FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES QUALITY REPORT 2016

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. An initial meeting took place on 1 December 2016 to which all Directors of Teaching and Learning (Undergraduate and Postgraduate) were invited. This was also attended by the Academic Secretary and Quality Officer. This was followed by the official Faculty Executive on Quality on 15 December 2016.

Undergraduate modules continue to be evaluated by all Schools, although some are choosing to streamline this process, to get more manageable and hopefully more useful information. All postgraduate courses are evaluated either by the School or the Faculty Office. Issues raised are dealt with in the main by the School in question, and a list of issues which must be escalated to a College level can be found in section 2.4 below. **One issue to highlight** is the difficulty faced by those schools who have been successful in setting up and running online courses, who find that College processes have not been amended to accommodate these students. The School of Psychology reported that they lost two confirmed online students due to this.

External Examiners (EEs) continue to play an important role. They appear for the most part to be satisfied with the courses which they examine, although they continue to raise important issues, most of which are dealt with by the School in question.

The Faculty looks forward with interest to the implementation of the Trinity Education Project (TEP), which it is hoped will deal with some of the recurring issues raised by students, such as having exams at the end of Semester one, having work placements, and so on. However, there is strong concern that the TEP might limit the choices available to students, rather than broaden them.

Some schools are using educational technology allowing lecturers to pose questions within their lectures and on an ongoing basis, and the Faculty, in conjunction with IT Services and the other Faculties, is in discussions with a provider about purchasing a full TCD site-licence on a trial one-year basis. This will encourage immediate student feedback, allowing students to see improvements being implemented as a result of their input.

In terms of the Irish Survey of Student Engagement (ISSE), AHSS scored as expected in relation to the other Faculties, for example higher in 'Reflective and Integrative Learning' and 'Higher Order Learning' and lowest in 'Quantitative Reasoning'. Given the orientation of the Faculty, this is not surprising; this information would be more useful if the comparison was with similar Faculties in other institutions.

In 2015/16, quality reviews took place for the School of English and the Business, Economics and Social Studies (BESS) programme.

Retention in the Faculty, from JF to SF, remains high (96%), well above the College target of 90%.

In terms of improvements in the process for next year, attendance at the Faculty Executive on Quality was disappointing, and to overcome this, the Faculty proposes to have one meeting next year, to which all Heads of School and Directors will be invited.

2. QUALITY REPORT

2.1 Quality of Undergraduate Programme Provision

Across the Faculty, approximately 90% of all undergraduate modules were evaluated, a slight increase in last year. In 7 schools, close to 100% of all UG modules were evaluated. Where possible and appropriate, Schools will try to reach the 100% target for next year. However, in some modules student numbers are too small for the responses to be meaningful. The School of English is no longer doing individual module evaluations (it runs 84 undergraduate modules), but rather will do one survey per term for each course, and will include within that, a question on each module. It hopes that this will provide more manageable and meaningful results.

In terms of response rates, these ranged from 19% to 100%. Methods used vary between schools, with the main methods being electronic surveys, paper-based survey and meetings/focus groups. The Schools of Business and SSP have started using clickers for on-the-spot, in-class student feedback and Business uses a system called Qualtrics.

Feedback to students is through meetings with class representatives, emails, class discussions and the School website.

EE Reports are received and reviewed in each School. In most cases, feedback to the EEs is verbal, during their Court of Examiner (CoE) visit. However, in some cases written feedback is provided to EEs on whether and how their feedback has been incorporated. One school mentioned that new EEs are shown the reports from previous EEs, and given an update on any changes implemented.

A number of courses in the Faculty went through a professional accreditation during this period. All were approved.

The School of English had a School review during 2015/16. The BESS Programme was also reviewed during this period. School reviews will be undertaken in 2016/17 for the Schools of Histories and Humanities, and Religions, Peace Studies and Theology.

2.2 Quality of Postgraduate Programme Provision

In 2015/16, Schools were given the option to carry out their own evaluations, and the Faculty Office only carried out PGT evaluations in Schools who are not doing their own PGT evaluations. At least one school does module-level evaluations of PGT courses.

Methods used for evaluations, feedback to students and so on, are broadly similar to those reported for UG courses.

The Quality Office carried out a Postgraduate Research evaluation in 2015/16.

2.3 Summary of enhancements across the Faculty

Enhancements reported by a number of Schools across the Faculty include:

- Improved handbooks and other documentation, giving clearer information on structure of courses, assessment procedures, and so on.
- Coordination in setting assignment deadlines across different modules and/or programmes.
- Improved career services.
- Improved orientation, not just at the beginning of the year.
- New postgraduate teaching facility for Trinity Business School at the TBSI complex.

- Some improved use of technology, e.g. webinars, 'clickers'.

2.4 Summary of issues to be escalated to College Level

- Lack of available teaching space, and poor quality of space which is available.
- Online module registration – student should be able to select and register for modules online via SITS.
- Lack of library resources
- Online courses
  - Online students currently obliged to pay the sports centre charge.
  - Online students not being able to pay fees in two instalments.
  - Online students getting the same standard letters as other students. This letter refers to students requiring health insurance, which is irrelevant for online students, and also informs them that they may register up until November, even though they must be registered to take part in online courses.
- It appears that the ability of SITS to provide statistics such as means/medians/standard deviations etc. has been removed. School request that this be reinstated, as it is useful information for Courts of Examiners, and requested by some EEs.
- Delays in some schools entering marks on SITS, which in turn impacts on other schools.
- The turnaround time for marking, Courts of Examiners and Courts of First Appeals is in unrealistic and could lead to inequalities in how students are treated, with some students having longer to contact their tutors and take an appeal than others.
- Reluctance of some markers to mark above 70%.
- In PGT, the lack of a grade between 'Pass' and 'Distinction'.
- In PGT, the lack of anonymous marking.

