FACULTY OF
ARTS, HUMANITIES AND SOCIAL SCIENCES

QUALITY REPORT 2017/18

Submitted to Quality Committee 11 April 2019

Contents

1. EXECUTIVE SUMMARY

This report has been compiled based on information submitted by all twelve schools in the Faculty of Arts, Humanities and Social Sciences. The report was discussed at a Special Faculty Executive on Quality on Thursday 14 March 2019, attended by Heads of Schools, a number of Directors of Teaching and Learning, School Managers and the AHSS GSU Convener. This was also attended by the Faculty Administrator and Quality Officer.

Undergraduate/Postgraduate Teaching and Learning

Levels of course/module evaluation remain high across both UG and PG in AHSS. Response rates vary, but are generally lower for online surveys than for in-class evaluations. A number of schools have set up staff-student liaison committees, which they feel are more useful for getting student feedback than individual surveys.

External Examiners (EEs) continue to play an important role, and the report return rate is high. The Faculty Executive appreciated the new central storage for EE reports, but would welcome an online report submission facility. Issues raised through both student feedback and EEs reports and steps taken by schools are outlined in the report.

Although there is only one TEP phase one school in the Faculty (Clinical Speech & Language Studies course), other schools were all starting to plan for TEP during 17/18. Schools reported changes to assessments and many schools reported improved coordination of assessment formats and timings across courses/disciplines/schools.

One significant issue raised at the Faculty Executive was the inability to change a student's grade at a Court of Examiners without changing their actual mark and PIT code on SITS. A related issue, which will be more significant following TEP than before, is Courts of Examiners reviewing results on modules which are assessed in a different school (e.g. Trinity Electives). The Executive looks forward to receiving guidance from the Senior Lecturer on this issue.

Online module registration has been raised in this report in previous years, but it has become a critical issue with the implementation of TEP, and should also be linked to new degree pathways and discipline prerequisites.

The Faculty Executive welcomed the new online module for Teaching Assistants. However, the Executive raised the concern that PhD students in AHSS continue to be mostly self-funded, and also the lack of space for PhD students.

Teaching and Learning Facilities

The Faculty Executive expressed gratitude for the recent improvements to the Arts Building and recognized that these were in part due to feedback provided in previous Quality Reports. One Committee member noted that '*the whole vibe has changed; it has transformed student engagement*'. However, there are still concerns – some of which will be resolved with the phase 2 refurbishment, but others, such as the inaccessibility of some lecture theatres for wheelchair users, will remain. The development and approval of a Law School Development Plan remains a critical issue for the Faculty.

ISSE Report

In terms of the ISSE report, the Executive would like it noted that some areas will never be able to improve scores with the current staff: student ratios. In terms of student feedback, schools report that they are all

meeting the College's turnaround times – and that this may not be reflected in the ISSE scores as the question specifically asks students if they are receiving 'detailed and prompt' feedback.

Quality Reviews

In 2017/18, no school quality reviews took place in AHSS, although there was a review of TSM. However, recommendations from previous Quality Reviews were implemented during 2017/18, and in particular the School of Religion completed a complete restructuring of the School and curriculum on foot of its 16/17 Quality Review. A similar taskforce will be set up to implement the recommendations of the School of Creative Arts review in 18/19. Furthermore, The European Foundation for Management Development (EFMD) awarded full EQUIS Accreditation to Trinity Business School in 2018. To put this major achievement into context: of the 16,500 Business Schools world-wide, only 180 have been awarded EQUIS accreditation. This puts Trinity Business School in the top 2% of Business Schools in the world.

Subject Rankings

Trinity has been ranked in the top 50 global universities for six subjects, three of which are in FAHSS: Classics and Ancient History ranked in 13th place worldwide, English Language and Literature in 28th place and Performing Arts in 42nd place. Furthermore, Classics and English are both in the top 10 in Europe (at nos. 8 and 9 respectively).

Faculty Initiatives

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

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

The Faculty commissioned a review of a number of existing and potential courses through the Knowledge Partnership. Feedback from Schools on the usefulness of this report has varied.

FAHSSS continues to manage the Turning Point project, with 310 staff currently signed up for licenses.

Athena SWAN

In terms of Athena SWAN, all schools in the Faculty have appointed AS Champions. We expect the first submissions in November 2019.

Retention

Looking at draft figures, retention in the Faculty (non-TSM), from JF to SF, has remained steady at 96% from the previous year, with TSM also remaining at the same rate as the previous year, 94.5%. Both figures are well above the College Strategic Plan target of 90% retention.

Concern was also raised in relation to the absence of College policies in relation to GDPR's and HRR's (2019) impact on research activity.

2. UNDERGRADUATE

2.1. Undergraduate Summary – Quantitative Information

1.1.1. Undergraduate Module Evaluations

	FAHSS	TBS	CA	Ed	Eng	HH	*LLCS	Law	LSCS	Psy	Rel	SSP	SWSP
UG modules taught 17/18	1276	35	170	44	84	136	247	59	90	33	55	291	32
UG modules evaluated 17/18	1249	35	170	44	84	136	230	59	80	33	55	291	32
% modules evaluated	98	100	100	100	100	100	93	100	88	100	100	100	100
Average response rate (%)	17-100	27.9	60	100		60-90	72	58	57-71	30	60-100	17-33	20

* LSCS: includes 7 modules from other disciplines

No. of UG modules where feedback on the evaluation was provided to students:

Schools report feedback on almost all modules.

1.1.2. Undergraduate External Examiners

	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psy	Rel	SSP	SWSP
No of UG reports expected 17/18	8	3	2	2	11	11	7	9	2	2	6	2
No of UG reports received 17/18	6	3	2	2	10	7	6	9	2	2	6	2
% of UG reports received 17/18	75	100	100	100	90	64	86	100	100	100	100	100

2.2. Undergraduate Summary – Qualitative Information

2.2.1. Key academic enhancements - UG

(in each case, trigger/source for enhancement was either student evaluations, lecturer feedback or external examiner feedback. In one case, feedback was from HSE hospital manager)

Curriculum and modules:

Issue: heavy student workload (HH, Law, Ed)

> *Resolution*: Eliminate lecture-only modules, reduced teaching and assessment load in some modules, TEP implementation, reviewed ECTS weighting of modules, programme review.

Issue: Business modules limited to specific programmes (TBS)

> *Resolution*: We have opened a number of new modules, originally designated for Global Business, to students in other programmes. In general, the UG Committee has agreed to operate on the principle that modules be open to students in all Business programmes, unless there are specific, compelling reasons for doing otherwise (e.g., programme-specific requirements, excessive student demand, or logistical constraints.)

Small Group Teaching

Issue: Lack of Policy for Small-Group Teaching (HH)

> *Resolution*: Following consultation with Disability Service, a policy was introduced at USC providing all academic staff with clear advice on reasonable accommodation for small-group teaching.

Attendance:

Issue: Oral classes: poor attendance and interest across the School

> *Resolution*: Oral topics are presented in a booklet given to the students at the beginning of the academic year which provide the stimulus for presentations.

Assessments

Issue: students requesting greater variety of assessments, more continuous assessment, structure of exams, balance between CW and exams, attendance and participation as assessment tool. Lack of clarity between assessment weighting and stated learning goals. (Law, LLCS, LSCS, Psychology)

> *Resolution*: Introduced more variety, more CA, balanced spread of timing of assessments, weightings detailed in handbook, improved exam structure, better feedback on attendance/participation mark. Assessment working group set up.

Issue: Capstone

> *Resolution*: Capstone handbook revised; dedicated capstone co-ordinator appointed by HoS (Eng)

Issue: Dissertations

> *Resolution*: The model of work-in-progress seminars for SS dissertation students has been in place in R&T since 2014 and the dissertation as the place in which the students best show the integration and assessment of their acquired knowledge. (Rel)

Marking

Issue: EE not liking borderline marks, intensity of second marking, Dissertation moderation (TBS, HH, Psych)

> *Resolution*: Different views in School on borderline marks, new system for second marking, dissertation moderation meetings.

*Issue***:** Perceived inconsistencies amongst practice educators (PEs) in grading of clinical placement (CSLS)

> *Resolution*: We have introduced increased clarity and transparency in PE marking for students. We have also increased training on grading to PEs and increased emphasis that PEs adhere to National Performance Indicators when grading student clinical competencies

*Issue***:** One EE was concerned about not having access to the written feedback provided to students and marks awarded for different sections on the rubric. (LSCS – Centre for Deaf Studies (CDS))

> *Resolution*: CDS curriculum team have reviewed all grading rubrics in addition to the marking process, paying attention to the transparency, accuracy and alignment between the grade descriptors and the mark.

Feedback

Issue: late feedback, lack of written feedback on scripts, making student feedback available to EE (TBS, CA, Religion, SWSP)

> *Resolution*: Workload evaluations, module design enhancements, training, commitment to meeting 20 day deadline, Improved annotation.

2.2.2. Key Student Life enhancements UG

Issue: Students requesting event which would acknowledge family support during UG training (CSLS)

Resolution: Reception and Awards Ceremony in the Department following Commencements for family and new graduates.

Issue: Students requested for Tea/Coffee making facilities in student area to reduce costs of purchasing teas and coffees locally (CSLS)

Resolution: This is now in place

Career Development

Workshops and mock interviews arranged working with Trinity Careers Service and local HSE /hospital managers to prepare students for interviews, with positive feedback from all stakeholders.

After conducting student focus groups, School of LLCS ran a 'life after Trinity event' which was extremely well attended. Students commented that it was extremely useful to connect with Alumni in a very informal 'speed dating' type of setting. (LLCS)

A successful programme of inter-professional learning was developed and implemented by CSLS in association with the Faculty of Health Sciences. In the Bachelor in Deaf Studies programme, students have opportunities and experiences to complement their learning in several ways; practical placements, civic engagements, Erasmus Programme, social media outlets and organised trips, seminars and conferences organised by the Deaf Research Network.

2.2.3. Key escalations to be raised to College level

Accommodation

The quality of teaching accommodation continues to be raised in module evaluations. This will be partially addressed by the Arts Block refurbishment, but this refurbishment has to date been limited in in scope. Many teaching rooms have no natural light and the toilets are unacceptable despite the best efforts of colleagues from Estates and Facilities. Groups using the Emmet theatre commented on the distracting nature of the noise outside the theatre. Those using the Davis noted the failure of the remote control on more than one occasion, and that they would prefer the lights dimmed: the Davis theatre only has two light settings, and there have previously been complaints about total darkness in which students find it hard to take notes. One student also expressed the desire for a greater number of plug sockets in the lecture theatres. Some lecture theatres remain inaccessible, as having a wheelchair user in the class impedes the fire exits. Also concern about the official capacity of certain rooms. E.g. 3074 is not fit to house 150 people or room 3 in CG cannot seat 35. (HH, LLCS, Psychology, SSP, SWSP)

Library Resources

The pressure of Library budgets and the adverse effect of the UK e-legal deposit legislation. Negative comments in module evaluations included restrictive use of the manuscripts reading room (especially relevant in the case of History of Art), some criticism of the availability of books for borrowing in the Library, especially coming up to essay submission, delays in books ordered from Santry. The School liaises closely with the Subject Librarian to mitigate the effects of these systemic problems; other problems, including borrowing limits, have been revisited in the present academic year. (HH, Rel)

Staff Resources

Resourcing —ongoing lack of sufficient resources to teach to a common standard for all modules; arises in all forums as a core issue.

Timetabling

Timetabling has continued to be a major issue, with students persistently discontented with lectures timetabled at 6pm or later. This was fed forward last year and the proposed fixed timetable does not use the 6pm slot, but it remains to be seen whether in fact adequate lecture facilities will be available at the times needed, given that it is competition for limited numbers of large theatres that drove the previous use of late slots. (Eng)

Procedure for dealing with students on the 2.1/1 borderline:

The EEs submitted a joint letter (dated June 2018), along with their annual reports, in which they outlined concern regarding the lack of a system in Trinity for raising a student with a final mark of 69% to a First, without adjusting the module marks arbitrarily to bring them up to 70%. This was discussed at a meeting between the HoS, DUTL, SL and QO, and the SL indicated that this was an issue raised by other EEs and that he was looking into the matter.

Online Module Registration

Online module registration is a major issue that needs resolving given our growing numbers and diverse student registration status. There needs to be an automated system whereby students can select appropriate modules given their degree pathway and disciplines prerequisites; this has become increasingly important with the introduction of the new programme architectures under TEP. (SSP)

2.3. Comments from Directors of Teaching and Learning (UG)

For detailed comments by School, please see Appendix Two

Staff/Student liaison committee/ mid-module evaluations

Staff:Student Liaison: Eng, Law, LLCS, LSCS have set up staff-student liaison committee, and used this as funnel for feedback on modules – more efficient in focusing on specific issues than paper forms. Also allowed for response to be drafted by DUTL and fed back to students. In LLCS, this is run in a coffee morning format once every semester and works well.

The Law School invites representatives from a variety of student societies to sit on the Alumni and Development Committee. In addition, HoS invited representatives of the student body (not specifically SU elected) to meet twice a term to informally discuss matters or issues they would like to bring to the table.

Mid-term Evaluations: Law introduced mid-term evaluations in the second term in 2017/18. There were mixed reports as to its usefulness; student uptake was not very high, feedback was delivered to the classes upon review. Mid-term evaluations are now held before reading week each semester. Psychology also introduced mid-term module evaluations.

Focus Groups: We also conducted a student focus group to see how students experienced the new examination and assessment session before Christmas. (LLCS)

Is the School meeting the requirement for return of coursework within 20 days? All schools report that they are meeting this requirement.

Please comment on the School's performance on ISSE indices as per the 2017/18 School ISSE Report.

Positive overall, but concerns in some areas – many schools hope that the overhaul in the content and methods of delivery of their programmes due to TEP will enhance their performance on ISSE indices.

Some of the areas in which AHSS schools under-perform are 'effective teaching' and 'supportive environment', which could be linked to high student/staff-ratios.

School of Eng has confirmed a policy that all permanent staff members should teach Fresher tutorials, though because of pressure of numbers it will still be necessary to have much of this done by TAs.

In Law, only Law and a language underperforms. The redesign of these programmes under TEP should lead to a change in student satisfaction, and other issues have been resolved via the course committee.

