these concerns, although the School will continue to lobby for additional funding and enhanced space provision, as it has done in previous years.

- The DPTL will follow up with the module coordinator for 'Mapping the Literary Field' to discuss the issue of the need for more consistent levels of student feedback on written work.

- The School will continue to encourage international students in need of additional ESL support to seek assistance via the appropriate College supports.

The Irish Writing (IW) M. Phil EE noted that: 'This is my second year working as an EE on this Masters programme and it continues to be a pleasure. The standard of work remains notably higher than in other similar programmes I have overseen at other HE institutions in both the UK and in Ireland. The pass rates are excellent and there were 8 distinctions out of 21 candidates, a really impressive showing'.

One minor issue raised by this EE related to a desire to be able to access materials related to modules in other programmes taken by students of this course. This issue will be discussed at the next PGTL committee with a view to following up on this request.

The issue of sampling and timely access to School of English materials was also raised by the EE for the M. Phil in MCLS, and in this case the Course Directors have already agreed that they will in future make these materials available in early Summer (rather than later in the Summer) and then send on supplemental material if/when needed.

The MCLS EE further suggested that staff consider annotating the scripts of students with weak language skills in more detail, but having discussed this matter internally, the School feels that it can point out representative cases in the script and point students towards the ESL supports for international students which are already provided by the College. The wider issue of the need for additional ESL support for international students is also very much on the wider College radar at present, although given the nature of English studies, this is less of a concern than for other subject areas.

The MCLS examiner also noted the wide variety of dissertation topics undertaken by students (which could stretch supervision capacity) – colleagues have said that they will be firmer in rejecting projects which are beyond the remit of staff supervision expertise this year, and the School will consider asking students to select more than one potential topic prepped that they have a back-up topic if their first proposal is unsuitable.

The M.Phil in Children's Literature (CL) also received a glowing report. Notably, their EE stated that that the course directors had successfully implemented her recommendations from last year in a particularly effective fashion.

The extern did mention that the level of feedback related to coursework for one module ('Mapping the Literary Field'), which is taken by students from three PGT cohorts was occasionally inconsistent: the DPTL will be following up on this with the module co-ordinator.

The need for enhanced student study/social spaces was also raised. The latter request is an issue the School has consistently raised as a priority at College level (and in these QR reports), and will continue to do so.

The CL examiner also noted that, 'providing more specific criteria for assessment in each module could possibly be an opportunity for further development'. However, course directors have discussed this suggestion with the DPTL and feel that there may have been an oversight here in that the Extern may accidentally have overlooked some of the documents provided.

As they note: 'the rubric for assessment is contained in the MPhil Programme Handbook, and students can clearly see the criteria for assessment. This document was sent to the examiner in advance of the meeting (along with all other materials), and it was highlighted in the email that the rubric was contained in the programme Handbook (as it had also been missed the previous year). However, they will further highlight the availability of these resources once again when sending materials on for this year's 22/23 meeting.

In what is her final (third) annual report on the programme, the outgoing EE for the Creative Writing (CW) M. Phil wrote the following summation of her findings: 'It has been an honour to serve as an EE on the MPhil in Creative Writing. I have learned so much as a writer, educator and programme designer. The structure of the programme ensures that writing fellows and new writers are continuously invigorating the programme. The programme has breadth so that learners

encounter multiple writing modes and a variety of writing opportunities'. The extern also noted that staff on the CW programme were very receptive to her input and committed to providing useful feedback to students: 'What is not visible in programme documents and learning outcomes is the commitment of the writing staff to individual writers. Over the past three years I have had the opportunity to read the feedback shared with students on their written work. I hope this culture of conscientious feedback and commitment to student writing within the programme continues. I also want to commend the CoE on their approach when their assessment of work isn't aligned. They have used this as an opportunity to discuss, consult and speak with others. Rather than getting entrenched or defensive, my sense is that staff are interested in listening to each other'. The work of the administrator on this programme was also highly praised.

Histories and Humanities

Two EEs this year attended Courts of Examiners with divergent marks (in a small number of cases) to internal marks without alerting coordinators to their divergent assessments. They also highlighted the need for internal examiners' reports to use language appropriate to the language of the relevant grade descriptor for the internal mark awarded. This prompted:

1) School review and reissuing of School-issued instructions on EE duties and expectations, which now specify that in cases where there is divergence between external and internal agreed marks, the External should submit a brief report on their assessment of the dissertation at least a day in advance of the Court.

2) Greater attention to correlation between internal marks given, the language used in internal reports, and grading criteria.

Discussion of post-examination feedback best practice to MPhil students also prompted a review of School policy on post-examination dissertation feedback to students and a new School dissertation marksheet which differentiates between comments for student consumption as feedback and comments for second/EEs only unless a GDPR request is made; in future, programme coordinators will send agreed marks and student-appropriate comment to students excising from this marksheet as post-examination feedback on their dissertation.

Languages, Literatures and Cultural Studies

CL: Recommendation to inform students at the beginning of the term of the grading methodologies.

LT: 1) One possible addition for IT7011 would be to make clear the importance of citing translation studies literature in module guidelines. Some modules (e.g. IT7013) do not provide the same level of detailed criteria-referenced feedback as others. 2) Consistency throughout the programme (LT) could be improved. 3) Wider use of the marks range (in Dissertation marking), mostly at the upper end, might be appropriate in the future. some of the averaging out of marks may result from markers contributing from outside of translation studies. This is undoubtedly necessary for marking 20 dissertations and portfolios, but an additional staff member or two from translation studies would be beneficial for a programme that clearly retains strong demand.

ICE: Only positive comments on the programme.

Law

- Generally positive feedback was received by all EEs. One flagged the issue of the need to ensure greater consistency and control of word counts for assignments. The School has in place a PGT *Policy on Extensions, Late Submissions, Word Limit Breaches and Absences from Examinations*. Colleagues were reminded of this policy at the beginning of each semester.

- The issue of bunching or failure to use a greater range of marking has been flagged by an EE previously. It was noted in reports that a greater use of the spread of marks was engaged in 2021/22. In many modules detailed and excellent feedback is provided to students, however this practice is not consistent across all modules. The School has emphasised with colleagues, the importance of providing detailed feedback to students.

Linguistic, Speech and Communication Sciences

M.Phil. courses provided by the Centre for Language and Communication Studies:

EEs observed that the full range of marks is not used, particularly at the upper end; that alignment between PLOs and MLOs and assessments could be made clearer in some cases; that the dissertation grading scheme Pass/Fail/Distinction could be enhanced by the introduction of a Merit grade; that dissertations should be second marked internally before sending to the EE/clarification about the policy regarding double marking of dissertations be provided. The department has communicated the suggestions regarding use of the full range of marks to the teaching staff and will examine the alignment between programme learning outcomes, module learning outcomes and assessments is scrutinised in curriculum meetings. It will ensure that EEs are clear about the practice of internal double marking of dissertations. EEs whose term was dominated by the pandemic remarked that they missed the opportunity to visit the campus. The School has proposed that at least one annual visit be completed in person within the three-year term for all EEs.