2.5 College response to issues outlined in previous year's Annual Faculty Quality Report

By far the most common issue raised by students in a number of Schools is the appalling quality of many of the teaching and learning spaces used by Schools within this Faculty. This includes mainly the Arts building, but the facilities available for the students in the Schools of Creative Arts and Law are also entirely inadequate. Where possible Schools try to accommodate classes in appropriate spaces, but some classrooms are simply too small for increasingly large class sizes. This year, a room in the Arts Building (room 4017) has been allocated as a student social space on a trial basis. This will be reviewed at the end of the year.

The Faculty and Commercial Revenue Unit (CRU) came to an agreement last summer, whereby a number of schools in the Arts Building made classrooms available to Summer Schools, and in return the CRU provided funding to refurbish a number of rooms. While this was a welcome initiative, and one which will hopefully happen again this year, it is wholly inadequate in terms of the overall improvements required in the Arts Building.

The Bursar has commissioned a feasibility study to look at overall improvements that could be done in the Arts Building and what funding would be required.

The space allocated to the Law School in 6 South Leinster St over three years ago has finally been refurbished by Estates and Facilities and this will provide them with additional space. They were also allocated some space in College Green. However, the School is still chronically short of space, and the space which they do have is spread over a large area from South Leinster St over to College Green.

The School of Creative Arts still has chronic space issues, with some spaces being almost unfit to be used as commented upon by EEs in the Annual Report for 2015/16.

Unhappiness was reported amongst students about lack of examinations after the first semester.

This is being dealt with by the TEP.

The requirement for more work experience elements was raised by one EE.

This is being dealt with by the TEP.

Full Library access for PG Cert students remains unresolved at college-level. This school was told by college that it is not possible.

The issue of Library access for PG Certificate students was referred to the Library and Information Policy Committee (LIPC) and was considered as part of the work of a LIPC Task Group on staff and student Library & IT access and borrowing privileges. The group, which includes the Library, Academic Registry (AR), Human Resources (HR), an Academic Secretary representative and IT Services, noted that these students are properly identified and flagged and that their access to the Library for 'in-Library use' was appropriate to their needs. In tandem the Library is reviewing, during 2016/17, a number of student categories, including the PG Certificate students, to determine if Library borrowing privileges are necessary and that extended access will not adversely affect the availability of resources for degree students, researchers and academics.

Concerns were repeatedly raised over the absence of anonymous marking at PGT level. The School raised the concern with Academic Registry/Examinations Office, requesting that its masters courses be examined anonymously. The DTLPG also took part in discussions on same at GSC Meetings.

No update.

At least two PGT EEs had concerns about the award of 'Pass' or 'Distinction' for all non-failing work. A grade somewhere between these levels was suggested, which would acknowledge that work was of a very high standard, but not at the kind of level that would merit 'Distinction'. A term such as 'Merit' to designate this was proposed. Schools do not currently have scope at this point to consider such an option.

No update.

2.6 Faculty Projects / Initiatives

Some improvements have been made to space, with the refurbishment of a small number of seminar rooms in the Arts Building, with funding from CRU. It is hoped additional rooms will be refurbished in 2017. The Faculty is also cooperating with the Bursar on the Trinity Estates Strategy and hopes to see improvements in teaching facilities as a result of this project.

The Faculty has provided funding for a number of years for new academic staff, who are not eligible for the College fee remission scheme, to undertake the Diploma/M.Ed in Higher Education.

The Faculty, in conjunction with the other Faculties, is in discussion with a learning technology provider to purchase a one year site-licence for TCD. This would give all lecturers in TCD access to a classroom response system, which students use with existing 'clickers' or with a mobile phone application.

3. APPENDICES -FACULTY AT A GLANCE

3.1 Course and Module Evaluation

Table 3.1

Number of UG Modules provided	1000+	% of UG Modules/Courses evaluated	90%
Number of PGT Courses provided	68	Number of PGT Modules/courses evaluated	100%
Number of PhD students in Faculty*	574	Number of PhD students participating in PGR Survey	160

3.1.1 Undergraduate Course and Module Evaluations

Issues raised by students that could be resolved at School level and actions taken/positive enhancements introduced by the School:

Course Structures and Assessments

- Lack of clarity on the structure of courses and assessment procedures. Schools have improved this through orientation meetings when the students arrive, and in some cases re-orientation meetings again in January. A number of schools also mentioned this year that they had standardised and improved course handbooks.
- Staff directed to respond to queries in a timely fashion and to comply with the Policy on return of coursework regarding the timely (20 days) return of graded student assignments etc.
- Changes to modules based on student feedback, for example one module has been expanded from one term to a full year module, based on student feedback. More continuous assessment introduced.
- A number of Schools have mentioned a more coordinated approach to setting assignment deadlines, ensuring that there is limited overlap between different assessment submission dates, and where possible that students will receive feedback before the next assignment. Along with this, School hold Assessment Fora for staff.   This allows for more coordination in team-taught modules and modules with a complex assessment mix.