Low response rates in Psychology made it difficult to draw conclusions, and Religion did not receive results due to the small number of students.

Implementation of TEP

Only one school in AHSS was involved in Phase 1 of TEP, with the Clinical Speech & Language Studies successfully moved to TEP in 18/19. A major review of curriculum structure, delivery and assessment was undertaken over a twelve-month period, the outcome of which ensured that module sizes were limited to either 5 ECTS or 10 ECTS with 20 ECTS reserved for the Capstone project. Modules of 5 ECTS are now taught and assessed within one semester and modules of 10 ECTS are taught and assessed over two semesters. Students have a balanced credit load across the two semesters and the 20 ECTS Capstone project is taught and assessed over two semesters, as was previously done. The School met the schedule of key activities and associated timelines for each stage of TEP. All other courses in FAHSS are transitioning in Phase 2 of TEP.

Some Schools, such as CA, already used a wide range of assessment types (written essays, given presentations, composed reflections, developed portfolios, crafted research-led performances, and presented for *viva voce*-style examinations).

Schools report that TEP has made them carefully consider how their various modules fit together, looking at their contents in far more detail than ever before. (Eng). Schools have developed an assessment framework for UG students (LSCS) and have introduced Assessment Forums for staff.

In LLCS, continuous assessment within all modules was carried out and an assessment spreadsheet was again completed, to balance student work load and submission deadlines within and across modules.

Feedback has shown that students are concerned with the short exam/reading period (TBS)

Capstone Project: Following extensive deliberation and consultation with staff and the student body, the School introduced a new independent research module, comprising multiple distinct strands which provide opportunities for greater student collaboration and small-group teaching. This has been introduced ahead of time and further development is planned ahead of its increased weighting to 20ECTS. This is being led by a staff member in receipt of an ERC grant with extensive research experience, and the intention is to increase the focus on research methodology which would be beneficial for final year students in particular. (Law)

Communication has been key to the TEP process, with schools improving handbooks and online material, and creating clear Capstone Project information (English).

The School of Law noted from the most recent USC that College is proposing to engage with Schools about Assessment, and would welcome any input about this.

New courses are also being developed, e.g. a new UG half moderatorship in Linguistics, moving to SH only in Psychology. The School of Religion has developed an entirely new UG programme to replace the two existing ones. SWSP will see the winding down of the existing Sociology and Social Policy degree (TR083) and Social Policy being offered as a Joint Hours option.

Trends and commentary on CAO Entry Points for principle programmes per School

In the main, CAO entry points and application numbers remain steady. Notes of concern were raised for Business and Polish and there was an unexplained large drop in final points for Law and German in 2018.

Schools of SSP and SWSP note a decline in CAO applications for some courses, the BA in Sociology and Social Policy is down by 20%, Political Science and Geography by 26% and overall TSM down by 13%.

It is hoped that with the move into Joint Honours and the introduction of Politics and Society as a Leaving Cert subject, the points for some of these courses will increase.

3. POSTGRADUATE

3.1. Postgraduate Summary – Quantitative Information

3.1.1. Postgraduate Module Evaluations

	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psy	Rel	SSP	SWSP
No of PGT Programmes Taught 2017-18	10	3	3	6	7	5	4	7	8	5	5	4
No of PGT Programmes Evaluated 2017-18	10	3	3	6	7	5	4	7	8	5	5	4
No of PGT programmes where feedback on evaluation was provided to students:	All	3	3	0	7	5	0	7	All	5	5	4

Law: not possible due to timing of evaluations.

3.1.2. Postgraduate External Examiner Reports

	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psy	Rel	SSP	SWSP
No of PG reports expected 1718	10	3	4	6	7	5	5	7	16	6	5	4
No of PG reports received 1718	10	3	3	6	7	5	4	5	14	6	4	4
% of PG report received	100	100	75	100	100	100	80	70	88	100	80	100

3.1.3. Teaching Assistants

	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psy	Rel	SSP	SWSP
No. of Teaching Assistants (TA) in the School	27	10		35	28			0	13	0	65	4
No. of TAs who have completed CAPSL Training (*data from CAPSL*)	3	4	4	2	9	5	5	3	1	n/a	2	4
% of TAs who have completed CAPSL Training	11	40		6	32				8		3	100

The School has improved pedagogical training for incoming PhD students to better prepare them for TA roles. (TBS, SSP, Law)

From 2018/19, CAPSL training will be provided in the form of an online module within Blackboard.

3.2. POSTGRADUATE SUMMARY – QUALITATIVE INFORMATION

3.2.1. Key Academic Enhancements – PGT/PGR

Student Workload/Assessments

Issue: Student Workload/ Extent of assessment across some programmes (Business, CA)

Resolution: MBA programme structure and content is currently being examined by the programme team, and the EE comments are playing a central role in this restructuring process. The programme director is evaluating how the balance of assessment can be addressed for the 18/19 intake.

The MSc Management curriculum has undergone a change in that all content is now mandatory. A new programme director has been appointed and is monitoring the balance, and level of assessment, across this revised programme.

In 17/18, the collaboration with the 'musicians in residence' will last two terms instead of one, in order to allow the students more time to write. (CA)

In 17/18, the issue of clarity, communication, and spread of coursework deadlines raised in feedback has been addressed by including all coursework submission deadlines in a calendar placed in a single place, the course handbook provided in advance. Adherence to this by staff has also simplified assessment tasks. (CA)

In 17/18, team teaching has been reduced across the degree, with tighter individual responsibility of a single lecturer over particular strands, leading to greater coherence and improved student experience. (CA)

Groupwork

Issue: Differentiating individual contribution within group coursework

Resolution: The MBA programme successfully trialed the use of peer evaluation software (CATME) in one module. Following positive student feedback, and an encouraging range of grades, this has now been adopted across assessed group components of the MBA programme. (TBS)

Research

A Research Methods module has now been made compulsory in MSc Digital Marketing Strategy and MSc Management (where it featured previously as an elective choice). (TBS)

In the MSc. in CSLS a complex multi-component assignment for Research Methods 3 has been replaced by one main assignment that involves a class debate. This has received very positive feedback from both EEs and students.

Christian Theology: Implementation of Postgraduate research seminar in theology. (Religion)

Relocation of School of Creative Arts Research Forum to Long Room Hub has facilitated significantly increased attendance and engagement among the PG community. (CA)

Dedicated workshop on managing the supervisor relationship for PG students in the School.

PGR students are required to present their work to the School annually. These were poorly attended and, as a result, of limited formative value. The School now hosts two annual PG research days (April & December) where students present their work to the School academics, their supervisor and appraisers and their peers and, in addition to replicating a conference setting, receive detailed feedback on their presentation as part of their appraisal meeting and progress report feedback. (Psychology)

Launch of new ALRM (Academic Literacy and Research Methods) module for all MEd students.

Enhancement to 2-day programme of workshops on research methods at end of Year 1 on PME.

Encouragement of Masters students in Education to participate in the annual postgraduate research conference.

Quality and Variety of Teaching

In 17/18, additional talks and workshops by scholars and industry personnel have been arranged in response to the very positive student feedback to such. (CA)

The School's hire of an Assistant Prof in Gender and Women's Studies, will increase the core Trinity staff delivering the MPhil and the School looks forward to reviewing the delivery of the programme's teaching accordingly. (HH)

In the M.Phil. in Chinese Studies, following EE feedback on the need for modules regarding economics and business, we have recruited a new guest lecturer. (LSCS)

Joint PGT seminar for Trinity and QUB students. (Rel)

Intercultural Theology and Interreligious Immersion Field Trip to be offered for credit. (Rel)

In 17/18, opportunities for oral presentation and experiential learning have increased. (CA)

PhD review process

The School is this year reviewing the structure and format of the annual PhD review process for first and second years. This will involve bringing our annual reviews into line with the GSO's new deadlines for the confirmation of PGR students on the PhD register by end of February. (HH)

Comprehensive overhaul of processes relating to progression/confirmation.

PhD appraisal system; new forms and guidelines for each stage of PhD for supervisors and students; detailed checklists for students and supervisors to monitor progress. (Psychology)

Initiation of PhD pre-viva voce presentation to school to which examiners and entire school community are invited. This allows school to see culmination of the research and helps to make the occasion special for the PhD candidate. (Law)

The School is in the process of revising its annual PhD review schedule so as to more easily comply with the GSO's requirement that students must be granted permission to continue in their studies at a School review before they are invited to register. (HH)

PGT Dissertation- Supervision and length-

In 2018/19 the School implemented a group supervision dissertation model and reduced the word count reduced from 25,000 to 15,000 words.

Grading

PG Evening Dip. In Conflict and Dispute Resolution Studies to explore a numerical grade rather than Pass/Fail for reflective writing. (Rel)

Christian Theology: Internal double-marking has been implemented.

3.2.2.   Key student life enhancements – PGT/PGR

Orientation

Two week, centrally planned, School-wide orientation for PGT students which builds on College orientation. Offers introduction to essential Business School services and focuses on the student experience and socialising cohorts on arrival. (TBS)

Two of the M.Sc. programmes have moved to online delivery. The students did not like not having the opportunity to meet their classmates at the beginning of the programme. The first session for these programmes has now been changed to a call-in day to allow students the opportunity to meet. (SWSP)

The School has implemented a PhD student 'buddy' system through supervisors and looks forward to introducing a second welcome event in HT for new entrants. The School has also supported a community building PG event organized by the PGs in the LRH in MT and generally continues to promote PG participation in and membership of the research community of the LRH. (HH)

English Language

PG students now have access to Studiosity –an online portal which offers support in academic literacy.

(TBS) *Wellbeing/Mindfulness*

Both through the mandatory curriculum (PGT and PGR), optional extra-curricular activities (6 session workshop), and 3 hour session during orientation week, all PGT/PGR students have greater access to wellbeing education to complement their studies/day to day life. (TBS)

IT Training

Engaged with College on the rollout of Lynda.com for students in order to use the resource to meet a skills gap in Microsoft Excel. (TBS)

Research Space

A more integrated PGR research space in 7-9 South Leinster St., with more School oversight.

The School introduced policy concerning desk usage in PGR Room to ensure better student access. (Law)

PGR Exchange Opportunity

The School entered into an arrangement with other LERU Schools to enable our PhD students to participate in exchanges. (Law)

Opportunities to meet other M.Sc students. This was voiced by prospective students and current students. We now have a reception on the day of M.Sc students' graduation where prospective and current postgraduate students attend. This has proved to be successful on a number of levels. (LSCS)

Engage with research students

MSc: End of term seminar where taught and postgraduate research students meet, share their research and interact with local clinicians. (LSCS)

Ongoing pastoral care

Hosted bespoke workshop on supervision for psychology research students (Psychology)

Civic Engagement

Conflict Resolution and Reconciliation have secured funding to cover costs of structured Civic Engagement. (Rel)

3.2.3.   Key Escalations to be Raised to College Level

Visas

Non-EU students being unable to secure appointments at the Garda National Immigration Bureau in order to switch their Visa status – causing considerable distress and concern across a large number of our international students. Student feedback was coming through various channels on this issue. PGDTL raised this with Global Office, Graduate Studies Office and Dean of Internationalisation. A College-wide approach to dealing with the issue was launched. Concerns remain about how this can be resolved if experienced again next year. (TBS)

PhD Funding

The shortage of College PhD funding awards continues to be a desperate problem in HH. The School receives one 1252 award which offers a small bursary (6,500 euro) and fee remission but the duration of the award covers only three years of our four year structured PhD programme and its annual bursary is insufficient to cover minimum living costs in Dublin. (HH)

Dean of Graduate Studies; the Dean is currently reviewing the 1252 awards in consultation with Schools across College and we await the outcome of his review.

PhD Desk Space

The School continues to negotiate very limited study desk-space for PG research students, who regularly express dissatisfaction with our provision in this area. The School has made enquiries about increasing its allocation of PG study desks. (HH)

PG research students also express a need for more PG community space in the form of a common room.

The School does provide a common room/study space facility in its College Green premises which has alleviated the problem to some extent. (Law)

IT Equipment

Ongoing issues with faulty equipment in 7-9 South Leinster Street (repair of malfunctioning or damaged equipment is very slow). The poor standard of the IT equipment in the teaching rooms has been raised by students. There have been a number of instances in the last year when computers would not boot or the sound would not work on them. (LSCS)

Quality of Teaching Space

Space/ Quality of Teaching accommodation. Ongoing discussion with Bursar and Space committee. (Psychology). The poor standard of teaching facilities, particularly within the Arts Building & Foster Place and the lack of a dedicated teaching space for PGT students. This feedback comes from students. (SWSP).

3.3. Comments from Directors of Teaching and Learning (PG)

For detailed comments by School, see Appendix Three

3.3.1. PGT ISSE Report

Schools mentioned many areas in which they scored highly. However, some areas of concern were:

Issue: the integration of practice into the classroom

> *Resolution:* This is something that we endeavor to maintain at a level appropriate for each programme. There is a balance to be struck however as the core theoretical elements of the curriculum cannot be jeopardised.

Issue: Lack of Resources in School, College and Academic Registry

> *Resolution*: in many cases this is not within the power of schools to resolve.

3.3.2. PGR ISSE Report

Positive comments such as good access to research seminar series, positive impact of taking on TA duties, PhD Supervision. However, many concerns were raised such as:

Issue: PhD Funding: Students in AHSS exhibit highest levels of self-funding, e.g. 41% are self-funded in HH.

> *Resolution*: Schools have been awarded Provost's Awards. Others are providing their own scholarships, etc LSCS introducing new PG studentship.

In future plans, and in concert with the new funding opportunities of the Provost's Awards, the School will formalize application procedures for PGR to projects funded under supervisor held awards. (HH)

Issue: Resources: student respondents to the ISSE survey reported the lowest level of satisfaction with College provision of study desks, computer access, and library resources, research spaces (LSCS)

Resolution: in many cases this is not within the power of schools to resolve.

Issue: Research: a perceived lack of involvement in the wider research community

Resolution: On foot of the survey results, we have plans to strengthen opportunities for PGR students to discuss their research with other research students and to have greater involvement in the wider research community.