Psychology

Doctorate in Clinical Psychology:

Professor Harper, Section B 4 stated (Year 1 DClin): *"I thought the reflective accounts provided a good opportunity for the trainees to stand back from their studies and to describe their personal and social context. A common feature of trainee reflective accounts across educational institutions, is that they often involve a listing of their social locations/identity characteristics (class, gender, sexuality etc) and give a lot of space to a narrative about how they became interested in a topic. Critiques of 'confessional' and 'inward-looking' tendencies in reflective accounts have suggested they can be strengthened by giving more space to discussing examples of the effect one's social location might have had both on what participants said in response to interview questions and on trainees' qualitative interpretations of what they have said. For example, researchers with different characteristics may elicit different responses from participants and interpretations are often influenced by researchers' implicit theoretical assumptions and value judgements. Carla Willig (2021) has helpfully*

differentiated between what she terms 'personal reflexivity' (i.e., the approach that trainees currently adopt) and 'epistemological reflexivity.' Perhaps trainees could be directed to a broader variety of perspectives on reflexivity, asking themselves a wider range of questions".

Course Response: The issue of epistemological reflection will be given greater consideration in the research methods course. In particular they will avail of the material referenced by Professor Harper. They will also begin the process of such reflection in the critical reviews attached to Report of Clinical Activity.

Professor Landoll, Section B2 : Suggests that they encourage great exposure to Neuropsychological Assessments.

Course Response : The course involves extensive exposure to Neuropsychological Assessment however, this happens in the third year and their use is not reflective in the Report of Clinical Activity that Professor Landoll had access to. They intend to begin exposure and familiarisation with these assessment methods earlier in the course and will encourage their use in the Reports of Clinical Activity.

Professor Adair, Section B2: Suggested that the number of assessments used by the course is at the higher end and that some are repeated across the years.

Course Response: They will explore the possibility of identifying such redundancies and reducing where possible duplicate assessments.

MSc. In Applied Psychology: The examiner requested sight of students' feedback of taught module evaluations which will be provided annually from 22/23 on. The examiner will also have the opportunity to meet with the students.

MPhil in Psychoanalytic Studies: A number of recommendations arising are being implemented this year. Included among these is the consistent inclusion of a cover sheet with all assignments, close examination of the spread of grades given by module assignment markers, anonymisation of all student assignments, and consideration around the spreading of the burden of dissertation supervision, given the increased number of students on the programme. They are also engaging in some changes to the programme related to overall feedback over the last few years, which will mean some changes in module delivery in coming years.

MSc in Applied Behaviour Analysis: The extern made no recommendations, but he commented on the low staff numbers in comparison to other courses across Ireland and UK. He mentioned that they would need to keep abreast of PSI accreditation requirements in this area going forward.

Religion, Theology and Peace Studies

The EE reports for all PGT programmes in the SRTPS contained positive feedback about the quality of the programmes, the attainment of students and the impressive level of feedback on student work. The School PG Committee discussed the recommendations of the EE at its Spring 22 meeting after the Court of Examiners in December 21. The responses and actions agreed upon are listed below.

- EEs requested earlier access to BB to avoid pressure of time performing their work. The PG Committee decided that EE will have access from early October from 2022 onwards. This requires a commitment from all PGT staff to ensure marking of dissertations by end of Sept in future academic years.

- The EEs raised the issue of dissertation word count and whether this should be reduced from the current 15-20K range. The School PG Committee discussed this but decided to await the outcome of the College wide PG Renewal Project which will make recommendations on future dissertation models.

- EEs requested more transparency about how discrepancies in marks are resolved between first and second markers. The PG Committee decided that in the future email trails between markers which discuss the resolution of split marks will be stored by the PG Administrator and made available to EEs.

- The EEs noted a strong reliance on the single, long essay as the predominant form of module assessment across the PGT programmes. The PG Committee decided to ask all PGT course coordinators to do a mapping exercise on assessment methods with their course teams and open discussions about assessment diversification.

- The EEs expressed the view that they did not need to see all distinction level dissertations where there was no doubt the student was at this level. Instead, it would be more appropriate for them to see examples across the range and at borderlines. The PG Committee agreed to implement this approach in future.

Social Sciences and Philosophy

Chased up all pending EE Reports and await receipt of same. Examiners in the UK have been on strike for several months. PG EE reports are considered by the DPGTL, Heads of Department and Head of School, are noted at SEC and recommendations for action are approved by SEC.

Social Work and Social Policy

1. Recommendation to refresh reading lists was addressed and implemented

2. School to address variations in feedback given by staff and provide guidance so that it can be more standardized.

3. Earlier access to assessment questions being supplied to the examiner.

4. Class participation marks have been removed.

EE feedback received on Skills Based Assessment has been taken on board by the Course Director and is being implemented at Course Level.

Appendix 6: National Student Survey

School of Creative Arts

Based on the results of the National Student Survey.ie, identify a maximum of 3 issues that the school will address/improve:
- Given the very low level of responses, it is difficult to distinguish between individual issues with programmes and representative issues with programmes. In Film there is a request for more practice-based work. Consideration is being given currently to looking at better defining the skills that students can expect to acquire in these modules and to better identify realistic outcomes from them.
- Comments from Drama students were all positive.
Identify barriers to addressing/improving any issue:
- Introduction of more practice-based modules in Film would require careful consideration, including issues of any possible need for additional investment in equipment, facilities, and staffing, issues requiring input from the School.
Outline how each issue will be addressed:
- These issues are best addressed in dialogue with students, specifically to manage expectations while giving them the best possible learning experience.

School of Education

Based on the results of the National Student Survey.ie, identify a maximum of 3 issues that the school will address/improve:
- The School notes the low response rate from participants across the School's programmes and the need to take that into account when evaluating the data in the survey, but also the need to encourage more students to participate in the future; Furthermore, it would seem that the certificate programme for Arts Science and Inclusive Applied Practice is not included in the national survey. This is a level 5 programme for students with an intellectual disability.
- Timely communication with students;
- Address high cost of domestic student fees.

Identify barriers to addressing/improving any issue:
- Low participation rates in the survey are a barrier to getting a true sense of the student experience on the School's programmes.
Outline how each issue will be addressed:
- The School will continue to encourage students on all programmes to participate in the survey in an effort to get a fuller sense of the student experience on the School's programmes;   - The School has already put structures in place to meet regularly with nominated students to discuss programme implementation on all programmes, particularly the PME;   - In relation to feedback on the high levels of PGT student fees, the School is introducing a more competitive fees structure for domestic students on the PME and M.Ed. programmes from 2023/24.