Improved Facilities and Technology

- Staff continue to be encouraged to use Blackboard.
- Investment in improved A.V. facilities over the past few years has resulted in generally high levels of satisfaction with this resource.
- In Film Studies, the digital media equipment has been increased to meet student demand.

Some other examples include:

- Development of on-line group projects, such as virtual exhibitions in the History of Art.
- One School had three 'town-hall' type consultation meetings with students to get feedback, in the space of 12 months.
- Some modules invite student input at start of module in planning some course content to meet their learning needs e.g. SS Equality Studies.

Escalations: Issues raised by students that could NOT be resolved at School level and actions taken by the School:

- *Space:* As in last year's report, the issue which arises most often in student evaluations is the poor quality of the teaching space and the Faculty hopes that this will improve with the College Estates Strategy. The Bursar made a presentation at the Faculty Executive outlining the plans within the College Estates Strategy.
- *Library:* Concerns with the holdings of the Library were flagged in evaluations across the School. The issues can be summarised as follows: too few lending copies of books; too many books held in Stacks or Santry and not on open shelves; and too few copies of books to go around. Students also expressed preference for electronic provision of material. While to some extent this is out of the hands of the Schools, they do endeavour to work closely with the Library. One School mentioned that relations with the Subject Librarian are excellent and he regularly attends executive meetings of the School executive committee to discuss and address concerns. Most recently, discussions have been held regarding the electronic provision of library materials e.g. e-Books are only accessible from computers located in the library.
- *Online-module registration:* Online registration for modules is a major issue that needs resolving given 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 been raised this with the SL and the Faculty asks that AR prioritise what should be a straight forward college system which will be essential for the success of TEP.
- *First Semester Examinations:* Unhappiness amongst students about lack of exams after the first semester. This should be improved with the TEP.

3.1.2 Postgraduate Taught course and module evaluations

Issues raised by students that could be resolved at School level and actions taken/positive enhancements introduced by the School:

Course structures and Assessments

- Harmonisation of rules across programmes within a school, and more clarity for students about these, through improved, standardised handbooks.

- A number of Schools mentioned more co-ordination of assignment submissions and number of assignments. E.g. a matrix of assignments was compiled for programmes to ensure sufficient time for each assignment and where there were clashing assignment due dates, changes were made to the schedule. Schools reported spreading assessments more broadly so that they are evenly staggered throughout the year and do not overlap with other demands on various modules. One school added that it sought to notify students further in advance about specific requirements. In one School, deadlines for initial choice of thesis topics is now standardised at December, allowing earlier assignment of supervisors.
- Introduction of more Team-taught modules. Students are given a wide range of perspectives and benefit from the considerable expertise of different colleagues. This makes modules far more interesting than if they were taught only by one staff member; the benefits of this approach must however be balanced against the perception of fragmentation.

Improved Facilities and Technology

- While the quality of teaching spaces is brought up often in a negative light, there was good news in the TBS. The provision of the new postgraduate teaching facility for Trinity Business School at the TBSI complex has given the School's postgraduate students the most modern facilities in College.
- Use of webinar technology to support students with placement projects and assignments.
- New AV equipment in rooms.
- In response to student feedback, one school has instituted a new policy for 2015-16 that it no longer requires hard copies of coursework. All coursework is submitted electronically via Blackboard and academic staff will provide feedback and marks to students on blackboard. The new policy was emailed to students and staff and blackboard training was offered to all to assist them with the move from hard copies to electronic.

International Students

- In one School, concerns arose over the level of support being provided to international students. The School (H&H) has now appointed an academic staff member with particular responsibility for supporting international students across all three PG programmes. In Law, due to student feedback that the presence of multiple nationalities in the class meant that a number of students had little or no understanding of EU and international law, they introduced this year a series of lectures on EU Law at the start of the first term as introductory sessions.

Careers Support

- Students requested support in relation to CV preparation for placement Schools in Education. With the support of the Careers office the School set up webinars, support materials and face-to-face seminars with an acting principal. Set up live webinars and made the recordings available.

- Other Schools mentioned projects with the Careers Advisory Service, for example in one a workshop was organised on career possibilities including invited contributions from course graduates.

Student Life

- Some students reported a sense of isolation from other students. This School has planned events which bring the MPhil cohort together and is actively developing these events.

Issues raised by students that could NOT be resolved at School level and actions taken by the School:

- As with the UG students, by far the most common complaint is the quality of the physical learning environment. Complaints in particular about the quality of teaching rooms in the Arts Building recur annually (one respondent in a student survey referred to them as 'not fit for purpose').
- School Placement – difficulty in obtaining placements in secondary schools for student teachers (particularly in English and geography). This is a systemic problem for all HEI providers of initial teacher education programmes. This was reported to the Teaching Council, and involves constant work to build relationships with partnership Schools. The School allowed students to be placed outside Greater Dublin area.
- Delays in PG student cases being processed or cases not processed at all. *Action*: the request was escalated to the Dean of Graduate Studies Office (where the staff are enormously helpful), which escalated it to the Head of AR. These cases were then resolved. The School would have concerns that slowness in resolving student cases places considerable stress on already distressed students.
- Library resources. Colleagues were reminded to submit requests to the library re reading lists and access to required materials earlier in the vacation and term time than previous years.
- A number of issues were raised in relation to the Faculty's online courses:
  o Students raised the issue of having to pay the Sports Centre charge when they were not in a position to actually use it as they do not attend campus. This issue was raised with both the Academic Registry and the Associate Dean of Online Education (Tim Savage). The issue was also circulated among both the Centre for Innovative Human Systems and School of Psychology management teams. The students were advised that the current response was that the Sports Centre charge was applicable to all students, regardless of their teaching method i.e. online. This was relayed in a formal email to all students. Current students are not happy with this situation. Note: one Non EU student in particular strongly objected to this charge and withdrew his application.
  o In addition for the 2016/17 intake 2-3 Non EU students had asked to avail of a two part payment option. This allowance would be the difference between them joining the program and not. After numerous discussions with the Academic Registry they refused to allow it. A

suggestion to have the School of Psychology guarantee payment was offered. The current Head of School did review the request but opted not to set a precedent for this kind of guarantee. The students were unable to join the program as a result.