4. SCHOOL INFORMATION

For detailed Comments from Heads of Schools, Please see Appendix One

4.1. Strategic Partnerships/Articulation Arrangements

The Faculty offers a Dual degree programme with Columbia University. The programme was piloted in 2017/2018, with a cohort of 4 existing Trinity students who began at Columbia in the autumn of the 2018/2019 academic year and who will graduate in 2020 from both institutions.

In 2018/2019 the programme welcomed its first full cohort of 38 students, broken down as follows:

- European Studies: 13
- Middle Eastern & European Languages and Cultures: 11
- History: 7
- English: 7

4.2. External Accreditation

Five Schools undergo External Accreditation and all five's accreditation is up to date: TBS, Education, LSCS, Psychology and SWSP.

4.3. Athena SWAN

	AS Champions	Proposed Submission Date	SAT set up and Active
TBS	2	Nov 19	
CA	1	19/20	
Ed	2	19/20	Yes
Eng	2		
HH	2	Nov 19	Yes
Law	1		Yes
LLCS	2	Nov 20	Yes
LSCS	1	April 20	Yes
Psych	2	Nov 19	Yes
Rel	1		
SSP	8	Nov 19	Yes
SWSP	1		Yes

Further Progress in Athena SWAN:

HH: The Athena Swan process was formally launched on October 30, 2018 with a guest talk from Dr Carol Baxter, Assistant Secretary General, Department of Justice and Equality, on the topic 'Empowering women as leaders: the Athena Swan process and the National Strategy for Women and Girls'. The staff AS survey has been circulated and the results are in the process of being analysed; the PGR survey, led by the two PGR representatives on the SAT, is about go out. The next stage will be to invite staff to participate in

discussion fora/workshops around the key AS themes and the particular concerns raised in the survey.

Psychology: Initial meetings have taken place and the request from central college for the relevant information has been made. The survey is being finalized, and once the survey has been analysed, then the focus groups with staff and students will be organised.

4.4.   Benchmarking

Trinity Business School benchmarks itself against Russell Group universities in the UK and other leading international business schools, including Durham University Business School; University of Edinburgh Business School; Erasmus University Rotterdam School of Management, and Warwick Business School.

The makeup of the School of LSCS is unusual, in that traditionally Speech and Language Therapy programmes are offered through Health Sciences, and there is no comparable School incorporating Linguistics, Deaf Studies and Asian Studies into a single unit. Therefore, the benchmarking is done at a Centre or discipline level. TCAS refers to SOAS and UCC. CSLS benchmarks against NUIG, UCC and UL in terms of the UG programme, as well as other universities in the UK. CDS benchmarks against units across Europe.

The School of Law benchmarks itself against Russel Group Universities, and other schools to some extent through discussions with EEs.

4.5.   Student Staff Ratio 1718 (weighted) –

	TCD	TBS	CA	Ed	Eng	HH	Law	LLCS	LSCS	Psych	Rel	SSP	SWSP
1718	23	36	29	40	22	27	33	18	18	27	16	33	22
1617	24	33	30	38	27	28	41	17	19	27	21	39	21

Planning Group report June 2018

In half of AHSS Schools, staff: student ratios have improved, and most of the remainder have increased by one or stayed the same. TBS has increased, but an additional four core faculty have since been recruited and would bring this ration to 32.43.

In School of HH, the ratios are stable, but high in relation to comparable Universities (roughly 16). Likewise in the School of Law, where only 4 out of the top 100 Law Schools in the UK had a SSR in excess of 31.

The School of LLCS would like to strive for 14 as a minimum, bearing in mind that language teaching by its nature requires a lower ratio to be effective with small-group teaching.

In LSCS, the ratios are diverse across the division, but the clinical programme has a SSR of 14:1, in line with recommended ratios for progammes across the UK, and comparable to ratios in Health Sciences.

In Psychology, the SSR has been getting worse due to inability to replace staff and increases in student numbers, and a further decline may lead to programmes not being accredited.

In SSP, figures are very high in comparison with comparator institutions in the social sciences; e.g. the staff student ratio at the London School of Economics is 12:1, Warwick 13:1, Bristol 15:1, QUB 16:1, (Figures from THES rankings 2019). Until these ratios are reduced to the College median, improving the quality of the student experience will always be difficult to address in any meaningful fashion.

4.6. Rankings

Trinity Business School	Trinity Business School continues to be highly ranked by the major international rankings systems for business schools: **1. Economist Rankings 2018** • **EMBA:** 1st in Ireland, 13th Europe **2. QS Rankings** • **EMBA:** 1st in Ireland, 22nd Europe (2018) • **MBA:** 2nd in Ireland, 33rd Europe (2019) • **MSc International Management:** 1st in Ireland, 19th Europe • **MSc Finance:** 2nd in Ireland, 24th Europe • **MSc Marketing:** 1st in Ireland, 11th Europe **3. Wall Street Journal/Times Higher Education Business School Rankings** • **MSc Finance:** 1st in Ireland, 21st in World **4. Eduniversal Rankings 2018** • **Trinity Business School:** 1st in Ireland, 15th in Western Europe • **MSc Digital Marketing Strategy:** 1st in Ireland, 1st in World • **MSc Management:** 1st in Ireland, 1st in Western Europe • **MSc Finance:** 1st in Ireland, 2nd in Western Europe • **MSc International Management:** 1st in Ireland, 3rd in Western Europe • **MBA:** 1st in Ireland, 4th in Western Europe • **MSc Marketing:** 1st in Ireland, 5th in Western Europe • **PG Dip. Accounting:** 1st in Ireland, 10th in Western Europe • **EMBA:** 1st in Ireland, 15th in Western Europe • **MSc Entrepreneurship:** 1st in Ireland, 21st in Western Europe
Creative Arts	Trinity ranks in the top 50 for Performing Arts within QS World Subject rankings.
Education	School of Education has been ranked in the top 100 QS subject rankings since 2015.
English	English was ranked 28th in the World in the 2018 QS rankings: one of 4 Trinity subject areas to be ranking in the top 50 worldwide.
HH	History consistently ranks highly in international rankings, despite the disadvantages of a high SSR (as noted above). QS rankings: Classics and Ancient History was ranked at subject level for the first time in 2018, and was placed 28th. This rose to 13th in 2019. We note that subject rankings are presently not available for History of Art as a separate subject.
Law	In the QS 2019 Law School rankings, Trinity Law was in the 51-100 band; UCD was the only other Law School from Ireland in this band. The 2019 THE World University Rankings by subject index for Law provides data for 187 Law Schools, but Trinity was not included (UCD was ranked 47th). Likewise Trinity Law School is not included in the top 200 in the Law table for the Shanghai Global Ranking; UCD is in the 151-200 band.
LLCS	QS – Modern languages as subject: 2015 =49, 2016 =39, 2017 151–200, 2018 51–100 QS – AHSS: 2015 =63, 2016 61, 2017 =173, 2018 =57 THE – AHSS: 2016 74, 2017 =88, 2018 81, 2019 96; Shanghai does not produce A&H rankings

LSCS	The unique composition of the School makes such comparisons extremely difficult, with components aligning comparisons with Language and Linguistics and others with Health Sciences. The QS 2016 rankings placed the School 101-150 for Linguistics, and 151-200 in 2018, reflecting the overall dip in rankings for the university.
Psychology	In the **QS rankings**, Psychology is the highest ranked psychology school in Ireland and ranked 101-150 in the world and in the **top 45 for Europe.** In the **THE subject rankings**, Psychology is the highest ranked psychology school in Ireland and ranked in 151-175 in the world and in the **top 70 in Europe**.
SSP	The Department of Political Science was ranked number 1 in Ireland, number 16 in Europe and number 43 in the world for 'Politics and International Studies' in the 2018 QS rankings, reflecting the excellence in research and teaching carried out by the Department. The Departments of Philosophy and Sociology were also part of Trinity's top 100 QS rankings in 2018.
SWSP	Social Policy ranked in the top 100 subjects in the world in the QS rankings. Social Policy's ranking is an improvement on last year's when social policy was not in the top 100 subjects.

4.7.   Teaching & Learning Environment

The Schools in the Faculty are based in the following buildings, which have the following issues:

Arts Building (Education, English, HH, LLCS, LSCS, Religion, SSP, SWSP)

- Availability of Meeting Rooms: Can have difficulty finding rooms for meetings.

- Availability of appropriately sized lecture rooms: the overall shortage of space in the Arts Building has meant that frequently, rooms so allocated are not of the appropriate size.

- Equipment and Technical Support: the majority of lecture rooms in the Arts Building are now under-equipped in modern teaching aids, such as smart boards or even the less costly video screens and projectors, and thus urgently require technical upgrading. Even where Schools have invested in upgrading AV equipment, this should be supported by ITS, as assistance from outside providers takes time, i.e. not for the class affected, and may take up to a week to be carried out.

- Office space: lack of office space is reaching crisis point, with any drive for new recruitment severely hampered by the challenge of how any new colleague may be accommodated.

- The quality of dedicated facilities, such as the speech laboratory in the Arts Building is approaching a critical point. Significant investment will be needed to enable this lab to continue with the research activities that have been critical to the research income of the School (LSCS)

- Lack of sound proofing between rooms – conversations can be heard from one room to the next.

New Trinity Business School

- Raised the point that regardless of room occupancy, rooms must be booked based on number of students registered for a module, rather than number who might attend.

House 39

- Law: The majority of space was rated operationally safe, but 31% was placed in the 'modernisation required' category in the analysis in the Estates Strategy. We were placed 19th out of 23 Schools ranked for the suitability of their space. In terms of suitability, our current space is ill-equipped for students and teaching innovation. Staff are scattered over various sites and many staff offices are inaccessible for wheelchair-users. Our facilities compare very unfavourably with those at UCD Law School. This underpins the case for the Law School Development Project.

7-9 South Leinster St

- Two departments of the School of LSCS are based here and the accommodation is good.

Aras an Phiarsaigh (Psychology)

- The School's academic programmes are primarily delivered in rooms in Áras an Phiarsaigh and the Arts building. As noted in the Trinity Estates Strategy, all of the School's teaching takes place in facilities deemed by the College as requiring modernization (Fig 6). The School utilizes the assigned rooms and although the space is mostly suitable for our needs, we have raised specific concerns with the Bursar over the suitability of teaching spaces for the PG taught doctoral programmes, where classes are often 3-hour workshops that require larger rooms and natural light/air. We are still awaiting an update on our request for appropriate space. The continued absence of appropriate teaching space is a reputational risk for the School and college.

Loyola Building

- The latest condition assessment graphs/utilization statistics show that the DUBLIN campus is amply fit for purpose and utilized to capacity. They do not, however, take into account four factors: the accommodation in Belfast is insecure; office space for staff in Dublin and Belfast is fully occupied (and had Law not helped us out this past three years, we would have had un-housed academic colleagues); the Trusts have an entitlement to space via their agreements with College (space that counts as available to the School on the official stats, but is not); there is an insufficient amount of seminar space available for teaching in the School.

Multi-Location of Schools: A particular difficulty in some schools is that they are located across different sites, for example:

School of LSCS

- Much of CLCS (including TCAS) is housed in the Arts Building, with all the attendant space quality difficulties. CSLS and CDS are housed in South Leinster Street, when space is of a higher quality. It is extremely challenging to operate across two different locations and almost impossible to foster a sense of a collaborative School ethos, given the lack of access to shared communal space. Within the Arts Building, colleagues are based on different floors and there is no point at which a visitor can appreciate entering a department of Linguistics.

School of Creative Arts

The School of CA's footprint is 2,911sq.ft., all of which has been identified as in need of modernisation.

The buildings of the School of Creative Arts span the distance of 1.3km from the Music Department's rooms in House 5 to Drama's Samuel Beckett Theatre to Film's location in 191/2 Pearse to ATRL and the School Offices at TTEC at Grand Canal Dock. Staff and students traveling between the furthest distances can require up to 20-30 minutes to complete the journey. Timetabling across disciplines and accessing the facilities of ATRL are curtailed in this reality.

Our strategic goals in regard to the Working Environment include moving the School to the new Trinity Campus at the Grand Canal Innovation District at the current location of ATRL and the Lir. This major development offers a game-changing opportunity for the School of Creative Arts allowing for:

- Establishing School-wide offices for administrative staff

- Purpose-built facilities including theatres, rehearsal halls, classrooms, cinema, etc., to facilitate practice-based research efficiently

- A centralised home for the School to enable interdisciplinary models of pedagogy and research

- Access to a dynamic environment of high-tech companies, start-ups and research-driven colleagues from across Trinity

> ➢ A practical space of creative exchanges and community innovation

> ➢ Dynamic links with the Lir

Challenges in facilitating the move to the new Trinity Campus include:

> ➢ Timetabling students with classes in the old Campus

> ➢ Isolation of the School and its staff from central locations in College

> ➢ Movement of staff and students from old to new campus

Solutions in regard to these challenges include maintaining a presence in College such as the Samuel Beckett Theatre for research and performance. Trinity could deploy a shuttle system to ferry staff and student to and from College. There are varying opinions across the School regarding the feasibility and wisdom of attempting the move to the new Trinity Campus in the Grand Canal Innovation District (GCID).

School of SSP: The School is currently in four locations (across different floors in the Arts Block and College Green), and we better synergies could be achieved if the entire School was located on the main campus.

4.8.   Strategic Staffing Plan

Trinity Business School: Trinity Business School is mid-way through the implementation of its Strategic Staffing Plan and is on target to have the plan fully implemented by 2020/21. The plan covers academic and professional staff appointments.

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

Creative Arts: As stated above the School of Creative Arts is grossly understaffed with multiple retirements which have not been replaced. In consultation with the Faculty we seek to hire a Professor of Creative Arts to act as a visionary leader of the School unification project, replacing the Chair of Music, replacing the upcoming retirement of Professor in Drama, hiring a Technical Officer in ATRL, and hiring a Development Officer to enhance our ability to fund capital projects and strategic posts.

We are aware of the risks to the School through the implementation of the 2016 CUSH report and our many casual staff who are being employed over multiple year casual contracts.

Education: The School Review of 2015 recommended the appointment of the 1905 Chair in Education as a priority. Despite efforts in the School and Faculty since then, the appointment has not been possible. This is due in part to the School's financial situation and the consequences of the BBM model

English: We have been able to make excellent progress against our School Strategic Staffing plan.

Histories and Humanities:

Academic Staff planning: progress in this area is marked against our recent School review and its recommendations as well as the necessity for routine replacement of positions.