School of English

Based on the results of the National Student Survey.ie, identify a maximum of 3 issues that the school will address/improve:
- The School is interested in exploring the possibility of streaming lectures, and opening up to blended teaching and learning more generally. This seems to be something that many students are interested in for a number of reasons, and it would increase flexibility for non-traditional students as well.   - The School is concerned about the future of small-group teaching and in particular the survival of tutorials for JF and SF. This is a long-term discussion, and takes in many issues including funding of course, but also student attendance and participation, the impact of TEP (with more students from outside the discipline, and therefore less sure of how to interact in these modes), and the wider culture of non-attendance that may be a consequence of COVID years.   - The main issue identified as a problem in feedback by UG reps last year was that a number of significant assignments were due for submission in or around Week 13. Students reported feeling overwhelmed by the workload, even where they had already completed formative assessments earlier in the term.
Identify barriers to addressing/improving any issue:
- The IT problems which have been a particular concern over the last two years make many colleagues uneasy with any move towards blended learning which is not supported adequately by intensive training and also timely response to difficulties from an internally-resourced and managed IT Services Team. The cost of using the external contractor do not help in this area.   - The problem here is funding in the first instance, but also the availability of Teaching Assistants to take on tutorials. The decline in PGR numbers, coupled

with what is perceived to be low pay for occasional work is building to what will be a serious problem for curriculum delivery in the medium term (including knock-on impacts on staff workloads).
- The barrier here is the academic year structure and timelines for results turnaround. This is a bigger issue than the School.

Outline how each issue will be addressed:
- Athena SWAN discussions about workplace flexibility and teaching and learning accessibility, along with curriculum reviews can help identify where exactly the School would like to introduce more blended learning into the UG and PG curriculum. The IT resourcing problem is a college issue and the School can make representation at different levels.
- The best way to address this question is through recruiting more PGR, and they are attempting to do this through the School's Communications Officer. There are sectoral issues that are impacting recruitment here, though, that are intractable.
- The School has looked at staggering the submission deadlines even in a minimal way to see if that will have a positive impact. The results of this staggering will become clearer by the end of the academic year and with student feedback.

School of Histories and Humanities

Based on the results of the National Student Survey.ie, identify a maximum of 3 issues that the school will address/improve:
1) student use of College learning support services and over all well-being supports
2) student awareness of wider applications of discipline-specific training
3) independent student research, learning and socializing post-covid
Identify barriers to addressing/improving any issue:
1) no barriers identified.
2) no barriers identified.
3) current library budget which is severely inadequate to the School's needs and delimits (e- and physical copy) holdings.
Outline how each issue will be addressed:
1) formulate and disseminate standardized information on student supports for all PGT handbooks and integrate information about College supports into local programme orientation.

2) promote greater awareness and earlier engagement with the College's career services by integrating information into programme specific handbooks.

3) formulate a policy on the provision of e-books in BB across PGT modules/programmes and encourage students to re-engage with the library holdings independently. It will also continue to advocate for increased library budgets appropriate to the needs of a world class university.

School of Languages, Literatures and Cultural Studies

Based on the results of the National Student Survey.ie, identify a maximum of 3 issues that the school will address/improve:

it is difficult to distil major action points which have quantitatively robust underpinnings, given that:

- there were only 72 comments across c. 2000 Undergraduates

- several of the comments leaned in opposite directions (e.g. "Great disability service" vs "Encourage mental health supports")

- several of the comments extended beyond the School's power to implement them (e.g. "Open more libraries 24/7 throughout the whole academic year", "Academic register [*sic*] is difficult to contact")--.

Identify barriers to addressing/improving any issue: See above

Outline how each issue will be addressed: See above

School of Law

Based on the results of the National Student Survey.ie, identify a maximum of 3 issues that the school will address/improve:

Index questions to flag include Student Faculty Interaction, Quality of interactions and Supportive Environment.

Joint Honors programmes generally scored lower in these questions, and it is not immediately clear whether the issue pertains to Law or the second subject. The School is committed to address insofar as it can with regards to its interactions and support. Covid cautiousness in 2021/22 impacted the number of face-to-face activities, and Zoom fatigue was clearly evident.

Lack of small group teaching was flagged by UG students as a problem. This problem was not helped by the condensed teaching semester and it has had a negative effect on JF students in particular. The issue persisted again this year and concerns continue about how they can proceed next year and ensure

that they can offer more access to small group teaching, with such large numbers further complicated by the fixed timetable structures. Even with the increased staffing levels, they are constrained by factors outside of the School's control.

Lack of feedback and assignment deadlines. This has been an ongoing issue and to some extent fuelled by the increased use of non-formal examinations and greater demand for staff time. All colleagues are required to publish deadlines at the beginning of the semester and better manage time. This is now being gathered at the point of collection of module information for OME and other processes. Formalisation of late penalty policy has helped alleviate some of the hap-hazard practices previously in place.

Identify barriers to addressing/improving any issue:

Fixed timetabling, pillars, common architecture, and the need to balance requirements of the professional bodies with JH Programme limitations.

Lack of supports e.g. counselling services. This has been flagged as an ongoing concern since Covid. The School and tutors have been very mindful of the increased need for support and empathy for students. One open comment, which disingenuously represented a situation, had been carefully and sensitively handled by several in the School and beyond. Nevertheless this flags an obvious gap in support for both students and staff who have to deal with such situations.

Outline how each issue will be addressed:

A number of face-to-face events were reintroduced in 2022/23 including the intensive orientation programme which involved small-group in-person events and opportunities for students to meet both staff and peers. The School has continued with and greatly enhanced its weekly newsletter and comms for students and are working actively with key societies to facilitate greater reach. It will continue to provide JH careers support, with earlier intervention and clinics planned for 2023/23 than previous years. It has developed a student EDI committee which is helping identify issues and remedies that will have a wider reach and help address issues of alienation and inclusivity.

The School is looking at what can be put in place to address need for greater small-group teaching. With the continued practice of 9 week MT however, it will be impossible to do so within confines of the fixed timetable and lack of suitable resources. It is proving more difficult to find seminarists to help with small group teaching with a limited range teaching hours available, continued derogation to the 6 pm end time for UG teaching will likely be required.

Conducting a review of assessment loads for ECTS bands with a view to better managing pressures for students. In addition to clearer communication of submission dates, it is hoped that feedback opportunities will improve.

School of Linguistic, Speech and Communication Sciences

Based on the results of the National Student Survey.ie, identify a maximum of 3 issues that the school will address/improve: Response rates for undergraduate students across the School were low. One area highlighted in the comments concerned the support provided to students within modules. To address this, the School added an additional question within its own module surveys for 2022/23 asking specifically if students were happy with the level of support provided their module, and seeking suggestions of how support could be improved if not.
Identify barriers to addressing/improving any issue: Staff resources to meet student expectations of support.
Outline how each issue will be addressed: Survey results will be reviewed at the end of the academic year and changes made accordingly.