o   For the 2016/17 intake it was noted the current letters automatically generally by the Academic Registry need revision to be suitably worded for our online students. This was discussed with the Academic Registry who initially said the content could not be tailored. The letters refer for example to students requiring health insurance which is irrelevant for online students. It is however possible to change these letters and the matter will further be followed up for the next intake.

3.1.2   Postgraduate Research survey

The Quality Office undertook a PGR survey in 2015/16. The response rate among PhD students in FAHSS was approximately 28%. The Faculty scored similarly to the Faculty of Health Sciences in most areas. However, it scored far lower than FEMS in areas such as 'Meeting with the Supervisor', (this is not unexpected, given the nature of research in the FEMS Faculty) and in 'access to a suitable working space' and 'access to computing and facilities'. Also of note is the fact that 41.9% of research students in AHSS receive no stipend, compared to 27.6% in FHS and only 9.3% in FEMS.

3.2 External Examiner Reports

Table 3.2

| Number of UG Programmes externally examined | 45 | Number of UG External Examiner Reports returned | 45 | 100% |
| Number of PG Programmes externally examined | 59 | Number of PG External Examiner Reports returned | 58 | 98% |

3.2.1   Undergraduate: Issues arising from External Examiner Reports or Courts of Examiner meetings

Issues raised by Undergraduate External Examiners that were resolved at School level and actions taken/ enhancements introduced by the School:

Marking and Grades Awarded

- EEs often comment on marking, for example what they perceive to be ungenerous marking, standards not being comparable across two subjects, bunching of grades. In some instances, changes to marking systems are made.
- The institution of double marking and making full use of the grading scale, 0-100.

- The exam boards of Classics discussed criteria for the award of marks over 70. Grade descriptors were subsequently formulated for the full range – from 29% and below, to 80% and above – and now appear in the Undergraduate Handbook.
- Following the EE's request, a preponderance rule might be adopted in 2016/17 in one School for raising 9-ending marks.
- The development of a standard marking/feedback coversheet which is available to the student and other/EE is the result of comments from an earlier external concerning the variety of feedback formats and length.

Standard of Assignments/Examinations

- Question spotting concern raised. DUTL met with module examiner to discuss concerns. Module examiner changed exam format for future years.
- In 2014- 15 the Linguistics' EE raised the issue of a lack of transparency for granting extensions to word limits on projects. This issue was resolved in 2015-16, whereupon a form was devised where students had to 'apply' for a word extension, and this application was reviewed by two staff members (i.e., the supervisor and an additional staff member).   This process has significantly reduced the requests for word limit extensions.

Role of EE and Information provided to EE

- Two EEs requested more precise information about when to expect assignments and exam scripts for review. School will endeavour in future to give a more exact time frame to enable better time planning.
- Previous EE reports are made available to incoming EEs and issues raised therein and any changes arising are discussed at departmental meetings and at subsequent Exam Board Meetings.
- Orals were scheduled so that the examiner was able to sit in on them and form an impression rather than just watch videos.
- In 2015-16 report, the EE notes that she received more course information via the handbook which was sent to her. However she did not see any practical work as budget concerns deterred the School from arranging a second visit. The external notes that 'as discussed at the exam board', she would like to see some practical assessments this year. This has been agreed and the visit will take place in Hilary or Trinity term.

Other Issues

- Advised to open applications to genres other than classical music, the School now accepts traditional and jazz students where they can be accommodated within our staffing.
- Advised to augment the number of incoming Erasmus students - the School increased Erasmus intake to 4, instead of 1.

Escalations: Issues raised by Undergraduate External Examiners that could not be resolved at School level:

Staffing

- Staffing resource issues.

Academic Registry/SITS

- Exam booklets failing to remain anonymous – this was raised at AR Forum, and School understands that booklets will be redesigned and updated.
- One recommendation from an EE was the issue of the format of SITS spreadsheets. It was recommended that statistics such as means/ medians/ standard deviations etc. be displayed in order to facilitate overall module performance at a glance. This facility was previously available in SITS, but appears to have been removed, so the department will not be able to respond to this request from the EE.
- Delay in the entering and finalising of marks in SITS for modules taken by students in other schools and/or in broad curriculum modules. There is a very short turnaround time and realistically only two or three days in which Schools can hold their courts. They have had to hold courts without all marks for senior students being available and this has delayed the courts and meant results have to be finalised after the EE's visit to the college, by email at times. This is unsatisfactory and an extra burden on externals. The TSM office has offered to send a circular email to all schools on the timely entry and finalising of marks and the need for better communication on the timing of Courts of Examiners in an effort to minimise this problem for all concerned. It is not clear yet how Broad Curriculum modules will be co-ordinated for the coming year. There is some concern that this could be even worse with the new academic year structure.
- One department felt that the EE was implying that its range of marks is depressed, and wondered if it would be helpful to see a comparison with other departments in the university. This was discussed at the Pre-Faculty Executive, and other departments felt that comparisons with similar departments in other Irish Universities and internationally would be more useful.