Gender and Women's Studies: the past two external reviews recommended a second hire in this area; this was achieved with the appointment of Dr Clare Tebbutt who joined the School in Jan 2019.

Classics: the Chair of Greek was vacant for two years, the time taken to progress the appointment through College, but the new Chair will take up the post in August 2019. Facilitated by philanthropic funding, a new post in Late Antique and Early Byzantine Studies has been created and filled. This strengthens both the Classics programme and the School's interdisciplinary Ancient and Medieval History and Culture programme.

History: a key risk to the delivery of modern European history programmes (at UG and PG levels) has been

averted by two tenure-track junior appointments in this area in the past month.

History of Art: the School review highlighted the need for new appointments in this discipline, in order to help it achieve the aspiration to offer a SH History of Art degree. Stability and increase in staffing in this area are a priority for supporting and enabling new developments, and work on this is ongoing.

Administrative Staff: in response to the external review, some increases to hours of administrative staff have been made in History of Art and in History. Administrative staff, and especially the School Manager, are under continuous pressure. It is worth noting that lack of opportunity for promotion for administrative staff within the Schools has a severe impact on morale. The knowledge and experience that long-serving administrative staff bring to the stability and wellbeing of the Schools should not be under-estimated.

Law: The Vice-Provost's plan includes two Assistant Professorships to be appointed from September 2019. We will target key growth areas at postgraduate level: IT Law and Financial Services & Capital Markets Law. We hope to be able to appoint a 1 year part-time EO for PG administration and, depending on resources, another fixed-term administrator for events and communication.

LLCS: Despite finding ourselves in a BBM-defined deficit for the current year, we are continuing to build a new strategic staffing plan, taking into account both the previous strategy and the changing needs of the School.

Of the staffing requirements included in the School's Strategic Plan 2016–2021, section 11, the following have either been achieved (marked '+') or are still outstanding ('–'): **+**: Chair of French, Assoc. Prof. Italian; **–** Chair of Irish (replacing two retirements), Chair in European Studies; the process to fill the Chair of Spanish is ongoing. Furthermore, a number of upcoming retirements are listed as requiring replacements.

Even more immediate needs – detailed business plans concerning each of the following, including financial projections and workload implications, were recently submitted to the School Office – include: a Teaching Fellow (TF) in German as replacement of a retirement, to enable continued honouring of a programme commitment and in response to rising student numbers, including for the new *ab initio* offering; a one-year investment strategy involving a partial TF in Irish, in part funded by the department itself via a donation; a TF in Spanish in response to current and projected rising numbers; an Assistant Professor in French to replace two retirements. Furthermore, Italian has taken the lead in presenting the case for the creation of the role of departmental language coordinators – including by supplementing existing TF contracts, as per HR advice obtained –, representing a small but crucial investment for almost immediate benefits in student recruitment and retention based on a widespread international model.

LSCS: In 2018, the School suffered an unexpected loss of a staff member, which had implications for all aspects of the School. We were fortunate to secure philanthropic funding to recruit a Professor in Chinese Studies, through the exceptional input of Prof Lorna Carson, but for 2018-19, we have had to find short term solutions in order to roll out a new one-year programme, while maintaining a full suite of activities related to TCAS.

Over the coming five years, many senior staff will be eligible to retire, including two of the three colleagues currently at Professor (former Assoc Prof) level. This will be extremely challenging for the school, creating a potential gap in leadership at a senior level. A consequence of concern is the potential for significant responsibility to fall on junior colleagues, undermining their ability to focus on research activities that will be vital to maintaining the status of the School and to supporting individual career progression plans. In anticipation of these retirements, the School has sought and received permission to replace retiring staff, but these replacements will not address the question of the profile of seniority within the School. For this reason, the School is developing a proposal for a Chair in Linguistics and to reactivate the unfilled Chair in Clinical Speech and Language Studies.

Psychology: Growth in the School staff in the past year has been facilitated through the philanthropic donation to the Global Brain Health Institute. Even with the appointment of these part-time staff, the School has been hampered by the absence of resources to replace academic staff who retired in the past

few years. These staff all taught core modules required for accreditation and the loss of such expertise has presented considerable challenges to the School in terms of maintaining accreditation, balancing workloads and enhancing our research productivity and impact. At present, the School is in the process of identifying strategic areas to inform a request to the Provost and relevant Deans to permit the School to begin a recruitment campaign for the unfilled 1968 Chair of Psychology. There is an urgent need to fill this post both in terms of senior leadership in the School as well as providing teaching in core mandatory areas. Furthermore, in the absence of core budget until just recently, planning for staffing hires has been hindered; however, we hope to progress a lectureship in Personality and Individual Differences if the budget will permit. In addition, we have experienced challenges in recruiting and retaining administrative and technical staff, with high turnover in the past few years. The low salary levels permissible and difficulties in progression have been a barrier; we currently have three administrative and technical posts that require urgent recruitment. As mentioned previously, SSR and the presence of appropriate administrative and technical support are essential requirements for professional accreditation of the School's programmes.

Religion: The last year saw significant accomplishments, with the mainstreaming of four previously short-term posts (securing key teaching positions), the promotion to Associate of a long-term staff member (increasing seniority in the School), and the recruitment of a new colleague in the strategically vital post in Islam (maintaining an essential specialism in World Religions). No live positions are currently unfilled.

SSP: To being to address the high staff: student ratios the School was granted four academic posts by college in 2017/18, and further posts will be recruited in 2018/19. Resignation and retirement posts were also replaced. While these are positive moves towards addressing the current staff: student ratios, the School remains above the college median in this regard, with a staff: student ratio of 27:1 (32:1 for core staff) in 2017/18.

SWSP: The two social work vacant posts have been sanctioned for advertisement and recruitment. It is planned that these two new posts will be filled by June 2019. School reserves were used to recruit the following staff:

Teaching fellow for Social Policy for three year post – this teaching fellow was recruited to support the implementation of TEP and the introduction of social policy into the Joint Honors structure, as well as to allow continuity of teaching while permanent staff were on Sabbatical Leave

Teaching Fellow for Social Work for two year post – this teaching fellow was recruited on a short term basis to allow for consistency in teaching following the resignation of a full-time member of the social work teaching team.

An interim School Manager (Administration) was also recruited to allow for the consistency of the administration of the School while the School Manager is on leave.

APPENDIX ONE: COMMENTS FROM HEADS OF SCHOOLS

Trinity Business School

In December 2018 The European Foundation for Management Development (EFMD) awarded full EQUIS Accreditation to Trinity Business School. To put this major achievement into context: of the 16,500 Business Schools world-wide, only 180 have been awarded EQUIS accreditation. This puts Trinity Business School in the top 2% of Business Schools in the world. The Director of Quality Services and EQUIS at EFMD, praised Trinity's achievement: "We were impressed with the School's leadership and its commitment to quality development and found the School is following its planned growth strategy".

Trinity Business School is now double-accredited as it was awarded a five year re-accreditation by AMBA in 2015 (without conditions). This double accreditation demonstrates that the School is operating at a level above international best practice for business schools. The School is currently in the final stages of the AACSB accreditation process, which has further enhanced the School's QA processes across its full set of activities. Throughout, the whole School community has engaged actively in the accreditation initiative, questioning, reflecting, learning and improving.

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

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

School of Creative Arts

The potential for excellence and growth of the School of Creative Arts is significant as a result of the contributions of our dedicated, hardworking and talented staff and equally impressive students. Our institutional position in Trinity College Dublin and its city-centre location is not to be under-estimated and supplies us with rich resources while demanding of the School an equally responsive exchange back to the College and the community. The life of our School, Trinity and Dublin exists as a fruitful ecosystem.

We remain under-resourced in academic staffing leading to increased administrative duties and depressed research outputs. In many cases, our teaching and laboratory spaces are not fit for purpose and dislocated across College. Administrative systems are duplicated across three disciplines leading to inefficient workloads. Fragmentation of siloed disciplines and unification within a School structure remains problematic.

The School of Creative Arts operates as three disciplines, one research lab (ATRL) and one commercial venue (Samuel Beckett Theatre) functioning, more or less, discretely, with high levels of autonomy. While in many cases the disciplinary autonomy is necessary and appropriate it can represent a structural inflexibility to School involvement. Therefore, we have attempted to include all voices and points of view within the School, recognizing there are significant differences of opinions held by staff regarding the best manners of resolving our challenges.

Optional responses to the challenges have been taken up in our School's recent Quality Review which will soon begin its implementation phase. The School of Creative Arts will engage in strategies for unification, which include rationalising administrative systems, considering a relocation of the School to the Grand Canal Innovation District or centralised building, and seeking new models to enable interdisciplinary research and teaching.

The School of Creative Arts is entering a transitional phase in which issues of research and teaching, administrative systems, and facilities, require unified solutions. We welcome and deeply appreciate your

wisdom and insight in assisting our School in this important exercise in our future to assure our sustainability and growth.

School of Education

Over the period referred to in this Quality Report, there was a period in 2018 with an interim HoS followed by appointment of a new HoS, all of whom contributed to ensuring a seamless dedication to quality within the School.

The School of Education continually strives to ensure that all aspects of its work are of the highest quality. This ranges from the development, implementation and evaluation of policy and procedures to student and staff experience. This is informed and implemented through the use of statutory committees and groups such as the School Committee, School Executive and Research Ethics Committee, as well as those constituted via the School such as the Research Committee, the various Course Boards, the Postgraduate Admissions Advisory Committee, as well as the four research groups and two research centres and the Trinity Centre for People with Intellectual Disabilities (TCPID). Collectively, as well as individually, these bodies engage in both routine monitoring and discussion of operational issues, but also engage when necessary in strategic planning in relation to both substantive content and quality. In particular I would add that the Programme Coordinators and Directors within the School are very alert to student and staff issues which affect the quality of their respective areas and where necessary and after meaningful consultation, act positively and in a timely manner to affect change.

Over the past three years (and partially in light of the 2015 School Review) the School has introduced a number of new initiatives in relation to quality assurance procedures in light of feedback from staff (academic and administrative) and students. The basis for this has come from formal internal reviews of 1) the M.Ed. and 2) the Professional Masters in Education (PME). A review of the School's doctoral admissions policy has also been undertaken which has led to changes in this regard.

An area which is worth highlighting is the provision of regular training for MEd and PME supervisors, with a specific emphasis on non-Trinity staff. This has been a priority for a number of years. The training sessions emphasise policy and procedures in the context of supervisory roles and expectations as well as informing them on Trinity procedures (such as GDPR, FOI etc.). The content of these sessions is regularly reviewed and adjusted in light of 1) feedback from participants and 2) any alteration in School and/or College policy. For example, changes in the School's ethics procedures from a being paper-based to electronic submission process (via Blackboard), necessitated extensive training, which is ongoing. The same was also the case for changes in the PME thesis format. Additionally, full and part-time staff are also expected to participate in these training activities to ensure they are fully up-to-date with changes in policy and procedures.

School of English

In 2017-18 the School completed a complete revision of its Fresh curriculum in advance of the unrolling of TEP. This involved revised models of assessment. 2017-18 was also the first year of the compulsory Capstone element. We provide students with three possible models for the completion of the Capstone and were very satisfied with student performance in this element.

The School contributed substantially to the design of the new MPhil in Medieval Studies and embarked on the review of its MPhil provision.

The launch of the new Joint Honors degree with Columbia was a highlight of 2017-18, but there are concerns regarding coding of the new degree and systems issues.

The use of inappropriate and poor teaching and learning spaces continues to be the major obstacle to quality in the student experience.

School of Histories and Humanities

- The School continues to respond to the recommendations of the 2016-7 School Quality

Review as part of its commitment to quality assurance and future planning.

- The key initiative this year has been the engagement with Athena Swan. The process is highlighting areas for discussion, concern and future action.
- In terms of initiatives that will enhance our curriculum, the School is well advanced in the process of seeking to add History of Art and Classics to the Dual degree Columbia programme. Plans for a new MPhil in Environmental History are well developed (if approved, due to run from 2020).
- The School has already made substantive changes to assessment practices in the context of TEP, and there is a general sense that this has afforded us the opportunity to blend existing excellence with innovative approaches.

- At the time of writing, the biggest potential obstacle and concern is the uncertainty about the fixed timetable and how it might impact on our ability to deliver teaching.

School of Languages, Literatures and Cultural Studies

The principal threat to the delivery and maintenance of quality in SLLCS has been persistent understaffing and under-resourcing across most sectors and units, both academic and administrative. This challenge cannot be measured fully by the BBM model in its current design based mainly on student numbers. While the latter aspect is a reasonable criterion to assess activity, it is so only to a certain extent, and there are at present no provisions in BBM to account for the operation specifically of small disciplines. While it seems sensible to make fluctuations in staff numbers dependent on up- or downward trends in student enrolment in larger schools, a critical mass definition will need to be incorporated into the funding model, below which the operation of a programme is no longer feasible. As long as College authorities continue to regard the very existence of the disciplines in question as strategically desirable, provisions need to be in place to guarantee continued delivery of the full teaching programme, no matter how many students are being taught. First and foremost, this implies an agreed minimum number of staff members.

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

Understaffing is also the root cause of SLLCS's ongoing deficit in administrative support in all but two departments and centres. Most units now have to operate with *c.* 0.5 FTE of EO support, and the balance between this and full-time generally falls on the HoD, with the effect that some HoDs have to devote a full 100% of their non-teaching time to administrative duties. The School is currently in the process of introducing comprehensive administrative restructuring, and while this is expected to result in setting free capacities by centralisation of certain functions and rationalisation of others, it remains doubtful if the full 3.6 FTE currently lacking across the School can be made up in this way.

Both problems described above render it questionable how the stated College objective of being research-led can be achieved, when the research time available within larger units has to be largely spent on additional teaching and/or non-academic administration. If Trinity College is indeed to continue to have an internationally highly ranked School of LLCS and attract students to it globally, some measures of investment are required at this stage. In an effort to engage in one aspect of a process in support of this, we are now beginning to liaise with representatives of the Government's recent *Languages Connect* strategy, but we can do so meaningfully only if the School and its Departments and Centres are maintained in a strong position to deliver programmes of high quality.