School of Psychology

Based on the results of the National Student Survey.ie, identify a maximum of 3 issues that the school will address/improve: • Need for more opportunities for staff-student interaction   • Need for more opportunities for collaborative learning   • Need for "assessments that informed you how well you are learning"
Identify barriers to addressing/improving any issue: • Staff availability/time pressures/resourcing – this cuts across all issues, particularly staff-student interactions and provision of feedback. The provision of detailed feedback on assessments for classes of ~180 is very challenging, given multiple demands on time.   • The perception that many students don't read/act on feedback provided acts as a discouragement/disincentive to the provision of feedback.
Outline how each issue will be addressed: • Have instituted an annual "final year" dinner, when final year students will attend Commons with their Capstone project supervisors. This is an ideal opportunity for interaction and to celebrate the end of the students' time in the School's programme.   • To improve "assessments that informed you how well you are learning," guidelines for the provision of feedback across all modules were developed and were implemented on a trial basis for 22/23.   • A group project in JS provides a year-long opportunity for collaborative learning; some staff are adopting more participatory/collaborative learning models to further address this issue –expansion of such approaches in coming years is anticipated.

School of Religion, Theology, and Peace Studies

Based on the results of the National Student Survey.ie, identify a maximum of 3 issues that the school will address/improve:

1. Half of TCD students have not discussed career plans with staff. The School will create new careers evenings for students organized by academic and administrative staff in collaboration with TCD Careers. Alumni panels will be invited to share experiences. The first of these for PG students is being implemented this semester. Feedback will enable improvements and roll out to UG students as well.

2. Only 30-40% of students think TCD is 'providing support to help students succeed academically'. In response to this, **the School** will introduce more detailed input on assessments, especially academic writing skills, early in the academic year and ensure students are aware of TCD Student Learning Development Supports.

3. Only 30% of TCD students think the School does enough to support work-life balance and an inclusive and diverse community. The School is currently implementing its first Athena Swan Action Plan which includes actions on these issues. For example, it will encourage the inclusion of diversity and inclusion statements in all module descriptors.

Identify barriers to addressing/improving any issue:

1. In relation to developing careers' evenings the lack of an established alumni/ae network to draw on for experiential input could be one barrier.

2. In relation to giving more time to academic skills development, the busy curriculum at UG and PG levels is a barrier to making time for this.

Outline how each issue will be addressed:

To address (1) above, the new School Strategic Plan (2023-28) will commit to developing an alumni network through e.g., Linkedin.

To address (2) above, each programme coordinator will work with their course team to plan timetabled sessions on academic writing and study skills.

School of Social Sciences and Philosophy

Based on the results of the National Student Survey.ie, identify a maximum of 3 issues that the school will address/improve:

The results of the NSS are not helpful in identifying areas for improvement. The number of respondents is extremely low (1 or 2 students in some cases) and the broad categories do not provide the precise information needed to be actionable. It is not possible to identify which modules the comments and scores relate to. The comments, that come be the most helpful areas for identifying areas of improvement, generally refer to areas beyond the School's

control – e.g. asking for more tutorials, smaller groups, less close deadlines – that cannot be responded to without more resources and changes to the year structure.
Identify barriers to addressing/improving any issue: The barriers to improving the learning experiences of students are structural: lack or resources, high staff student ratios, weak IT systems, a condensed academic year structure.
Outline how each issue will be addressed: See answer to A above. It is not possible to meaningfully identify areas for change using this data.

School of Social Work and Social Policy

Based on the results of the National Student Survey.ie, identify a maximum of 3 issues that the school will address/improve: 1. Communication 2. Mental Health Support for Students 3. Cost of Tuition/Cost of Living
Identify barriers to addressing/improving any issue: 1. The Common Architecture developments mean that there are fewer programme level in-class communication opportunities e.g., when students are studying a joint honours degree and availing of open modules and Trinity Electives. 2. Access to student health and mental health support in College is extremely difficult to access with long wait times for appointments. Without sufficient staffing at college level it is difficult for the School to improve this issue for students. 3. The cost of Tuition Fees and Cost of living in Dublin are largely out of the hands of the School but were raised often as issues for students.
Outline how each issue will be addressed: 1. Ensure effective and consistent programme level communications with students by utilizing multiple communication platforms and channels including Handbook, email, Blackboard, social media, student reps and in class announcements. 2. HOS, DTLUG and DTLPG will continue to raise the of access to mental health support for students with the relevant Deans and College management.

3. Endeavour to ensure the timetable does not have students travelling to college for a single lecture but it not always possible given the timetabling constraints and access to teaching venues.

Trinity Business School

Based on the results of the National Student Survey.ie, identify a maximum of 3 issues that the school will address/improve: 1. Introduce a more structured approach to blended learning, where appropriate 2. Reduce student-staff ratio – which is also a key issue for the School in terms of retaining its accreditations 3. Revisit the assessment structure and have greater programme-level oversight
Identify barriers to addressing/improving any issue: 1. Lack of clarity/guidance from College on how much blending is permissible/effective 2. Lack of expertise on the use of digital learning 3. Resources for extra professional and academic staff, which lag behind the increase in student numbers 4. Complexity of degree architecture, which has only been exacerbated by TEP changes and which makes governance of UG programmes very difficult
Outline how each issue will be addressed: 1. Hold a UG meeting at the end of the year to discuss a programme-level approach to content, assessment and delivery; develop a community of practice for UG module leaders 2. Involve the newly appointed learning technologist now employed by TBS 3. Make the case to the School and College to increase the number of professional and academic staff on the UG programmes 4. Make the case for a College-level review of TEP

Appendix 7: Professional Accreditation

School	Accredited Programme	Professional or Statutory Body	Year of Most Recent Accreditation and Accreditation Cycle	Was accreditation in 21/22 in person or virtual	Conditions	Actions taken
School of Education	Professional Master of Education (PME)	The Teaching Council (Ireland)	December 2013 - 7 years Re-accreditation in 2020 postponed (Covid-19). Rescheduled date from Teaching Council - Quarter 2, 2023 (April – June 2023)	n/a: no accreditation in 2021/22	n/a	n/a
School of Education	Bachelor of Music Education (in association with TU Dublin (formerly DIT) & RIAM)	The Teaching Council (Ireland)	Sept. 2012 - 7 years Re-accreditation in 2020 postponed (Covid-19). Rescheduled date from Teaching Council - Quarter 2, 2023 (April – June 2023)	n/a: no accreditation in 2021/22	n/a	n/a
School of Linguistic, Speech & Communication Sciences	B.Sc. Clinical Speech & Language Studies	Irish Association of Speech & Language Therapists (IASLT)	December 2021 - 4-5 years (Due 2025-2026)	Virtually	No conditions were associated with accreditation. There were 3 recommendations 1. Exploration of the potential for interdisciplinary student research projects. 2 Consider extending student research projects further into real world quality improvement studies. 3. Staff in department to be supported in returning to a balance between research and teaching activities.	