Other Issues

- In Music, the main issue that has been previously raised is that of the state of the Boydell Room piano. All the instruments in the department are in dreadful condition and need to be replaced. This is a simple question of funding and priorities.

Issues raised by PGT External Examiners that could be resolved at School level and actions taken/ enhancements introduced by the School:

- Discussion at Exam Board about how to improve the results of the dissertation. It was felt that students have enough time for the dissertation but that many lose touch with their supervisors during the summer vacation. It was suggested that the School think about how to make sure that students' dissertation plans are approved by their supervisors before the summer break, while still encouraging students to stay in touch and send

their drafts to their supervisors during the summer. However, staff members typically do not supervise in the month of August. Supervision of dissertations is limited to 10 hours per student and will most likely remain at that level due to the wide range of responsibilities staff members have. The EE was made aware of that.

Marking and Grades Awarded

- There has been some repetition of the observation that programmes seem reluctant to mark in the high 70s or beyond, and that this could be perceived of as placing students at a disadvantage for future research funding when compared with practice in the UK
- Examiners had previously recommended that double anonymised marking would be best practice. This has been implemented and examiners expressed satisfaction that their advice had been followed. While double marking places additional pressure on our limited staff resources, it makes the marking process more robust and has generated increased and fruitful discussion between colleagues.
- Greater consistency in second marking practices has been achieved. Department of Sociology now encourages 'second markers' to include comments justifying their decisions.

Standard of Assignments/Examinations

- One to one meetings with students to discuss their failing mark immediately after the exam in order to enable them to work towards a pass at the supplemental examination.
- More and more schools are moving towards assignment submission and feedback through Blackboard.
- The PGradDip in Child Protection and Welfare EE advised that the Dissertation length needed to be increased. For the academic year 15/16 the word count was increased and the EE noted that he felt the increase allowed the students to develop their work.
- In more than one programme, the examiner asked about penalties for theses that were substantively under or over the word limit. He suggested that the word count be recorded on the thesis, and that guidelines be available for possible penalties to ensure fair and consistent practice.

Curriculum

- The Master in Social Work EE has advised that there is an over dependence on classroom based learning. For the academic year 15/16 classroom based teaching hours have been reduced and School will advise the EE of this on his visit in 2017.

International Students

- It is the level of English of non-native students that EEs tend to highlight repeatedly. As a response, non-native students who have not studied

through the medium of English are now required to submit samples of academic writing when completing their applications.

Issues raised by PGT External Examiners that could NOT be resolved at School level and actions taken by the School:

Marking and Grades Awarded

- Two schools reported that their EEs had a concern about the award of 'Pass' or 'Distinction' for all non-failing work. They felt that it would be best to have a grade somewhere between these levels, which would acknowledge that work was of a very high standard, but not at the kind of level that would merit 'Distinction'. He suggested something like 'Merit' to designate this. One School has undertaken to raise this feedback and concern. No action was taken by the other School as it does not wish to introduce this model.
- One outgoing EE raised a concern about the overall award of distinction and how this is calculated. If a student has performed at distinction level in all of their non-dissertation work but has failed to achieve a distinction in their dissertation, they cannot currently receive a distinction overall. He has suggested that there should be lee-way in relation to this.
- Concerns were repeatedly raised over the absence of anonymous marking at postgraduate taught level. The School raised the concern with Academic Registry/Examinations Office, requesting that Masters courses be examined anonymously. The DTLPG also took part in discussions on same at GSC Meetings.

International Students

- In one programme the challenges of integrating Asian students into the programme and providing them with appropriate research skills was noted in discussion with the examiner. Intensive extra support was needed from staff, and it was observed that College-based support for such students (some kind of start-up/settling in programme) would be desirable in future.

Other Issues

- Revisit current arrangements for Internships: this recommendation is under review.
- Training and development for adjunct staff.

3.2.2 Feedback provided to External Examiners, and the method of feedback used.

Methods of providing feedback to EEs remained the same as in previous years:

CoE Meeting

- In many cases, EEs are informed of enhancements made on foot of EE comments at the next CoE meeting. In some cases, these comments would have been made by the EE's predecessor. They were also provided with feedback on specific issues through the discussion at the CoE, and discussed experience of the methods employed to address previous issues raised. Discussion also involved how repeat issues could be further improved or if alternative approaches could be employed where they persist.

Other Meetings

- In some cases, the EEs also meet with the course staff and have a more informal, but detailed discussion about their observations. Some also meet with students

Written Feedback

- In a number of cases, feedback is provided to the EEs via email.

Provision of course material and Previous EE Reports

- EEs were provided with feedback initially through the provision of all course handbooks and module outlines, which in many cases addressed the issues raised in previous years. Where such issues were addressed in the course materials this was often highlighted for the EE.
- In some instances, previous EE reports are made available to incoming EEs.