School of Law

The implementation of TEP has encouraged the Law School to review its approach to assessment. This has prompted more experimentation with novel methods of assessment and a reduction in the

reliance on exam-based assessment. This is in accordance with qualitative feedback in ISSE, which indicated a desire for less exam-based assessment. In addition, there has been significant innovation with the introduction of a final year Research Project module in anticipation of the Capstone requirement in TEP. This has given students opportunities to enhance skills in the areas of team-working, conducting research, managing a project, and reflection.

The process of preparing for the full implementation of TEP has been challenging, in particular, reconciling the requirements of TEP with the need to ensure that students are able to complete the pre-requisite modules for admission to the professional stage of legal education in Ireland and the UK. We remain concerned about the robustness of the administrative systems in the College to implement this far-reaching reform.

We are encouraged by the progress in elaborating the Law School Development Plan. The coming months will be critical to ensuring final approval of the plan by the College. If that is obtained, then this will clarify the Law School's horizon for the years to come.

School of Linguistic, Speech and Communication Studies

The past 24 months have been a period of exceptional focus on curriculum review and design, with the implementation of Phase 1 and Phase 2 TEP programmes, as well as the development of a new proposal for a Linguistics degree at UG level. All of these activities have been undertaken against the backdrop of increased student numbers, loss of a staff member as highlighted above and ongoing demands from routine activities associated with teaching and learning. Numerous new quality initiatives have been developed as part of this process, including detailed matrices of assessment formats by year and by module, to ensure mapping of curriculum structure and assessment type and timing is constructively aligned. This will become a valuable support structure for future developments. However, it is important to note that a key contributor to the quality of the student experience is the opportunity the student has to engage with teaching staff. The continuously increasing demands on academic staff across all domains of activity will inevitably impact on their availability and motivation to engage with students. Ultimately, these factors are beyond the control of the individual School, but should be seriously considered by the university if it is genuinely committed to enhancing the quality of the student experience.

The revised format of the Quality Report template is welcomed as is the clear focus on strategically important areas. It is important that any changes to the template continue to be communicated to schools, so we can revise our module feedback templates to ensure we capture information that would be easy to transpose to the Quality Report. I further suggest that careful attention is paid to the formatting of the table as the current document has been extremely difficult to edit and format.

On a positive note, the upgraded AV supports in most of the lecture rooms is warmly welcomed, as is the facility for Turning Point. A more flexible system to enable enrolment of EEs and teaching assistants into Blackboard modules would greatly reduce inefficiencies and time demands on academic staff.

Finally, the initial and final points of contact for most students is with Academic Registry. Support from AR continues to be extremely variable, ranging from helpful and positive to exceptionally unhelpful. At School level, we frequently find ourselves having to attempt to support students to navigate the system and to compensate for what they perceive as a singularly problematic part of their overall student experience.

School of Psychology

The School of Psychology continues to provide high quality UG and PG training. In the immediate term, the School is well prepared for TEP. We continue to be the most highly sought after Single Honors Programme in Psychology in the country and have seen a year-on-year increase in the numbers of international students enrolling in the programme. In addition, our suite of postgraduate programmes reflects our commitment to excellence: for example, the D Clin Psychology course was listed by the Irish Times in the top 5 Postgraduate Courses in Trinity. Our fully online M.Sc. in Managing Risk and System Change added Postgraduate Diploma and Certificate level entry and exit points to its portfolio, making it

very attractive to a range of industry-based applicants for staged progression purposes.   We were delighted with the nomination of the programme at The GradIreland Higher Education Awards 2019 in the Best New Postgraduate Course category.   We have also submitted several modules for consideration as CPD offerings as part of the proposed college initiative.

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

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

A final concern relates to the absence of College's policies in relation to GDPR's (and HRR's in 2019) impact on research activity. The lack of college policy on how to manage the issues raised by these regulations means that that high profile research programmes may be under threat in the coming months.

School of Religion

The School is in the process of implementing a wide-reaching set of reforms mandated by the Taskforce's recommendations to Council (April 2018) on the basis of the Quality Review's Report to Council (June 17).

The past year has seen fundamental changes implemented, such as: the name of the School; the consolidation of accounts from multiple centres (and budget holders) to a single centre; the alteration in identity of the three previously constitutive units; the constitution of two new Disciplines (and Heads of Discipline) in the School; the creation of a School GSC; the reform and radical reconstitution of the School's USC; as well as the use of the School Executive (and standard College processes) for decision-making rather than previous MoU practices.

The School is also 25% into a two-year process of implementing a wide-reaching set of reforms of its Admin function (staffing, roles, management and organization); it is going well but will continue to take a lot of leadership and listening in the coming year.

As the result of extensive curriculum review, the coming year will see the cancellation of intake to two extant UG courses, to be replaced by a single UG BA course in "Religion". Recruitment for this has been a priority in recent months and will become even more so in the year to come.

2018-19 will also see the creation of a new Strategic Plan for the School, one guided by the fundamental principle of working as a single School instead of as three units.

Marketing is a priority for the School, not only for its new BA in Religion, but also, and very importantly, to make sure that the world knows that we do Peace Studies here. Peace Studies is not a part of Religious Studies – anywhere – and so to have Peace Studies removed from the name of the School has led to a situation wherein our expertise and programming in this area could be overlooked. A working group is currently being formed to address this matter, with a view to considering the creation of a Centre for Peace Studies so as to maximize the profile of the Discipline and its work at Trinity, including its very significant work in civic engagement.

Relatedly, a great deal of time and effort was spent on the website in 2018 – a complete redesign to reflect our complete reorganization – and yet a great deal more is also programmed to be spent in the coming year, given the axial nature of marketing to the School's programmes.

Finally, a working group is currently being established to identify possible avenues for income generation in Belfast. This is to address the current problem: the campus exists, but brings in very little income relative to its costs, creating a situation whereby almost the entire non-pay budget of the School is spent subsidizing Belfast. Brexit makes it even harder to plan than it already otherwise is, but if College wants a

campus in Belfast then it must support it better.

School of Social Sciences and Philosophy

As outlined in the School quality report, 2016/17, the single biggest obstacle to improving the student experience in the SSS&P is the high student staff ratios. While these have, undoubtedly, improved from 2015-16 (where they were in the order of 34:1), they still remain above the College median (at 27:1 in 2017/18, 32:1 for core staff), and pose significant challenges. We are aware that, under TEP, and with the introduction of the Capstone project, further strain will be placed on already limited resources.

As outlined in previous years, staff typically find the quality assurance process to be frustrating and time consuming, with little return. The reports of external reviewers have repeatedly highlighted that the School is delivering a high quality education for students under challenging conditions (student: staff ratios, quality of space, administrative supports etc.) and yet there is very little that can be done to address these known and serious issues, given the over-arching financial constraints under which we operate. The constructive improvements suggested by reviewers almost always involved a financial investment.

Similarly, while we are very committed to the student experience and to the evaluation process, the most common and serious issues raised each year are ones that we cannot address in a significant way. Students complain about the poor quality of teaching space (particular problems with the rooms in College Green), large tutorials and classes and/or too few tutorials. Improvements in these areas will require investment by college in both infrastructure and people. The capacity of teaching rooms is greatly overstated in CMIS.

School of Social Work and Social Policy

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

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

The School utilised its reserves to fund a similar review of the MSc in Applied Social Research and the Child Protection account funded a review of the Postgraduate Diploma in Child Protection & Welfare Programme. We are currently awaiting the final reports on these programmes.

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

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

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

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

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

APPENDIX TWO: COMMENTS FROM DIRECTORS OF TEACHING AND LEARNING UG

Trinity Business School

The School has maintained UG provisions while focusing TEP planning and compliance.

EEs and EQUIS-accreditors have expressed satisfaction with School programmes.

CAO entry points and application numbers are by and large steady. A note of concern is sounded for Business and Polish, for which first-round application numbers are very low (below quota) and CAO entry points are not up to standard. This is consistent with the pattern seen in prior years.

There is a general sense that student numbers are too high in many modules. The School aims to bring this number down as it complies with TEP and completes its overall growth strategy.

There is also pressure on the number of TAs available. This is related to the aforementioned issue, and an anticipated lower student/staff-ratio in years to come will provide some relief. The School has also improved pedagogical training for incoming PhD students to better prepare them for TA roles.

IT equipment in classrooms has not performed as reliably as expected. Lecturers have reported that IT issues interfere with pedagogy. Students have also expressed frustration. There is some concern that unreliable IT performance will discourage lecturers from adopting digitally enhanced teaching and learning practices—which are expected by accreditation bodies.

Classrooms have in some cases proven too small to properly accommodate student numbers. The move into the new building will hopefully resolve facilitate-related issues.

The School UG Committee is concerned about the rapid transition to a short examination/reading period in 2018/19. Students have expressed anxiety about the issue directly to the DUTL.

In terms of the ISSE indices, the Global Business programme outperforms the overall TCD score on all but two metrics: 'effective teaching' and 'supportive environment'. These are important metrics, and the School would like to see improvement. One might conjecture that the relatively low scores are related to the aforementioned issues of a high student/staff-ratio and a pressured TA-cohort, both of which are expected to improve as the School realises its growth strategy.

School of Creative Arts

The pedagogy of the School of Creative Arts exemplifies research-led teaching, with an emphasis on intellectual rigour, the practice-theory link, and exposure to a wide range of assessments. Only six modules (all in Music) are assessed by exam; graduates of the School will have written essays, given presentations, composed reflections, developed portfolios, crafted research-led performances, and presented for *viva voce*-style examinations many times across their four years. These modes of assessment are also carefully scaffolded in first-year curriculum, with the "study skills" strand of Drama, for example, cited at College level for its positive impact on students' other TSM subjects. The School has not had difficulty in identifying the modes through which the TEP "Trinity Graduate Attributes" are being assessed - to think independently, to communicate effectively, to act responsibly, and to develop continuously. Feedback on individual instruction and pastoral support, especially related to core members of staff, tends to be consistently positive. There is, however, an awareness among the student body that staff in Creative Arts are over-stretched. The approximately 350 students of the school vs. the 12 full-time staff members leads to an unacceptably high student-teacher ratio of 1:25, the impact of which is felt in the two main negatives around teaching and assessment, namely 1) staff email turnaround/overall administrative pace and 2) speed and frequency of ongoing feedback from submitted assessments. Addressing this issue across the school will require both reduced assessment within the new curriculum model and more reasonable staff workloads.

School of Education

Some recommendations made by the B.Mus.Ed. EE in 2016 - 2017 (alternative forms of assessment; encouragement of students to undertake empirical research) were options made available (in the ICT in Education and Thesis modules respectively). Further recommendations (integration of group work in module design; inclusion of taught modules or components on 'free composition' earlier on in the course; survey courses on music history and musicology in the JF year) were to be explored in the context of the next accreditation process.

Some recommendations made by the B.Mus.Ed. EE in 2017 - 2018 (calculation of module marks for those opting for an Erasmus semester; reflecting the changes in Irish society and schools; application of wider mark range required liaison with other bodies (TCD Erasmus Officers; and RIAM and DIT colleagues delivering modules respectively). Further recommendations (weighting of components in Conducting and Ensemble Performance modules; group assessment) were to be explored in the context of the next accreditation process.

Following discussions at the programme and School of Education levels, notification to the Academic Secretary regarding a derogation from TEP was sent on 4th May 2018, due to special concerns relating to the B.Mus.Ed. programme ((i) it is run by three collaborating academic institutions (TCD, DIT and RIAM); (ii) commencement permits for QTS, and accreditation procedures by the relevant professional body (the Teaching Council) will commence in 2020).

Discussions regarding the desirability of an ASIAP programme review were held towards the end of 2017 - 2018, leading to the establishment of a Review Committee in October 2018.

Following discussions in 2017 - 2018, and in line with practice on other programmes in the School of Education, the long-standing B.Mus.Ed. Co-Ordinating Committee was re-constituted as a Programme Board, and an ASIAP Programme Board was also constituted, in October 2018.

School of English

The School's focus in 2017/18 was on preparation for TEP and agreeing our UG curriculum, especially the Fresher curriculum, coupled to preparation for the new Year Structure. As part of this we very carefully considered how our various modules fit together, looking at their contents in far more detail than we ever have before as a School to think about the quantity of material we are asking students to read at particular points and how our teaching works as a whole for students studying English. In planning the rhythm of assessment we were constrained by the narrow times available in the new Year Structure and the need to provide separate marks for numerous 5 ECTS modules, but we did review this holistically. We also discussed methods of teaching delivery, in particular aiming to move away from heavily team-taught modules. These broad discussions of our curriculum and teaching will, we trust, generally improve the quality of our modules both individually and as part of a larger structure.

For many of the issues that concerned our students most in 2017/18 (especially timetabling and the quality of rooms) there was no opportunity to make short-term change. However, for some other issues good communication with students was evidently the answer, to explain our policies better, and we dedicated some energy to improving handbooks and online materials, in particular in relation to the Capstone Project. We will continue to do this.

We piloted a staff-student liaison committee and used this as the funnel for feedback on modules: the student convenor invited all UG to respond to him concerning individual modules. This proved much more efficient in focusing on specific issues than the practice we formerly had of using a paper form, and it was far less demanding of both staff and student time. It also meant that the discussion could be reported to the School and a response drafted by the DUTL and fed back to students through the reps, meaning we were much more able to close the 'feedback loop' than in previous years.

Future/current plans: in 2018/19 we are continuing to work mainly on TEP and the curriculum, but also on some of the enhancements indicated by feedback in 2017/18, in particular offering more structured

comments on written work (prompted by the EEs). We have agreed to introduce online submission for Freshers from 2019/20, after an extensive consideration of the pros and cons of this.

ISSE: the main area in which we can seek to address the discontents expressed through the ISSE survey is in staff-student interaction. We have confirmed a policy that all permanent staff members should teach Fresher tutorials, though because of pressure of numbers it will still be necessary to have much of this done by TAs.

School of Languages, Literatures and Cultural Studies

The School has embarked on a major overhaul of all of its UG programs this year in order to make them TEP compliant. This has included the reduction of the number of examinations by 50%, many of which have been replaced by continuous assessment. After conducting student focus groups we ran a 'life after Trinity event' which was extremely well attended. Students commented that it was extremely useful to connect with Alumni in a very informal 'speed dating' type of setting. We also conducted a student focus group to see how students experienced the new examination and assessment session before Christmas. From this session, which included students from all years and all programs, it became apparent that students were most concerned about the fact that assessment due dates were closely followed by examinations which gave them little time to study and they were also critical of the fact that disciplines were unable to coordinate with one another over the number of assessments due at particular times. Concern was also raised over the difficulties experienced around being able to obtain results for assessments carried out as part of 10 ECTS modules.