School	Accredited Programme	Professional or Statutory Body	Year of Most Recent Accreditation and Accreditation Cycle	Was accreditation in 21/22 in person or virtual	Conditions	Actions taken
School of Psychology	B.A. Psychology (Single Honours)	Psychological Society of Ireland (PSI)	2021 5 years			
School of Psychology	Higher Diploma in Psychology	Psychological Society of Ireland (PSI)	2021 5 years			
	Doctorate in Counselling Psychology	Psychological Society of Ireland (PSI)	2019 Due 2024			
	Doctorate in Clinical Psychology	Psychological Society of Ireland (PSI)	June 2019 5 years (due 2023)			
	MSc Applied Behavioural Analysis	Psychological Society of Ireland (PSI)	September 2021 5 years (due 2024)			
School of Religion, Theology, Peace Studies	Evening Diploma in Conflict & Dispute Resolution Studies	Mediator's Institute of Ireland (MII)	January 2022 Annually	N/A		
School of Social Work & Social Policy	Bachelor in Social Studies	CORU	November 2017 - 5 years (due 2022) Accreditation Scheduled for September 2022	Virtually	Awaiting Final Report	Awaiting Final Report

School	Accredited Programme	Professional or Statutory Body	Year of Most Recent Accreditation and Accreditation Cycle	Was accreditation in 21/22 in person or virtual	Conditions	Actions taken
School of Social Work & Social Policy	Master in Social Work	CORU	October 2018 - 5 years (due 2023) Accreditation Scheduled for May 2023			
	PG Diploma in Social Work					
Trinity Business School	Masters in Business Administration (MBA & EMBA))	Association of Masters in Business Administration (AMBA)	September 2020 5 Years (Due 2025). A desk review of the new Flexible Executive MBA took place in November 2021 – the AMBA accreditation was extended to include the FEMBA programme.	n/a	n/a	n/a
	ALL PROGRAMMES	AACSB (Association to Advance Collegiate Schools of Business International)	February 2021 5 years Due 2025-26	n/a	n/a	n/a
	MSc Human Resources Management	Chartered Institute of Personnel & Development (CIPD), Ireland	October 2017 5 years (due 2022)	n/a	n/a	n/a

School	Accredited Programme	Professional or Statutory Body	Year of Most Recent Accreditation and Accreditation Cycle	Was accreditation in 21/22 in person or virtual	Conditions	Actions taken
Trinity Business School	ALL PROGRAMMES	EQUIS EFMD (European Foundation for Management Development) Quality Improvement System	December 2018 5 years Due December 2023			
Trinity Business school.	PG Diploma in Accounting	Professional bodies: Association of Chartered Certified Accountants (ACCA) Chartered Institute of Management Accountants (CIMA) Charted Accountants Ireland (CAI) Certified Public Accountants (CPA) Irish Taxation Institute (ITI)	Due Dec. 2026 Jan. 2022 (ACCA) April 2016 (CIMA) April 2016 (CAI) July 2018 (CPA) November 2016 (ITI)	Virtual	None	

Appendix 8: Retention

Faculty AHSS by Programme	Retention	Y1	Y2	Y3	Y4	Total
Acting	Course Completed			15	9	15
	Progressed Same Course	16	13	0	0	29
Ancient and Medieval History and Culture	Course Completed	0	0	0	9	9
	Progressed Same Course	14	12	12	0	38
	Repeat Same Course	1	0	0	0	1
	Not Retained	2	0	1	0	3
Bachelor in Global Business	Course Completed	0	0	0	40	40
	Progressed Same Course	72	57	53	0	182
	Repeat Same Course	0	1	1	0	2
	Transferred to Another Course	2	0	0	0	2
	Not Retained	2	0	0	1	3
Business Studies and French	Course Completed	0	0	0	15	15
	Progressed Same Course	12	14	12	0	38
Business Studies and German	Course Completed	0	0	0	16	16
	Progressed Same Course	13	16	15	0	44
	Not Retained	2	0	0	0	2
Business Studies and Polish	Course Completed	0	0	0	2	2
	Progressed Same Course	4	6	4	0	14
Business Studies and Russian	Course Completed	0	0	0	6	6
	Progressed Same Course	8	3	6	0	17
	Repeat Same Course	0	1	0	0	1
	Not Retained	2	2	1	0	5
Business Studies and Spanish	Course Completed	0	0	0	9	9
	Progressed Same Course	13	12	8	0	33
Classics	Course Completed	0	0	0	7	7
Classics, Ancient History and Archaeology	Progressed Same Course	19	15	12	0	46
	Repeat Same Course	1	0	0	0	1
	Transferred to Another Course	1	1	0	0	2
	Not Retained	2	0	2	0	4
Clinical Speech and Language Studies	Course Completed	0	0	0	34	34
	Progressed Same Course	36	34	32	0	102
	Not Retained	0	1	0	0	1
Deaf Studies	Course Completed	0	0	0	12	12
	Progressed Same Course	16	9	17	0	42
	Not Retained	1	1	1	1	4
Drama and Theatre Studies	Course Completed	0	0	0	19	19
	Progressed Same Course	20	13	15	0	48
Early and Modern Irish	Course Completed	0	0	0	1	1
	Progressed Same Course	4	7	2	0	13

Faculty AHSS by Programme	Retention	Y1	Y2	Y3	Y4	Total
Economic and Social Studies	Course Completed	0	0	0	220	220
	Progressed Same Course	240	228	229	0	697
	Repeat Same Course	1	7	8	2	18
	Transferred to Another Course	5	0	0	0	5
	Not Retained	6	5	5	1	17
English Studies	Course Completed	0	0	0	47	47
	Progressed Same Course	53	46	41	0	140
	Repeat Same Course	1	0	2	1	4
	Transferred to Another Course	0	1	0	0	1
	Not Retained	1	4	3	0	8
European Studies	Course Completed	0	0	0	49	49
	Progressed Same Course	50	54	56	0	160
	Repeat Same Course	1	0	0	0	1
	Transferred to Another Course	3	2	0	0	5
	Not Retained	1	0	0	1	2
Film	Progressed Same Course	19	14	0	0	33
	Repeat Same Course	1	0	0	0	1
History	Course Completed	0	0	0	40	40
	Progressed Same Course	37	44	49	0	130
	Repeat Same Course	0	0	1	0	1
	Not Retained	4	3	2	0	9
History and Political Science	Course Completed	0	0	0	24	24
	Progressed Same Course	0	27	25	0	52
History of Art and Architecture	Progressed Same Course	17	13	0	0	30
	Transferred to Another Course	1	0	0	0	1
Law	Course Completed	0	0	0	99	99
	Progressed Same Course	97	93	90	0	280
	Repeat Same Course	0	0	1	0	1
	Transferred to Another Course	1	0	0	0	1
	Not Retained	7	0	0	1	8
Law and Business	Course Completed	0	0	0	27	27
	Progressed Same Course	0	28	25	0	53
Law and French	Course Completed	0	0	0	10	10
	Progressed Same Course	11	16	13	0	40
	Transferred to Another Course	1	0	0	0	1
Law and German	Course Completed	0	0	0	9	9
	Progressed Same Course	15	15	14	0	44
	Repeat Same Course	0	0	1	0	1
Law and Political Science	Course Completed	0	0	0	22	22
	Progressed Same Course	0	29	22	0	51