3.3 Accreditation Cycle

Table 3.3

Accreditation body	Name of Programme accredited	Last Accreditation Visit	Outcome achieved	Next Visit Due
MBA	AMBA	Sept 2015	Re-Accredited	2020
Bachelor in Social Studies	CORU	March 2012	Review Successful	2017
Masters in Social Work	CORU	April 2014	Review Successful	2018
Postgraduate Diploma in Conflict and Dispute Resolution Studies	Mediators' Institute of Ireland	n/a	n/a	n/
Psychology Conversion Course/Higher Diploma	PSI	2016	Full Accreditation	Spring 2021
MSc in Psychology (Conversion)	PSI	2016	Full Accreditation	Spring 2021
D Clin Psych	PSI	Jan 2012	Accreditation	2017
D Couns Psych	PSI	June 2014	Full accreditation	2018
Professional Master of Education	Teaching Council of Ireland	November 2013	Accredited	Approx. 2020
Bachelor of Music Education	Teaching Council of Ireland	September 2012	Accredited	Approx. 2020
BSc Clinical Speech & Language Studies	CORU	September 2015	Approved	2019
BSc Clinical Speech & Language Studies	IASLT	February 2016	Accredited but awaiting report	2021 (tbc)

3.3.1   Issues relating to Programme and School Accreditation Reviews

Issues to be escalated that could not be resolved at School level:

Trinity Business School: The Vice Provost and the Dean of TBS discussed the proposed changes in reporting structure directly with the Peer Review Panel during their visit to Trinity. The panel's recommendations included that "It is very important for the progress of the School that the process of transferring the financial reporting point of the Dean to the Vice Provost is completed within a reasonable time scale, say 3 -6 months." This change has since been implemented by the University. TBS will report back to AMBA during the next re-accreditation visit in 2020.

Education: PME: We had to provide a response on issues raised in relation to tutorial time and finances. See appendix for the response from the School to the Teaching Council.

Repeat Issues

Trinity Business School: The level of investment in marketing activities was raised. The improvements in the School's marketing activities since 2010 were noted by the Peer review Panel. TBS has since appointed a Sales & Marketing Manager, and expanded the Sales & Marketing Team. The team's range of marketing activities has increased significantly since these appointments. Feedback: AMBA will expect to see improvements during the next MBA re-accreditation visit in 2020.

MSc in Psychology (Conversion): The Accrediting body is very keen to ensure that the criteria of eligibility for entry on to this conversion course remain strictly controlled and that qualifying ECTS credits continue to be scrutinised closely.

Positive Aspects and Enhancements

TBS: The MBA programme is undergoing a review in 2016-17, which will include addressing AMBA's recommendations. The School will report on these enhancements in its next report to AMBA in 2020.

SWSP: All those responsible for core Social Work practice teaching are now registered with CORU. This ensures current evidence informed teaching because of their requirement for Continuous Professional Development (CPD).

Following CORU review our BSS External Practice Panel now reviews practice teachers reports and practice projects annually rather than biannually to ensure quality of student placements is maintained.

Teaching in law and child protection on the Master in Social Work year one programme has been enhanced to better resource students in advance of their first professional placement. Core components of both modules are now delivered by senior practitioners in order to more effectively bridge between academic studies and practice contexts.

Teaching on disability rights for the Master in Social Work has been replaced by a module on Equality, Diversity and Social Work to address a wider range of equality issues.

The social work lecturing post, vacant at the time of the accreditation process has been filled.

Written feedback on the implementation of these and other recommendations was forwarded to CORU as part of an interim monitoring process in February 2016.

Psychology

- **Higher Diploma in Psychology**
- H.Dip. programmes have been previously accredited and continue to be well resourced with appropriate curricula and staffing, and positive EE reports. In particular, EEs note the strong performance of students and their excellent project work.
- **MSc in Psychology (Conversion)**
- Statements included in all relevant promotional and informational material were strengthened to more accurately reflect the admission and eligibility requirements.
- To address concerns with regard to coverage of the core areas of the discipline, and to ensure that students taking the masters course will have sufficient and comparable coverage of all the core aspects of the discipline, given that applicants will present with different profiles and backgrounds, **it is proposed to offer a course attracting 10 ECTS credits on Advanced Psychology to be delivered in the first semester of the course. This module will be an advanced consideration of fundamental issues in theories of psychology. This will be compulsory for all students and will replace 10 ECTS credits formerly proposed to be earned via selection of optional modules. This change also responds to the feedback that there was an overemphasis on applied elements of the discipline and addresses the parity of student experience on the course by ensuring that the majority of ECTS credits are attached to compulsory modules**
- A written response was **submitted** to the accrediting body addressing in detail all issues raised and comments made on the programme.

Education

PME and B.Mus.Ed.

These courses were part of a complete, and national, reconceptualization in 14/15 of initial teacher education in Ireland and as such it has many positive aspects – including a systematic approach to key areas in initial teacher education (ITE) consistency across all ITE programmes nationwide; focus on inclusive education as a core component of all ITE courses.

SLCS

One of the recommendations raised by the **CORU Programme Approval** process was the increased involvement of outside clinicians and other stakeholders in (i) curriculum design and (ii) delivery.

With regard to (i), a number of meetings were held over the summer of 2016 to consult with Practice Tutors, Practice Educators and other clinicians about changes needed and new additional content to the course curriculum and method of delivery.

With regard to (ii) increased stakeholder involvement (e.g. co-teaching with service users) has been implemented in 2016-2017 academic year.

A second recommendation raised by the **CORU Programme Approval** process was to ensure that all external contributors to the programme have access to student feedback and EEs' reports. For feedback collected 2015-16, external contributors received copies of all feedback forms and will be sent summaries of the most recent EEs' reports this month (Nov 2016).