The School appears to be meeting the requirement for the return of coursework within 20 days.

The School has a staff-student forum which is run by the DUTL and the SAM who then report back to departments. This is run in a coffee morning format once every semester and works well. Student reps are also encouraged to attend all School meetings.

The departments within the School have, for the most part, embraced the changes in assessment which TEP has necessitated. However, it has become clear that there are inconsistencies in the number of components which different colleagues use to assess 5 ECTS and 10 ECTS modules and the School is now endeavouring to further harmonize these processes in an attempt to reduce inconsistencies and ensure student fairness.

Staff in the School feel that by engaging in a major re-vamp of the content and methods of delivery of its programs, performance on its ISSE indices will be enhanced, especially as a result of new assessment strategies which encourage more collaborative, reflective and integrative learning in a supportive environment.

School of Law

Capstone Project: Following extensive deliberation and consultation with staff and the student body, the School agreed to introduce a new independent research module, comprising multiple distinct strands which provide opportunities for greater student collaboration and small-group teaching. This has been introduced ahead of time and further development is planned ahead of its increased weighting to 20ECTS. This is being led by a staff member in receipt of an ERC grant with extensive research experience and the intention is to increase the focus on research methodology which the School feels would be beneficial for final year students in particular.

In preparation for TEP and end of semester examinations the School had already introduced a greater range of assessment models. This followed on from a process of consultation with staff involving one on one meetings in which the possibilities were explored. The School also held an Assessment Forum for staff which was well attended. Since 2018/19 the School assesses 67% of its Sophister cycle modules by a variety of innovative, blended assessment methods and the remainder comprise a combination of formal end-of semester examinations and coursework components. We see this as an ongoing process and the experience with the new semesterised assessments may impact on how this moves forward. We note

from the most recent USC that College is proposing to engage with Schools about Assessment and we would welcome any input about this.

We are currently discussing the possibility of moving to stepped or banded marking. A subcommittee has been convened by the DUTL to explore different models and will report to the School in the Spring.

Staff: Student Liaison Committee: The Law School introduced UG Studies sub-committees in 2014-15 to provide students with an opportunity to raise matters directly with key members of staff. Course sub-committees also meet regularly and feed into this sub-committee and the School Committee. Furthermore the School invites representatives from a variety of student societies to sit on the Alumni and Development Committee. In addition the Head of School invited representatives of the student body (not specifically SU elected) to meet twice a term to informally discuss any matters or issues they would like to bring to the table.

Mid-Term Module Evaluations: These were introduced in the second term in 2017-18. There were mixed reports as to its usefulness; student uptake was not very high, feedback was delivered to the classes upon review. Mid-term evaluations now take held before reading week each semester.

Return of coursework: All colleagues are expected to provide feedback within the required timeframe. Exceptions are clearly communicated to the student body concerned and specific reasons outlined for same.

School ISSE Report: The School's Law, Law and Business and Law and Political Science programmes score well, exceeding or competing with the TCD average on the indices questions. Similarly the non-index questions for these programmes are for the most part positive. Newly introduced assessment methods should lead to greater opportunities for classroom presentations and collaboration in the future. However we note that the Law and a Language programmes underperform in each of the indices questions and have a similarly poor return on the non-index questions. The redesign of these programmes arising out of TEP should lead to a change in student satisfaction. Furthermore, throughout the academic year, the Schools and Directors of Teaching and Learning, have been addressing issues related to curriculum, modes of assessment and workloads for these programmes. The DTL sits on the Law and Languages Subcommittee and has a direct line of communication with the student representatives in that forum. A number of issues have been resolved via this subcommittee this year.

- Implementation of TEP.

The School has fully engaged with TEP plans and redesigned our curriculum architecture to enable its implementation. It is hoped that these changes will alleviate problems experienced by our Law and Language programmes. We look forward to future surveys and evaluations to determine its impact.

- Trends and commentary on CAO Entry Points for principal programmes per School

Points seem to be holding steady for all programmes, though there was an unexplained large drop in final points for Law and German in 2018. Final points settled at 488 (5 places), the next lowest was Law at 533 (90 places).

- TA/demonstrators for UG teaching

Seminarists are, insofar as possible, recruited from amongst the Ph.D. candidate pool, ensuring that the research interests of the seminarists align with modules being delivered. It is not always possible to find seminarists in specific areas from within this student body, and is generally more beneficial to seek students from practice, usually at the Bar. In 2017-18, 26 seminarists were employed to deliver small group teaching for our UG Freshman and some Sophister modules. 11 of whom were on the Ph.D. register. 4 out of this cohort attended CAPSL training in 2017-18. The remaining seminarists attained their Ph.Ds before entering practice and/or have been providing seminars/tutorials in the specific field for some time. Orientation and training is provided to all seminarists at the beginning of each semester. Regular contact and coordination between the module owner (lecturer) and seminarists is expected. Seminar sizes are not expected to exceed 16 for Fresh modules and 18 for Sophister modules.

School of Linguistic, Speech and Communication Studies

Implementation of TEP: Within the School of Linguistic, Speech & Communication Science (SLSCS), the Department of Clinical Speech & Language Studies, entered Phase 1 of TEP in August 2018, whilst the BDS Programme is due to enter Phase 2 of TEP in August 2019.

In SLSCS, a major review of curriculum structure, delivery and assessment was undertaken over a twelve-month period, the outcome of which ensured, that module sizes were limited to either 5 ECTS or 10 ECTS with 20 ECTS reserved for the Capstone project. Modules of 5 ECTS are now taught and assessed within one semester and modules of 10 ECTS are taught and assessed over two semesters. Students have a balanced credit load across the two semesters and the 20 ECTS Capstone project is taught and assessed over two semesters, as was previously done.

All assessment types and timing were reviewed and it was ensured that they were constructively aligned to the Learning Outcomes, were commensurate with the ECTS credit size.

As previously done, continuous assessment within all modules was carried out and an assessment spread sheet was again completed, to balance student work load and submission deadlines within and across modules. All staff in CSLS and BDS met the requirement for return of coursework within 20 days despite additional pressures of semester examinations.

Electives: Proposals for Electives were submitted by the School and were approved. These included:

Mandarin & Chinese Culture. Dr Lorna Carson in June

Language and Communication in the Digital Age. Dr. Neasa Ni Chiarain (Dr Lorna Carson)

Language and Contemporary Culture (available in French Language and Contemporary Culture, German Language and Contemporary Culture, Irish, Irish Sign Language, Italian, Japanese, Korean, Mandarin Chinese, Spanish).

Student/Staff Liaison Fora: CSLS continue to have two Staff- Student meetings per semester and additionally a Clinical Forum, once a semester, which addresses issues specific to student clinical placement.

CSL and SCSS Course Committee: It was agreed that a Course Committee for CSL should be formed which would be mandated to meet regularly each year and co-ordinate on relevant matters with each School.

School's performance on ISSE indices: As per the 2017/18 School ISSE the School had a higher response rate than that of College, on the following indices: higher order learning; reflective learning; earning strategies; collaborative learning student faculty interaction effective teaching and quality of interactions.

On non-indexed questions on learning and employability, almost 100% of CSLS and CDS students reported that their knowledge and skills contribute to their employability and could apply their knowledge in the workplace: 87% of CSLS students and 100% of Deaf Studies were pleased with how assessments informed their learning.

Additional, qualitative comments were positive for both disciplines, within the School, with students specifically commenting on "specific support, tailored to each student" and group learning, which they found "engaging and informative".

Trends and commentary on CAO Entry Points for principle programmes in the School:

CAO application statistics revealed similar figures for first preferences in 2017 and 2018 in both Clinical Speech and Language Studies and Deaf Studies, with only a 2- 3% drop respectively.

Teaching Assistants: Teaching Assistants/Demonstrators are not used in the School

School's UG achievements during the year:

Clinical Speech & Language Studies successfully moved to Phase 1 of TEP ('18/'19) and the Bachelor in Deaf Studies programme have restructured their curriculum in anticipation of Phase 2 of the TEP Programme ('19/'20). The School met the schedule of key activities and associated timelines for each stage of TEP including module management, admissions, assessment (including examinations) and progression.

Both programmes have enabled students to engage in learning opportunities and experiences beyond and outside of the core programme and engage in learning beyond their discipline. A successful programme of inter-professional learning was developed and implemented by CSLS in association with the Faculty of Health Sciences. In the BDS programme, students have opportunities and experiences to complement their learning in several ways; practical placements, civic engagements, Erasmus Programme, ISL social media outlets and organised trips, seminars and conferences organised by the Deaf Research Network.

Teaching and learning continues to draw on a range of pedagogies and assessment paradigms that are responsive to different learning styles and aligned with different outcomes. Technology, specifically Turning Point, Turnitin and Blackboard, used by both disciplines within the School, has facilitated improved student engagement.

Both disciplines developed and brought forward an assessment framework for UG students, that enabled transformation in assessment practices. This was done by embedding graduate attributes in the curriculum, ensuring cohesion at programme and modular level and the ongoing development of a range of appropriate assessment strategies that support effective learning and focus on the meaningful assessment for and of learning.

Three Trinity Electives were developed, submitted and approved by the School.
Schools Plans: CLCS has been processing plans for a new UG half- moderator ship in Linguistics, which will be the first time offering a coherent UG degree subject outside of Computer Science and Language (CSL). It is hoped to offer this course in 2020-'21 to incoming students.

School of Psychology

We continue to implement mid-term module reviews, via anonymous surveys conducted by the DUTL, as well as staff-student meetings. The school is meeting its requirement to return coursework within 20 days and we are moving towards sole use of the integrated blackboard/turnitin system for coursework submission, in light of GDPR. We have prepared for TEP and our programme is fully TEP compliant, with a suite of approved modules on offer to other programme. We continue to be the most highly sought after Single Honors Programme in Psychology in the country and have seen a year-on-year increase in the numbers of international students enrolling in the programme also.

A low proportion of UG psychology students completed the survey, thus making it difficult to draw conclusions. An issue which has arisen in the 'additional comments' section (based on 6 Y1 and 10 YF students) is the balance of assessment, which we are reviewing. It is difficult from other aspects of the data to know what pertains specifically to the UG students.

School of Religion

In 2017/18, on the recommendation of the Quality Review, and with the support of the School, a new UG programme was developed, to replace the two existing ones. The School took the opportunity to streamline different strands, enhance others and re-design according to TEP requirements. Aspects of student feedback, including increasing the modes of assessment have been included in the restructuring of the programme.

- The School does meet the requirement for return of coursework within 20 days.

- Due to the small number of respondents the School has not been given access to its ISSE Report. However, many of the issues raised by students in the AHSS subjects are also on the School's radar, including issues of enhanced use of feedback, engaging more with students on their future career plans and more diverse assessment.

- Our new UG programme is fully TEP compliant in respect of the already published aspects of TEP.

- While we have a clicker license, we do not use it because of the small numbers in classes.

CAO points are a concern – they are low, and are erratic, for a range of reasons, including the fact that most schools do not teach the academic study of religion and students mistake this subject for the denominational religious instruction that is obligatory in many second-level schools. Enhanced recruitment and teacher in-service days are now being rolled out in the hope of addressing this.

School of Social Sciences and Philosophy

Through 2017/18 the School has continued a process improvement plan for the administration of the UG education, improvements have been made to centralised processes, including:

- Module Registration – whilst awaiting a centalised system for online module registration

- Standardisation of handbooks under the College Handbook Policy

- Continued review of improvements to the Schools Erasmus and Exchange processes, and attempts to align these to central college process for non-EU College-wide exchange

- Review of, and improvements to, School processes for the operation of the Courts of Examiners

- Development of processes, and development and improvement to guidelines, for examination and assessment, with particular focus on preparations for TEP and the new Academic Year structure

In 2018/19, the School will continue to review and revise processes in line with the implementation of TEP, and plans for the introduction of the new programme architectures, semesterisation of the Senior Sophister year, and Capstone planning will be ongoing.

Please comment on the School's performance on ISSE indices as per the 2017/18 School ISSE Report: The School was consistently in line with the overall College performance on the on the ISSE indices, and the data provided in the non-index questions assists with identifying areas for improvement, particularly in line with the introduction of the Graduate Attributes. Individual comments provided by students, particularly in relation to assessment, will help to inform planning under the TEP assessment framework.

Implementation of TEP: A large focus in the 2017/18 academic year was the planning for the implementation of semesterisation in line with the new academic year structure. Initial planning for the introduction of the new programme architectures for the School's ten UG programmes was carried out, and the School will continue to develop plans through 2018/19 for TEP implementation in 2019/20.

Trends and commentary on CAO Entry Points for principle programmes per School: The School noted a nationwide decline in CAO applications by 4.5%, with Arts down by 7%, Science down by 8%, A-Level applications down by 15%, Trinity overall down by 5.6% and Trinity first preferences down by 8%. Of note within the School, the BA in Sociology and Social Policy is down by 20%, Political Science and Geography by 26% and overall TSM down by 13%. However, overall EU applications to Trinity are up by 10%. Entry points in the School have risen significantly in recent years and consequently these would be expected to drop in light of the decline in applications.

TA/demonstrator numbers, ratios of TA: Students, training and quality of TA/demonstrators for UG teaching: The School provides all teaching assistants with School level training at the commencement of their role, and all TAs are strongly encouraged to attend TA Training provided by CAPSL. From 2018/19, CAPSL training will be provided in the form of an online module within Blackboard, and we expect that this will assist in increasing TA engagement.

School of Social Work and Social Policy

The Social Studies degree (TR084) successfully renewed its accreditation by CORU in 2018. Due to changes in the procedure for accreditation, this was a lengthy and arduous process. The Social Policy staff have been working hard on a proposed move into the Joint Honours system under TEP. This will involve the

winding down of the existing Sociology and Social Policy degree (TR083) and Social Policy being offered as a Joint Hours option. It is envisaged that this will make Social Policy more attractive to potential students as it will be possible to take it with subjects other than Sociology. The academic year 2017-2018 saw a number of cases of plagiarism within the School. Following some internal school efforts to address this, no cases have been reported so far this year. This year we launched our Athena Swan SAT which has been quite active and is making progress towards our bronze award bid which includes consideration of issues at UG level. In the coming months, we have a review of assessment strategies in Social Policy at UG level planned.