Faculty AHSS by Programme	Retention	Y1	Y2	Y3	Y4	Total
MEELC	Course Completed	0	0	0	20	20
	Progressed Same Course	26	20	15	0	61
	Transferred to Another Course	1	0	0	0	1
	Not Retained	3	3	0	0	6
Music	Course Completed	0	0	0	10	10
	Progressed Same Course	15	7	14	0	36
	Repeat Same Course	1	0	0	0	1
	Not Retained	1	0	0	0	1
Music Composition (RIAM)	Course Completed	0	0	0	1	1
Music Education	Course Completed	0	0	0	11	11
	Progressed Same Course	11	11	12	0	34
	Not Retained	0	1	0	1	2
Music Performance (RIAM)	Course Completed	0	0	0	13	13
	Progressed Same Course	23	14	13	0	50
	Not Retained	1	0	0	0	1
Philosophy	Course Completed	0	0	0	11	11
	Progressed Same Course	19	15	11	0	45
	Repeat Same Course	0	0	1	0	1
	Transferred to Another Course	1	0	0	0	1
	Not Retained	4	4	2	0	10
PPES	Course Completed	0	0	0	39	39
	Progressed Same Course	53	42	34	0	129
	Transferred to Another Course	1	0	0	0	1
	Not Retained	1	1	0	0	2
Psychology	Course Completed	0	0	0	25	25
	Progressed Same Course	60	40	34	0	134
	Repeat Same Course	1	0	0	1	2
	Not Retained	2	1	1	0	4
Religion	Progressed Same Course	10	2	4	0	16
Social Studies	Course Completed	0	0	0	46	46
	Progressed Same Course	35	42	38	0	115
	Repeat Same Course	1	0	0	0	1
	Not Retained	2	1	2	0	5
Sociology and Social Policy	Course Completed	0	0	0	22	22
	Progressed Same Course	0	25	27	0	52
	Repeat Same Course	0	0	1	0	1
	Not Retained	0	1	0	0	1
Stage Management and Technical Theatre	Course Completed	0	0	7	0	7
	Progressed Same Course	24	20	0	0	44
	Not Retained	0	2	0	0	2
World Religions and Theology	Course Completed	0	0	0	4	4

Please note, retention information is not available for Joint Honours on an individual subject basis.

Appendix 9: Athena SWAN in FAHSS

School	Athena SWAN status
Creative Arts	Champions appointed and SAT established
Education	Working towards bronze submission in the next application round (June 22)
English	Bronze award achieved in 2022.
Histories and Humanities	Bronze award achieved in 2023.
Languages, Literatures and Cultural Studies	EDI committee set up with Co-Chairs
Law	Bronze award achieved in 2020
Linguistics, Speech and Communication Sciences	Bronze award achieved in 2021
Psychology	Bronze award achieved in 2020
Religion, Theology, and Peace Studies	Bronze award achieved in 2023
Social Sciences and Philosophy	Bronze award achieved in 2021
Social Work and Social Policy	Bronze award achieved in 2020
Trinity Business School	Bronze award achieved in 2021

Appendix 10: Good Practice/Enhancements, by School

School of Creative Arts

1) School training session from TENI (Transgender Equality Network Ireland)

2) Revision of Music undergraduate curriculum

3) Full revision of MPhil in Theatre and Performance, relaunched in 22/23

School of Education

1) School Partnership Hub - The School utilises a partnership model approach to School Placement but also to the programme as a whole. In keeping with School Placement Guidelines (2021) and the Policy on the Continuum of Teacher Education (2011), School Placement is designed using a partnership model, that is mutually enriching for school communities, the School and student teachers. This partnership approach underpins the responsiveness of the programme, and ensures that the programme delivers on the ground for stakeholders. It takes a very active approach in establishing and maintaining partnerships with schools and other education partners. Currently, the School has over 150 partner schools. It has created a School Partnership Hub, as a one-stop-shop for schools. Within the Hub, there is an open consultation whereby schools and education partners have opportunity to give feedback on the PME, advertise a placement amongst student teachers, or make further suggestions on how to improve the partnership model. It is also an opportunity for schools to showcase the work that they are doing. Education partners also have the opportunity to do similar. The School has held a range of Partnership events including a Reception for Schools & Education Partners, hosted by the Provost, Professor Linda Doyle.

2) Advisory Board – The School has also established an Advisory Board. Membership will consist of colleagues from partner schools and other education stakeholders across the broad field of education. The Advisory Board will work alongside the PME Programme Board. It will help to continue to ensure that the School's PME is cutting edge, serving its various stakeholders, and up to the minute in its content. Working closely with its partners in schools, also helps it to ensure that it forges links between theory and practice on the programme, as many stakeholders are involved in participating on the programme as guest speakers.

3) School Placement Handbooks - Maintenance of strong channels of communication remains key to the success of this partnership. The School has created three handbooks for School Placement to aid communication with key School Placement stakeholders i.e. for students, a School Placement Tutors, and a for schools Partner schools are issued with a *School Placement Handbook for Schools* every year. The handbook provides detailed information on School Placement requirements and includes a Memorandum of Understanding, which sets out clear expectations and responsibilities for all parties. It includes up-to-date School Placement timelines, teaching requirements, and details the standards to which it expects students to adhere. Contact details of the School Placement Coordinator and the PME team are also included.

4) In 2022 Dr Camedda, ASIAP course Coordinator, conducted a case study on UDL and inclusive assessment in the ASIAP programme, a research project based on student voice that sought to explore the views and concerns regarding assessment design and implementation from the point of view of students with intellectual disabilities. Research findings from this project have informed the review assessment across all the ASIAP modules for the current academic year 2022-2023 integrating the UDL principles and students' views in alignment with a research-led teaching approach.

School of Histories and Humanities

1) The re-introduction of module evaluations in class and in a variety of formats has greatly enhanced the quantity and quality of student feedback, since (see data above) online module surveys have low uptake.

2) The School continues to innovate and diversify module content and assessment formats - building on the impetus/necessity created by TEP and covid. Across the School colleagues incorporate College collections into their teaching; use innovative formats (podcasts, creative projects) and integrate building digital skills into learning. The School also uses School wide 'teach-meets' to share and showcase such initiatives.

3) An area where the School continues to develop new initiatives and build capacity is in the development and offering of modules which are genuinely interdisciplinary and draw on staff skills from across the multi-disciplinary School. HHU13002 Gender: History, Culture and Representation, which is team-taught, exemplifies this kind of co-operation, and the School is committed to developing new interdisciplinary modules to enhance the UG curriculum.