3.4 Quality Review Cycle

Table 3.4

School or Programme	Date of Quality Reviews	Type of Quality Review (S, P, R)*	Current Status (RR, IP, PR)**	Next due
BESS	10-12 February 2016	P	Implementation being progressed through the TEP	2023
English	20 March-1 April 2016	S	IP presented at QC on 1 Dec 2016	2023
Law	24-26 January 2017	P (all UG, PGT and PGR)		
Histories & Humanities	13-15 March 2017	S		
Religions, Peace Studies and Theology	27-29 March 2017	S		
Long Room Hub	12-14 June 2017	R		

Refer Schedule of Reviews on Quality Office Website *School (S); Programme (P); Research (R). ** Review Report (RR); Implementation Plan (IP); Progress Report (PR)

3.4.1   College level issues/recommendations raised in Quality Review Reports for escalation to Quality Committee and Council

BESS

- More needs to be done to preserve the multidisciplinarity of the programme beyond the first year, and also to streamlining the examination system. Being addressed through Trinity Education Project
- Functionality of the SITS system
- Erasmus and other exchange programmes need to be coordinated much more effectively, probably at College level
- The system of allocating budgets should be based to a much larger extent on the actual numbers of students rather than on historical grounds.
- Increase revenues from greater recruitment of NEU students and address the attractiveness of TCD in regard to facilities (including student housing).
- more systematic training and oversight of teaching assistants.

English

- The provision by College of a Faculty IT Partner or similar (along the same lines as the Faculty Finance Partner)
- The teaching spaces within the School need to be upgraded urgently
- Support the School's ambition for the filling of the two vacant named Chairs as a matter of urgency, both to support academic leadership within the school and allow for succession planning for the Headship

3.5 Progression, Retention and Completion Statistics

Table 3.5.1: UG New Entrants Retention – 1415 JF students

Faculty achievement 1415 JF students	95.5%
TSM achievement 1415 JF students	96.7%
Faculty achievement 1314 JF students	96.5%
TSM achievement 1314 JF students	96.7%
Faculty achievement 1213 JF students	96.5%
TSM achievement 1213 JF students	92.2%

Strategic Plan target of 90% retention (A1.1) for transition from first year to second year.

Table 3.5.2: UG New Entrants Retention of 1415 JF students into 1516 by course in FAHSS (non-TSM)

Course Title	Total on Course	Outcome	Totals	
			No.	%
Acting	13	RETAINED IN TCD	13	100%
		NOT RETAINED	0	0%
Ancient and Medieval History and Culture	13	RETAINED IN TCD	12	92%
		NOT RETAINED	1	8%
Business Studies and French	12	RETAINED IN TCD	12	100%
		NOT RETAINED	0	0%
Business Studies and German	14	RETAINED IN TCD	13	93%
		NOT RETAINED	1	7%
Business Studies and Polish	2	RETAINED IN TCD	2	100%
		NOT RETAINED	0	0%
Business Studies and Russian	6	RETAINED IN TCD	5	84%
		NOT RETAINED	1	17%
Business Studies and Spanish	12	RETAINED IN TCD	9	75%
		NOT RETAINED	3	25%
Catholic Theological Studies	8	RETAINED IN TCD	8	100%
		NOT RETAINED	0	0%
Classics	4	RETAINED IN TCD	4	100%
		NOT RETAINED	0	0%
Clinical Speech and Language Studies	26	RETAINED IN TCD	25	96%
		NOT RETAINED	1	4%
Deaf Studies	19	RETAINED IN TCD	18	95%
		NOT RETAINED	1	5%
Diploma in Acting and Theatre	4	RETAINED IN TCD	4	100%
		NOT RETAINED	0	0
Drama and Theatre Studies	18	RETAINED IN TCD	18	100%
		NOT RETAINED	0	0%
Early and Modern Irish	1	RETAINED IN TCD	0	0%
		NOT RETAINED	1	100%
Economic and Social Studies	236	RETAINED IN TCD	223	94%
		NOT RETAINED	13	6%
English Studies	41	RETAINED IN TCD	39	95%

		NOT RETAINED	2	5%
European Studies	43	RETAINED IN TCD	43	100%
		NOT RETAINED	0	0%
History	35	RETAINED IN TCD	34	97%
		NOT RETAINED	1	3%
History and Political Science	27	RETAINED IN TCD	27	100%
		NOT RETAINED	0	0%
History of European Painting[1]	2	RETAINED IN TCD	2	100%
		NOT RETAINED	0	0%
Irish Studies	5	RETAINED IN TCD	4	80%
		NOT RETAINED	1	20%
Law	83	RETAINED IN TCD	82	98%
		NOT RETAINED	1	1%
Law and Business	25	RETAINED IN TCD	25	100%
		NOT RETAINED	0	0%
Law and French	14	RETAINED IN TCD	13	93%
		NOT RETAINED	1	7%
Law and German	14	RETAINED IN TCD	14	100%
		NOT RETAINED	0	0%
Law and Political Science	21	RETAINED IN TCD	21	100%
		NOT RETAINED	0	0%
Music	12	RETAINED IN TCD	10	83%
		NOT RETAINED	2	17%
Music Education	10	RETAINED IN TCD	10	100%
		NOT RETAINED	0	0%
Music Teaching and Performance (RIAM)	2	RETAINED IN TCD	2	100%
		NOT RETAINED	0	0%
Philosophy	17	RETAINED IN TCD	16	94%
		NOT RETAINED	1	6%
Philosophy, Political Science, Economics and Sociology	38	RETAINED IN TCD	34	89%
		NOT RETAINED	4	11%
Professional Diploma in Stage Management and Technical Theatre	15	RETAINED IN TCD	15	100%
		NOT RETAINED	0	0%
Psychology	28	RETAINED IN TCD	27	96%
		NOT RETAINED	1	4%
Social Studies	41	RETAINED IN TCD	41	100%
		NOT RETAINED	0	0%
Sociology and Social Policy	27	RETAINED IN TCD	24	89%
		NOT RETAINED	3	11%
World Religions and Theology	5	RETAINED IN TCD	4	80%
		NOT RETAINED	1	20%
Political Science and Geography	14	RETAINED IN TCD	14	100%
		NOT RETAINED	0	
Grand Total	907		907	