The School has been successful in returning coursework within 20 days.

Our School performed very well in the ISSE survey, scoring substantially (4 to 7 points) above the TCD average in 7 of the 9 indices. On the remaining two it scored close to average (27.7 on Collaborative Learning which had a TCD average of 28.3 and 12.1 on Student teaching interaction which had a TCD average of 12.3), suggesting there may be room for improvement in these areas. This is something we will consider when preparing the new Social Policy curriculum.

Preparations for TEP have proceeded smoothly. Because of accreditation requirements, the Social Studies degree required certain derogations from TEP regulations. These have been approved and incorporated into the new calendar. The Social Policy modules have been reweighted for next year as required. Given the low number of exams that our students take, we do not expect that the new timetable for examinations will have a major impact.

We have no reported use clicker technology at undergrad level. While staff are appreciative of what the technology has to offer, some have expressed concerns about losing time in what are already packed lecture schedules.

The CAO points for our two main UG courses have remained stable at 452 (TR083) and 453 (TR084). It is hoped that with the move into Joint Honours and the introduction of Politics and Society as a leaving Cert subject, that the points for Social Policy will increase.

The School employs a relatively small number of TA's, six in total. Five of these are PhD students in the School and one a recent PhD graduate of the School. The postgrad representative on the School executive has raised a number of concerns TA's had which were subsequently addressed – given the size of our School, this mechanism for feedback appears to work quite well. TA's teach tutorials of no more than 20 students. They are also engaged in marking assignments (although the lecturer is ultimately responsible for marks awarded).

APPENDIX THREE: COMMENTS FROM DIRECTORS OF TEACHING AND LEARNING PG

Trinity Business School

Achievements:

- In terms of portfolio development, the School has launched two new Masters programmes, scheduled to commence 2018-19 (MSc in Operations and Supply Chain Management, and MSc in Law and Finance) and is expanding the MSc Finance programme into two streams.

- Continued success in the rankings for PGT programmes e.g. 1st in world for E-Business/Digital Marketing; MSc Finance ranked 1st in Ireland and 2nd in Western Europe for Corporate Finance; MSc International Management ranked 1st in Ireland and 3rd in Western Europe for International Management (Eduniversal 2018)

- PhD programme has under gone a review with changes likely implemented in 2019-20.

- End of year, programme evaluations have been introduced this year across the portfolio, in order to complement the other quality assessment mechanisms in place.

- Following the appointment of the Director for Adjunct Faculty, a number of Professional Development Workshops have been organised which directly offer support for some of the day-to-day teaching/supervisory challenges faced by PGT/PGR faculty.

- Approval received from Graduate Studies Committee for group-based dissertation across MSc management cluster of programmes.

Plans for the Year:

- Development of the portfolio into the online space: The School is in the process of developing a proposal for a blended version of the MBA programme. If approval granted, this will be the School's first online offering.

- An on-going concern within the PGT programmes is the English language competency of some students. This is an issue raised by examiners and students alike. Current IELTS requirement of 6.5 average to be examined in consultation with relevant stakeholders.

- In response to EE feedback, the DPGTL and Programmes Manager will explore how the Viva process for failed PGT dissertations can be improved, in line with the College Calendar, but taking into consideration the limitations of the current process. A number of externals noted informally how the current process was not in line with practice at peer institutions. They felt that the adjudication of a failed dissertation should be conducted first at Director/DPGTL level. The EE could then be asked to comment on this outcome.

- Large number of appeals: The increasing number of student appeals across the PGT portfolio has been identified by EEs, programme directors and the DPGTL. The underlying reasons, as well as potential ways to alleviate this growing trend, will be looked at more closely by the DPGTL and Programmes Manager.

School of Creative Arts

- All three PGT programmes recruited to full capacity in 2017-18.

- Film Studies is planning to introduce a Screenwriting strand from 2020.

- All three PGT programmes are considering seeking permission to add part-time options.

- A more coherent PG identity is being facilitated by the high turnout at the weekly School of Creative

Arts Research Forum in the Long Room Hub, with regular contributions from all three disciplines.

School of Education

Doctoral students have been facilitated in establishing a student seminar series supported by academic staff, in addition to the regular staff seminar series. In 18/19 it is intended to have introduce a more formal Induction for students on the structured PhD register and to update the Handbook in line with College policy. Greater awareness and adherence to the timeline for the Confirmation process will also be introduced. Clearer timelines for applications and processing of applications will also be introduced.

In 17/18 there was full integration of all PME modules (120 ECTS) on Blackboard. Training was provided for staff. Students indicated previously that they were unsure about plagiarism conventions and the use of Turnitin as a first draft submission addresses concerns. All assessments on the PME are now processed through Blackboard and results released through Blackboard only.

The Academic Literacy and Research Methods module (ALRM) has been introduced as a common 5 credit module across all MEd strands in 17/18. An MEd strand in Science Education was offered for the first time in 17/18.

There has been streamlining of the processing of ethics applications by migrating this onto Blackboard in 17/18, specifically the creation of a Research Methods Ethics module. Via this module students can submit their applications for ethical approval to conduct research in a transparent and recorded manner. The SOE Research Ethics Committee assesses all applications for ethical approval on Blackboard and outcomes and feedback are released simultaneously to all students on Blackboard. Supervisors can also view student feedback. Further streamlining of this process is intended in 18/19 by reviewing and updating the ethics application form and by creating greater awareness of the availability of feedback in Blackboard.

The Postgraduate Certificate in 21st Century Teaching and Learning has continued to attract strong student numbers. As the initial funded phases draws towards a close it is intended to explore additional possibilities (both nationally and internationally) for this PG Certificate in 18/19.

School of English

The School is currently reviewing its offerings in the PGT area with a view to introducing a new MPhil in Literary Studies (title to be confirmed) in 2020-21. The input of the Knowledge Partnership has been useful in this regard. The School's MPhil in Irish Writing and Creative Writing, in particular, continue to perform very well.

School of Histories and Humanities

The School continues to attract excellent PGRs despite its limited funding awards and in 2017-18 saw three successful IRC Laureate applications.

Due to the new requirement from Graduate Studies that PhD students must have their continuation confirmed by Schools before they are invited to register, we experienced some timing issues with the review and registration of PhD students whose 2017-18 annual reviews had been postponed from the summer to the autumn (MT 2018). But Graduate Studies' general revision of the confirmation schedule for PhD students has afforded the School the opportunity to revise our own annual PhD progression review process and a School subcommittee of the PG Committee will address this in HT 2019.

The School's seven MPhils continue to enjoy success, with EEs characterizing individual courses as 'exceptional' (Public History), 'the highest quality' (Modern Irish History), 'excellent... [with] excellent staff...[and] excellent students' (Early Modern History) 'a flagship programme' (Gender and Women's Studies), notable for a 'sustained high standard of teaching and learning' (Medieval History) and 'impeccable' in its organization with a 'very high standard' of student feedback (Classics). Our student

numbers were slightly down in Classics, Gender and Women's Studies, and Early Modern History programmes in 2017-18, which has prompted the School to promote these MPhils to our own and visiting UGs in HT 2018-19. Our new MPhil in International History (2018-19) has attracted large numbers of applicants thanks to the promotional work of its coordinator, and we look forward with anticipation to the new market for our multiple strand MPhil in Medieval Studies, which replaces the School's Medieval History MPhil and launches this year.

School of Languages, Literatures and Cultural Studies

PG Achievements in 20178/18: A significant focus during 2017/18 was development of a new MPhil programme in Identities and Cultures of Europe, to replace two existing programmes (European Studies, Textual and Visual Studies). Both existing programmes have suffered from recruitment issues (TVS also through key staff retirements) so we hope the new programme will recruit more successfully. It is a multi-disciplinary programme with a varied theoretical grounding which looks at a range of questions around issues of identity, and then explores these through expression in a range of texts, media and forms drawing on the School's range of language areas. The new MPhil has GSC approval and has gone to Council on 13 February after a small technical delay, so recruitment for the first year of operation in 2019-20 should commence very soon. Recruitment and marketing tools including an animated promotional video have been prepared to promote the new programme.

PGT Performance in ISSE report: The School is conscious of many of the issues which are expressed as student dissatisfaction at PGT level, and is taking steps to address some of these. In particular, the School is introducing optional internships in its new MPhil in Identities and Cultures of Europe as well as in Literary Translation, to introduce experiential learning outside the classroom and allow students to apply and develop what they have learned in a workplace environment. The School is also working to improve its Research Training Seminar which is offered to all PGT students in the School to better support core generic skills development.

PGR Performance in ISSE report: The School is very conscious that as a multidisciplinary School it is not always easy for PGR students to feel part of a community. It has taken steps to improve this through an annual social event, by involving PGR students more closely in its research seminar series, and by adopting a School policy guaranteeing teaching opportunities to all PGR students in the School.

School of Law

- The DPTL revised the content of the module on Postgraduate Legal Research Methodology and will continue to do so.

- The School entered into a mutual arrangement with other LERU Schools to enable PhD students to participate in exchanges with excellent Law Schools. The plan for 2018/2019 was to work towards having a module accredited to this LERU exchange that would recognize the learning experience.

- The process in relation to PhD admissions was streamlined through inclusion on the website of parameters around the requirement for a proposal to be submitted with informal enquiries.

School of Linguistic, Speech and Communication Studies

The MPhil in Chinese Studies changed from a two year structure to a more intensive one year degree.

CLCS's Centre for English Language Learning & Teaching (CELLT) developed an English for Academic Purpose credit bearing module for PhD students (LI7899) for delivery the following year.

The MSc in Clinical Speech and Language Studies was strengthened by the recruitment of a full time M.Sc staff member to take over coordination of the postgraduate programmes and develop the voice specialist area in response to research on gaps in other university programme offerings. We are beginning to see the benefits of this. A further development was the use of outside clinics to provide clinical placement hours for students.

The School's postgraduate taught course continued a steady growth in student numbers, in particular in the MPhil suite of Linguistics/AL/ELT/SLP where total numbers increased from 37 in the previous year to 48. The biggest increase was in ELT with a growth from 10 to 21. Enquiries that year presaged further growth. In the MSc in Clinical Speech and Language Studies student numbers increased to 15 from an unusual low of 5 the previous year. The School is planning for continued growth of numbers on these programmes.

The School in general and the MPhil in Chinese Studies in particular was greatly affected by the sudden and unexpected death in April 2018 of its founding director. School colleagues rallied around to support the staff and students on this programme and with the support of the Dean of Graduate Studies support and alternative supervision was provided to his research students/supervisees.

School of Psychology

The School of Psychology provides high-level postgraduate training across a range of areas of the discipline. In 17/18, the School of Psychology had 227 registered PGT students across 8 courses and 62 registered research students and 13 research students submitted their dissertations.   Places on courses continue to be in demand and research student numbers are healthy. In addition, three Provosts PhD Project Awards were awarded to school PIs in the last academic year which were taken up by students who will further diversify the student body.   The quality of the students we attract and the training they receive is evidenced by the fact that 90% of psychology PGR students have secured competitive funding, and they are active in presenting their work at both national and international meetings and are publishing their work in high quality journals.

The School's courses undertake regular Curriculum Review both in response to internal academic developments, and on foot of accreditation requirements from the professional body (PSI).   All courses are currently fully accredited. In the coming year the Doctorate in Clinical Psychology will apply for renewed accreditation and the MSc Applied Behaviour Analysis will apply for professional accreditation which is available for the first time from the PSI.   A new postgraduate course proposal (MSc in Global Mental Health), based in the School of Psychology with links to the Trinity Research Centre in Global Health is in an advanced stage of preparation and has the potential to attract non-EU students to the School. The Online M.Sc. in Managing Risk and System Change added Postgraduate Diploma and Certificate level entry and exit points to its portfolio, making it very attractive to a range of industry-based applicants for staged progression purposes.   We were delighted with the nomination of the program at The GradIreland Higher Education Awards 2019 in the Best New Postgraduate Course category.   We have also submitted several modules for consideration as CPD offerings as part of the proposed college initiative.

All EE reports were extremely favourable and commented on the calibre of the programs and the students.   Given the diverse nature of the courses, each EE comments on the comparability of the specific PG course to similar courses at other high impact universities. The DTLPG directly asks about such comparability at each course's Board of Examiners' meetings and all comments were extremely positive about the running of, delivery and content of the programs as benchmarked against the programs with which examiners were familiar.

The School PG committee meets regularly.   All the PGT Directors in the school report to this committee and the DPGTL informs the meeting of relevant GSC issues and developments. The committee seeks to proactively improve practices and processes in the school taking into account staff and student feedback and college developments. For example, a working Group on supervision practices has been set up to explore group supervision of dissertations for PGT students as a way to enhance the experience for the students, in particular where students are working on similar topics or using similar methodologies.

Finally, the difficulties relating to access to adequate teaching space for postgraduate course students in particular, remain an issue.

School of Religion

- Plans for immediate future include widening assessment possibilities beyond Pass/Fail for assignments; Reviewing criteria for annual essay and dissertation prizes; Further development of internship and intercultural immersion programmes.

- Following the School's Review, 2017-18 saw a consolidation of oversight for PG matters in a School PG Committee, providing a structured and comprehensive point for the internal monitoring of all School PG activities.

- Students on the 4 PGT courses continue to evaluate their experiences positively, and this correlates with the reports from the 5 EEs.

- The School continues to recruit PGR students across the range of the disciplines, despite the challenging nature of the funding climate for AHSS research projects.

School of Social Sciences and Philosophy

The Department of Political Science identified the potential for an increase in student numbers for the MSc in International Politics, and implemented a plan to increase the intake for 2018/19. Student numbers increased from 15 (8 EU, 7 NEU) in 2017/18 to 31 (17 EU, 14 NEU) in 2018/19.

Planning began for a new stream in International Development for the MSc in Economics, the planned stream will begin in 2019/20.

School of Social Work and Social Policy

- Blended learning , with online access to lecture notes and other resources, was introduced on the Masters in Social Work with the aim of providing more flexible engagement with lecture notes and other resources for students in the case of a number of modules. To date, student feedback has been positive and will continue to be monitored.