School of Languages, Literatures and Cultural Studies

Undergraduate

Most generally, 2021/2022 saw the transition back to in-person teaching. The School is pleased that this was well managed (cf. absence of negative comments in the student survey).
More specific initiatives:

1) The School held an event in March 2022 in conjunction with the Trinity Access Programme where it introduced around 120 students from TAP-linked schools to learning languages, literatures and cultures in Trinity College. It engaged them in lots of language learning activities as well as accompanying them in a campus tour and having lunch in the buttery.

2) To bring the School's pedagogical activities into contact with a larger cross-section of the College community, the School worked on a new Elective module in Identities and Ecologies of Latin America and the Caribbean: Past, Present and Future, which has just received pre-approval from the UGCAC.

3) The School continued the practice from the previous year of promoting the study of Modern Languages in secondary schools via a Transition Year Prize.

Postgraduate

A number of initiatives in the past 12 months are delivering and/or promising significant improvements in quality.

1) Centralisation of the selection process for optional modules shared across PGT programmes has been refined this year and has created significant efficiencies (though further refinement is still required in 2023/24). This initiative has been enhanced with a full database of module descriptors, which are shared with incoming students so they can make an informed decision on their option modules before they have access to SITS.

2) The School is also piloting for the first year a centralisation of supervisor recruitment for those students whose dissertation topics don't map transparently to staff profiles. The benefit of such convergence exercises between programmes was proven in the case of the PGT programme handbook template, which was implemented a few years ago, and has proven very transferable to the two new courses that have come online for the first time this year.

School of Law

Undergraduate

1) Introduction of uniform late penalties for assessment to ensure consistency and uniformity throughout undergraduate programmes.

2) Beginning of step marking initiative to reform grading and feedback practice and make the process more clear and transparent for both staff and students. This is ongoing.

3) Drawing up proposals for addressing TEP concerns.

4) Developing a lecturer recording policy for next academic year when prior College policy would not apply.

Postgraduate

1) Enhancement of the Postgraduate Law Student Orientation module (LA7140) on Blackboard which acted as a repository for all essential documentation, orientation lectures, dissertation and library lectures etc.

2) Improvement of the group dissertation module to ensure that students and staff follow the dissertation schedule and engage with the process without the academic year.

3) Encouraging students to 'build their community' through enhanced communication and support networks.

4) Working with Careers to develop support plans and create some unique career opportunities for all students, with focus on students who experience most obstacles (e.g. non-EU students).

School of Linguistic, Speech and Communication Sciences

1) The creation of a new School Undergraduate course committee to help streamline administrative processes regarding to course delivery across three diverse UG programmes within the School.

2) Teaching facilities in Department of Clinical Speech and Language Studies in South Leinster St were upgraded to provide for streaming/hybrid teaching.

3) In the M.Sc. in Clinical Speech and Language Studies, and with input from the EE, the School modified its approach to placements in order to allow for a mix of observational and experiential learning at placement sites. Previously only experiential learning was possible. This change has been received very positively by placement sites and they await feedback from students. They anticipate that this change will reduce pressure on M.Sc. students in the programme.

School of Psychology

1) New feedback matrix implemented to improve consistency in the quality and quantity of feedback on assessments provided to students at UG level.

2) Ongoing review of fit between modes of assessment and module learning outcomes led to a diversification of assessments. Unfortunately, however, the advent of ChatGPT is driving a (hopefully temporary) regression away from new and diverse forms of assessment towards traditional timed & invigilated written exams and is likely to reinforce the use of formats such as MCQ.

3) Review and revision of TA policy; homogenisation of and increase in rates of pay to ensure equity and help students struggling with inflation and cost-of-living crisis.

School of Religion, Peace Studies and Theology

1) Recommendation to staff to have inclusivity statements on all syllabi (samples provided)'

2) Standardization of presentation of UG assessment-related materials on Blackboard.

3) The decision at PG level to open BB to the EEs one month earlier to ensure they are under less pressure.

School of Social Sciences and Philosophy

Undergraduate

1) The School reviewed its module evaluation process to identify areas for improvement, including shortening the questionnaire, raising awareness of gender bias and moving towards adding alternative means of celebrating teaching excellence.

2) The School improved the induction process for Teaching Assistants (TAs), adding presentations on managing workload, EDI and on the disability service. It introduced new TOR and role description documents for TAs.

3) The School gathered feedback from students via focus groups on gender dynamics in the classroom and decolonizing the curriculum. This was used as a basis for producing best practice documents that are now included in induction material.

Postgraduate

1) The MSc in applied social data science was approved and developed for launch.

2) As mentioned above, the School improved the induction process for TAs and introduced a new TOR for TAs. This is also an improvement at the graduate level since most TAs are graduate students and this provided them with some guidance on managing their time and balancing teaching duties with the demands of their own studies.

School of Social Work and Social Policy

1) Social Work – For both the Bachelor in Social Studies & the Master in Social Work, the School has established an External Advisory panel. Their role is to review practices, contribute to curriculum design and advise on how the curriculum can enhance students' preparation for practice. The panel consists of placement providers, service users and a recent graduate of the programmes.

2) Feedback – the School has recently devised a feedback form to standardize the way of bringing feedback to the relevant lead of action such as DTLUG, HOS, Course Directors and Course Committees. Feedback can be from diverse stakeholders such as students, placement providers and practice panels. The form identifies feedback and includes details completed by the feedback lead on the action taken and how the feedback was resolved.

3) Hybrid Placement Model - In response to changed work practices in social work service delivery in the Covid period and its aftermath, the Bachelor in Social Studies & the Master in Social Work course teams developed a Hybrid Placement Model integrating on-site, off-site and online practice-based learning. The model which has been externally reviewed, aims to ensure that quality learning opportunities, mapped to the CORU: Social Work Registration Board Domains of Proficiency, are optimized where it is not possible for students to attend a placement site full-time. The model has been widely utilized across professional practice sectors and by all HEIs involved in social work education in Ireland.

Trinity Business School

1) TBS reviewed and updated the 'Framework for Quality in Trinity Business School' – which provides a comprehensive framework of QA processes at University, Faculty, School, Programme and Module levels. Some of these processes are in addition to those required by the University – such as the production of Annual Programme Review Reports for all UG and PG programmes.

2) Assurance of Learning Reports were completed for all UG and PG programmes. This involves mapping Module-level Learning Outcomes to Programme-level Learning Goals, and Programme- level Learning Goals to School-level Learning Goals – to ensure that each programme is delivering upon its stated Learning Goals, and delivering the School's Mission, Vision, Values and Strategy.