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Table 3.5.3: UG New Entrants Retention of 1415 JF students into 1516 by course in FAHSS (TSM)

Course Title	Total on Course	Outcome	Totals	
			No.	%
TSM Ancient History and Archaeology	17	RETAINED IN TCD	15	88%
		NOT RETAINED	2	12%
TSM Classic Civilisation	27	RETAINED IN TCD	26	96%
		NOT RETAINED	1	4%
TSM Drama Studies	18	RETAINED IN TCD	18	100%
		NOT RETAINED	0	0%
TSM Economics	41	RETAINED IN TCD	38	93%
		NOT RETAINED	3	7%
TSM English Literature	77	RETAINED IN TCD	74	96%
		NOT RETAINED	3	4%
TSM Film Studies	25	RETAINED IN TCD	21	84%
		NOT RETAINED	4	16%
TSM French	68	RETAINED IN TCD	65	96%
		NOT RETAINED	3	4%
TSM Geography	26	RETAINED IN TCD	25	96%
		NOT RETAINED	1	4%
TSM German	21	RETAINED IN TCD	16	77%
		NOT RETAINED	5	24%
TSM Greek	3	RETAINED IN TCD	2	66%
		NOT RETAINED	1	33%
TSM History	37	RETAINED IN TCD	36	97%
		NOT RETAINED	1	3%
TSM History of Art and Architecture	37	RETAINED IN TCD	35	95%
		NOT RETAINED	2	5%
TSM Italian	21	RETAINED IN TCD	21	100%
		NOT RETAINED	0	0%
TSM Jewish and Islamic Civilisations	6	RETAINED IN TCD	5	83%
		NOT RETAINED	1	17%
TSM Latin	4	RETAINED IN TCD	4	100%
		NOT RETAINED	0	0%
TSM Mathematics	22	RETAINED IN TCD	22	100%
		NOT RETAINED	0	0%
TSM Modern Irish	18	RETAINED IN TCD	17	94%
		NOT RETAINED	1	6%
TSM Music	11	RETAINED IN TCD	9	82%
		NOT RETAINED	2	18%
TSM Philosophy	34	RETAINED IN TCD	27	79%
		NOT RETAINED	7	21%

TSM Psychology	11	RETAINED IN TCD	10	91%
		NOT RETAINED	1	9%
TSM Russian	11	RETAINED IN TCD	9	82%
		NOT RETAINED	2	18%
TSM Sociology	56	RETAINED IN TCD	52	93%
		NOT RETAINED	4	7%
TSM Spanish	43	RETAINED IN TCD	41	95%
		NOT RETAINED	2	5%
TSM World Religions and Theology	22	RETAINED IN TCD	20	91%
		NOT RETAINED	2	9%
Grand Total non-FTE	656			100.00%

3.6 Irish Survey of Student Engagement (Contact Quality Office for Word version of ISSE Report)

Table 3.6: Key stats from Faculty ISSE Report

Faculty Response	Total	% of College Total	Male	Female	Irish Domicile	Non-Irish Domicile	1415
First Year	*406*	*44%*	*287 (32%)*	*621 (68%)*	*722 (80%)*	*186 (20%)*	*277*
Final Year	*266*	*47%*					*212*
PGT	*236*	*72%*					*317*
Total	*908*	*50%*					

*Faculty Office does not have access to the breakdown by year into Male, Female and so on.

3.6.1 Faculty Performance on ISSE indices

When compared to the other Faculties, AHSS scored higher for UG students in 'Reflective and Integrative Learning', 'Learning Strategies', 'Effective Teaching Practices' and 'Supportive Environment'. For PGT students, it scored higher than the other Faculties in 'Higher Order Learning' and 'Reflective and Integrative Learning'. When compared to the other Faculties, AHSS scored lowest in Quantitative Reasoning (reaching conclusions based on analysis of numerical information) across all cohorts. For UG students, it also scored comparatively lower in Collaborative Learning, and for PGT students in Student Faculty Interaction.

3.6.2 Action on issues arising from ISSE Report

It is hoped that continuing initiatives within the Schools, Faculty and University will improve the Faculty's scores. Action to increase participation by all Schools in ISSE to enhance the reliability of results in the new ISSE School report which identifies results at programme level.

3.7 Internationals Student Barometer

3.7.1 Key issues arising from ISB Report

The Faculty received an overall satisfaction rate of 88%.

3.7.2 Action to respond to issues arising from ISB Report

No particular action has been identified.