- The MSc in Child Protection and Welfare moved online in order to address the difficulties that potential applicants were experiencing in relation to gaining the support of their employers to take time away from work to complete this course. This move has enhanced accessibility, which is reflect in our student numbers.

- 67% of Trinity's online teaching activity is now housed in the School of SWSP. The School plans to continue to build up and expand its online activity.

- First year students and the Course Director of the Masters in Social Work met with Tusla, The Child and Family Agency to discuss the introduction of bursaries for social work students. This meeting was very successful and further discussion of this matter will take place over the coming months.

- A School-based Orientation Morning for PhD students, with inputs from the DUTLPG, the Postgraduate Advisory Service and the School's Graduate Student Union representatives, was introduced. The feedback from PhD students on this Orientation session was extremely positive.

APPENDIX FOUR: RETENTION

	Total Student Number	Progression %	Gender F	Gender M	Fee Status EU	Fee Status NEU	Attendance Full-Time	Mature	Access
AHS	966		571	395	892	74	966	56	144
Acting	**8**		**3**	**5**	**6**	**2**	**8**	**4**	
Progressed same course	8	100%	3	5	6	2	8	4	
Repeat same course									
Transferred other course									
Was not retained									
Ancient & Medieval History & Culture	**15**		**8**	**7**	**15**		**15**	**1**	**1**
Progressed same course	11	73%	8	3	11		11		1
Repeat same course									
Transferred other course									
Was not retained	4	27%		4	4		4	1	
Bachelor in Business Studies	**35**		**17**	**18**	**24**	**11**	**35**		**6**
Progressed same course	34	97%	17	17	23	11	34		6
Repeat same course									
Transferred other course									
Was not retained	1	3%		1	1		1		
Business Studies and French	**14**		**11**	**3**	**14**		**14**		**2**
Progressed same course	14	100%	11	3	14		14		2
Repeat same course									
Transferred other course									
Was not retained									
Business Studies and German	**13**		**8**	**5**	**13**		**13**		**1**
Progressed same course	12	92%	7	5	12		12		1
Repeat same course									
Transferred other course									
Was not retained	1	8%	1		1		1		
Business Studies and Polish	**4**		**2**	**2**	**4**		**4**		
Progressed same course	4	100%	2	2	4		4		
Repeat same course									
Transferred other course									
Was not retained									
Business Studies and Russian	**8**		**4**	**4**	**8**		**8**		**1**
Progressed same course	6	75%	3	3	6		6		1
Repeat same course									
Transferred other course									
Was not retained	2	25%	1	1	2		2		
Business Studies and Spanish	**11**		**7**	**4**	**10**	**1**	**11**		
Progressed same course	11	100%	7	4	10	1	11		
Repeat same course									
Transferred other course									
Was not retained									
Catholic Theological Studies	**2**			**2**	**2**		**2**	**2**	
Progressed same course	2	100%		2	2		2	2	
Repeat same course									
Transferred other course									
Was not retained									
Classics	**16**		**11**	**5**	**16**		**16**	**1**	**2**
Progressed same course	5	31%	2	3	5		5	1	
Repeat same course	1	6%	1		1		1		
Transferred other course	9	56%	7	2	9		9		2
Was not retained	1	6%	1		1		1		
Clinical Speech and Language Studies	**38**		**38**		**37**	**1**	**38**		**11**
Progressed same course	34	89%	34		33	1	34		7
Repeat same course	2	5%	2		2		2		2
Transferred other course	2	5%	2		2		2		2
Was not retained									
Deaf Studies	**12**		**9**	**3**	**12**		**12**	**5**	**4**
Progressed same course	11	92%	9	2	11		11	5	3
Repeat same course									

	Total Student Number	Progression %	Gender F	Gender M	Fee Status EU	Fee Status NEU	Attendance Full-Time	Mature	Access
Transferred other course									
Was not retained	1	8%		1	1		1		1
Drama and Theatre Studies	**16**		**11**	**5**	**16**		**16**	**2**	**2**
Progressed same course	15	94%	10	5	15		15	2	2
Repeat same course									
Transferred other course									
Was not retained	1	6%	1		1		1		
Early and Modern Irish	**4**		**2**	**2**	**4**		**4**		
Progressed same course	1	25%	1		1		1		
Repeat same course									
Transferred other course	2	50%		2	2		2		
Was not retained	1	25%	1		1		1		
Economic and Social Studies	**244**		**110**	**134**	**226**	**18**	**244**	**2**	**41**
Progressed same course	226	93%	103	123	209	17	226	1	37
Repeat same course	2	1%		2	2		2		1
Transferred other course	8	3%	2	6	8		8		2
Was not retained	8	3%	5	3	7	1	8	1	1
English Studies	**40**		**27**	**13**	**38**	**2**	**40**	**1**	**5**
Progressed same course	38	95%	27	11	36	2	38	1	5
Repeat same course									
Transferred other course	2	5%		2	2		2		
Was not retained									
European Studies	**38**		**31**	**7**	**38**		**38**		**7**
Progressed same course	37	97%	30	7	37		37		6
Repeat same course	1	3%	1		1		1		1
Transferred other course									
Was not retained									
History	**35**		**14**	**21**	**34**	**1**	**35**	**2**	**4**
Progressed same course	32	91%	14	18	31	1	32	2	4
Repeat same course	1	3%		1	1		1		
Transferred other course	2	6%		2	2		2		
Was not retained									
History and Political Science	**31**		**16**	**15**	**25**	**6**	**31**	**2**	**4**
Progressed same course	29	94%	16	13	24	5	29	2	4
Repeat same course									
Transferred other course	1	3%		1	1		1		
Was not retained	1	3%		1		1	1		
Law	**89**		**60**	**29**	**85**	**4**	**89**	**1**	**15**
Progressed same course	82	92%	55	27	80	2	82	1	14
Repeat same course	1	1%		1	1		1		1
Transferred other course	2	2%	2		2		2		
Was not retained	4	4%	3	1	2	2	4		
Law and Business	**28**		**15**	**13**	**27**	**1**	**28**	**3**	**5**
Progressed same course	26	93%	15	11	26		26	2	5
Repeat same course	1	4%		1	1		1		
Transferred other course									
Was not retained	1	4%		1		1	1	1	
Law and French	**19**		**12**	**7**	**18**	**1**	**19**		**3**
Progressed same course	12	63%	6	6	11	1	12		2
Repeat same course									
Transferred other course	6	32%	6		6		6		
Was not retained	1	5%		1	1		1		1
Law and German	**18**		**12**	**6**	**18**		**18**		**5**
Progressed same course	13	72%	7	6	13		13		3
Repeat same course									
Transferred other course	4	22%	4		4		4		2
Was not retained	1	6%	1		1		1		
Law and Political Science	**19**		**9**	**10**	**17**	**2**	**19**	**1**	**4**
Progressed same course	18	95%	8	10	17	1	18	1	4

	Total Student Number	Progression %	Gender F	Gender M	Fee Status EU	Fee Status NEU	Attendance Full-Time	Mature	Access
Repeat same course									
Transferred other course									
Was not retained	1	5%	1			1	1		
MEELC	**11**		**7**	**4**	**11**		**11**	**1**	**2**
Progressed same course	10	91%	6	4	10		10	1	2
Repeat same course	1	9%	1		1		1		
Transferred other course									
Was not retained									
Music	**17**		**6**	**11**	**17**		**17**	**2**	**1**
Progressed same course	16	94%	6	10	16		16	2	1
Repeat same course									
Transferred other course									
Was not retained	1	6%		1	1		1		
Music Education	**10**		**7**	**3**	**9**	**1**	**10**	**1**	**2**
Progressed same course	10	100%	7	3	9	1	10	1	2
Repeat same course									
Transferred other course									
Was not retained									
Philosophy	**18**		**8**	**10**	**17**	**1**	**18**	**3**	**3**
Progressed same course	14	78%	6	8	13	1	14	1	3
Repeat same course									
Transferred other course									
Was not retained	4	22%	2	2	4		4	2	
PPES	**44**		**19**	**25**	**30**	**14**	**44**	**2**	**3**
Progressed same course	42	95%	17	25	28	14	42	2	3
Repeat same course									
Transferred other course	1	2%	1		1		1		
Was not retained	1	2%	1		1		1		
Psychology	**38**		**28**	**10**	**32**	**6**	**38**	**6**	**5**
Progressed same course	36	95%	27	9	30	6	36	5	5
Repeat same course									
Transferred other course	1	3%		1	1		1		
Was not retained	1	3%	1		1		1	1	
Social Studies	**38**		**34**	**4**	**38**		**38**	**9**	**4**
Progressed same course	36	95%	33	3	36		36	9	4
Repeat same course									
Transferred other course	1	3%	1		1		1		
Was not retained	1	3%		1	1		1		
Sociology and Social Policy	**28**		**22**	**6**	**26**	**2**	**28**	**5**	**1**
Progressed same course	28	100%	22	6	26	2	28	5	1
Repeat same course									
Transferred other course									
Was not retained									
World Religions and Theology	**5**		**3**	**2**	**5**		**5**		
Progressed same course	4	80%	3	1	4		4		
Repeat same course									
Transferred other course									
Was not retained	1	20%		1	1		1		
Faculty Total	**966**	**100%**	**571**	**395**	**892**	**74**	**966**	**56**	**144**

Retained in Trinity 96%
Not Retained in Trinity 4%

	Total Student Number	%	Gender		Fee Status		Attendance		
			F	M	EU	NEU	Full-Time	Mature	Access
TSM	696		444	252	658	38	696	18	82
TSM Ancient History and Archaeology									
Progressed same course	15	79%	8	7	14	1	15	3	2
Repeat same course									
Transferred other course	4	21%	2	2	4		4		
Was not retained									
TSM Classical Civilisation									
Progressed same course	23	85%	16	7	23		23	1	2
Repeat same course									
Transferred other course									
Was not retained	4	15%	2	2	4		4		
TSM Drama Studies									
Progressed same course	20	80%	16	4	20		20	1	2
Repeat same course									
Transferred other course	5	20%	5		5		5		
Was not retained									
TSM Economics									
Progressed same course	43	88%	11	32	39	4	43		4
Repeat same course									
Transferred other course									
Was not retained	6	12%	1	5	6		6		
TSM English Literature									
Progressed same course	76	85%	54	22	70	6	76	4	13
Repeat same course	2	2%		2	1	1	2		
Transferred other course	9	10%	9		7	2	9		
Was not retained	2	2%	1	1	1	1	2		
TSM Film Studies									
Progressed same course	26	93%	17	9	24	2	26	1	5
Repeat same course									
Transferred other course	2	7%	2		2		2		
Was not retained									
TSM French									
Progressed same course	46	71%	32	14	45	1	46	1	3
Repeat same course	3	5%	3		3		3		
Transferred other course	12	18%	8	4	12		12		2
Was not retained	4	6%	4		4		4		
TSM Geography									
Progressed same course	25	93%	16	9	25		25		2
Repeat same course									
Transferred other course	2	7%		2	2		2		
Was not retained									
TSM German									
Progressed same course	14	74%	12	2	14		14		
Repeat same course									
Transferred other course	2	11%	2		2		2		
Was not retained	3	16%	3		3		3		
TSM Greek									
Progressed same course									
Repeat same course									
Transferred other course	2	100%		2	2		2		

	Total Student Number	%	Gender		Fee Status		Attendance		
			F	M	EU	NEU	Full-Time	Mature	Access
Was not retained									
TSM History									
Progressed same course	42	98%	23	19	39	3	42	2	6
Repeat same course	1	2%		1	1		1		
Transferred other course									
Was not retained									
TSM History of Art and Architecture									
Progressed same course	29	88%	23	6	28	1	29	3	4
Repeat same course	1	3%	1		1		1		
Transferred other course									
Was not retained	3	9%	2	1	3		3		
TSM Italian									
Progressed same course	14	88%	14		13	1	14		2
Repeat same course									
Transferred other course	2	13%	2		2		2		
Was not retained									
TSM Jewish and Islamic Civilisations									
Progressed same course	5	56%	2	3	4	1	5		
Repeat same course									
Transferred other course	4	44%	4		4		4		
Was not retained									
TSM Latin									
Progressed same course	4	100%	1	3	4		4		1
Repeat same course									
Transferred other course									
Was not retained									
TSM Mathematics									
Progressed same course	25	96%	8	17	22	3	25		4
Repeat same course									
Transferred other course									
Was not retained	1	4%		1	1		1		1
TSM Modern Irish									
Progressed same course	18	75%	15	3	18		18		2
Repeat same course									
Transferred other course	4	17%	4		4		4		2
Was not retained	2	8%		2	2		2		
TSM Music									
Progressed same course	18	100%	9	9	18		18		3
Repeat same course									
Transferred other course									
Was not retained									
TSM Philosophy									
Progressed same course	31	74%	11	20	30	1	31		8
Repeat same course	1	2%		1		1	1		
Transferred other course	4	10%	4		2	2	4		
Was not retained	6	14%	3	3	5	1	6		1
TSM Psychology									
Progressed same course	10	71%	7	3	10		10		1
Repeat same course									
Transferred other course	4	29%	2	2	4		4		2

	Total Student Number	%	Gender		Fee Status		Attendance		
			F	M	EU	NEU	Full-Time	Mature	Access
Was not retained									
TSM Russian									
Progressed same course	8	100%	4	4	7	1	8	1	1
Repeat same course									
Transferred other course									
Was not retained									
TSM Sociology									
Progressed same course	53	93%	37	16	51	2	53		4
Repeat same course	1	2%	1		1		1		
Transferred other course									
Was not retained	3	5%	2	1	3		3		
TSM Spanish									
Progressed same course	32	78%	24	8	31	1	32	1	1
Repeat same course	1	2%	1		1		1		
Transferred other course	6	15%	6		6		6		2
Was not retained	2	5%	2		2		2		
TSM World Religions and Theology									
Progressed same course	9	82%	8	1	7	2	9		2
Repeat same course									
Transferred other course									
Was not retained	2	18%		2	2		2		
Grand Total	696	100%	444	252	658	38	696	18	82
Grand Total FTE	348		222	126	329	19	348	9	41

Retained: 94.5%
Not Retained: 5.5%