Appendix 11: Issues for Escalation to College/Faculty Level, by School

School of Creative Arts

1) Continued struggles around the physical infrastructure of School. These relate to the location of Music in House 5, possible redevelopment of 191-193 Pearse to cater better to the needs of students and staff in the Department of Film and plans to modernise the Samuel Beckett theatre.

2) The school identifies a number of challenges including: potential over reliance on casual staff for core teaching; difficulties in replacing staff; the overall permanent academic staffing level in the School, with impact on teaching loads for staff and the quality of experience for students

3) There is an imbalance between the number of staff at Assistant Professor level and the numbers above this level in the school. Greater numbers of staff at Assoc. Prof or above are needed to safeguard and strengthen the effective management of the School and its three departments.

School of Education

1) Teaching and learning spaces and the need to provide appropriate learning spaces and resources in the Arts Building in particular.

2) Quality of the VLE: the functionality of blackboard as a VLE and its integration with Turnitin is poor (mismatch in rubric options, etc).

School of Histories and Humanities

1) Quality of student learning at both UG and PGT levels impeded by inadequate library funding for all the disciplines in the School. The School has already **raised** this directly with the Provost and the Librarian, who are aware of these concerns, but this issue must continue to be given serious consideration.

2) Quality of student learning and ability of staff to deliver high quality teaching is negatively impacted by inadequate facilities in teaching rooms, **especially** in the Arts Building. This ranges from inadequate equipment, absence of stable internet in some rooms, and poor responses when there are issues with SL Pool Rooms.

3) With the full roll out of TEP, the challenging impact on staff continues to be a cause for concern (as noted also in last year's report) with much heavier workloads in terms of hours of teaching and quantity of marking. This lies wholly outside the School's control as long-standing teaching efficiencies (also pedagogically effective) such as cross-year teaching within a subject area (e.g., in languages) are no longer possible. I note that this is unsustainable in some areas, without College committing to and facilitating an increase in academic staff.

School of Languages, Literatures and Cultural Studies

1) Continuing areas for improvement include the provision of reliable, fit-for-purpose technology infrastructure to accommodate in-class and online teaching: the current set-up is fragile, and technical support has in some cases offered only stopgap fixes, even over long periods.

2) Timetabling remains a challenge: disconnection between planning for UG and PG provision makes space optimisation (especially for growing cohorts) and the recruitment of dissertation supervisors difficult, and optimisation for the needs of PGDip and PGCert students (leading to a clustering of core modules) presents challenges. Greater integration between UG and PG planning would seem to be a priority for the near future. This could also enable a fixed timetable for PG courses, which would improve staff and student experience, but which is currently not possible due to the shifting UG responsibilities of staff who are key for PG delivery.

3) Clashing and cumulation of assessment deadlines and a lack of coordination between departments and schools in relation to assessments is a recurring issue raised by students across different UG degree programmes that can only be addressed at programme level.

4) The ongoing issues at UG level relating to turnaround time in the academic year structure between exams, marking, moderating, Courts of Examiners and publication dates is extremely tight and is having a detrimental impact on assessment. Assessment should be guided by the learning outcomes of a module and not by the constraints imposed by the academic year structure.

5) For language teaching, the School is often reliant on staff on precarious contracts, which can create stresses and anxieties of various kinds.

6) There are issues with timetabling with the result that colleagues are expected to cover considerable distances in little time as they move between classes.

7) Late enrolment of students is problematic (disruptive).

School of Law

1) The School is limited in how it can address the common architecture issues, and has escalated the question to the Senior Lecturer.

2) IT/AVMS resources were poor in some venues in 2021/22. This impacted on the delivery of PowerPoint presentations, recording of lectures etc. Note: the School has found some albeit limited improvement in 2022/23.

3) There were also significant delays with elections by GSU and this presented the School with obstacles to meet with student representatives early in the academic year.

School of Linguistic, Speech and Communication Sciences

1) Need for improvements in reliability of IT infrastructure in teaching rooms.

School of Psychology

1) Significant infrastructural issues: poor room quality, poor ventilation, heating, and air/con, poor AV equipment.

2) Need for a student common room for PG courses where students attend full days.

3) College-level limits on rates of pay for casual teaching/teaching assistants that have not been revised in light of inflation/cost-of-living crisis.

School of Religion, Peace Studies and Theology

1) The ongoing **problems** with ensuring BB access for EE is something that needs College response

School of Social Sciences and Philosophy

Undergraduate:

1) The non-integration of Study Abroad into OME caused considerable inefficiency and additional work for School staff, with knock-on adverse effects for staff and students. The School asks that College provide a solution to this issue.

2) The tight time frame for assessment at the end of each term caused by the early publication of results under TEP reforms gives staff less time to mark, with inevitable ramifications for the quality and consistency of marking, especially where large modules are timetabled late in the exam session. The School asks that the Exams Office include the size of module in their timetabling of exams to ensure large modules are scheduled at the start of the exam session.

3) The lack of invigilation support for online exams from the exams office meant that closed book exams were not possible, which significantly altered the form of assessment, and that academic staff had to try to manage technical issues at the start and end of exams without support. Some modules, for pedagogic reasons, require closed book examination but this was not a supported option (other than for Schol). The School asks that, if online exams continue as a format of assessment, they are property supported by the Exams Office in the same manner as Schols.

Undergraduate & postgraduate:

1) 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 for the School in delivering world-class education to its UG and PG students but 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 administrative staff meaning that professional staff within the School are stretched beyond capacity. The latest figures for the academic year 2021/22 show staff:student ratios as follows:

Economics: 31

Philosophy: 22

Political Science: 24

Sociology: 26

2) All of the 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. The technology available in many of the teaching spaces is also not fit for purpose. This negatively affects the student experience.

3) The shortage of desk space for PhD students is a recurring issue.

School of Social Work and Social Policy

1) The Teaching equipment for blended/online teaching provided in the various venues across the campus is very poor for live streaming or to host any type of online/blended live lecture. It does not support the implementation of robust and high-quality online/blended pedagogies and limits the scope for flexible delivery and to meet the emerging preferences of students.

2) IT infrastructure across the campus is old and technical support from IT services directly has been removed. The level of service supplied by Fitting Image is not on par with the previous service received by IT Services. There have been lecture cancellations and disruption to teaching. The levels of IT support need to be increased as well as equipment updated and regularly maintained.

3) Support for Schools to achieve Athena SWAN certification both from a financial and staffing level is badly needed. Schools want to achieve these awards but the level of work for academic and administrative staff within existing workloads means that it is very difficult for Schools to progress.

4) Support for Schools when subject to a quality review both from a financial and staffing level is urgently needed. Schools need to have a successful quality review however undertaking this task in addition to the normal level of work for academic and administrative staff within their existing workloads makes the situation untenable into the future. The burden on schools who must meet the requirements of professional regulators with statutory powers is particularly high. Meeting regulatory standards requires additional supports during the intensive periodic monitoring that occurs on such programmes as well as additional supports to maintain compliance with these standards on an ongoing basis.