



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

THE FACULTY OF ARTS,  
HUMANITIES AND SOCIAL SCIENCES

Faculty Quality Report

2023/24

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## 1. Faculty Quality Report

This report has been compiled based on information submitted by all twelve Schools in the Faculty of Arts, Humanities and Social Sciences (FAHSS). Although the report is compiled in Hilary Term 2025, the information in the report mostly refers to the academic year 2023/24, unless otherwise stated. The Faculty would welcome discussions to improve this timeline to ensure that the information provided is more timely.

### Profile of the Faculty

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

School of Creative Arts (CA)	School of Linguistic, Speech and Communication Sciences (LSCS)
School of Education (Ed)	School of Psychology (Psych)
School of English (Eng)	School of Religion, Theology, and Peace Studies (RTPS)
School of Histories and Humanities (HH)	School of Social Sciences and Philosophy (SSP)
School of Languages, Literatures and Cultural Studies (LLCS)	School of Social Work and Social Policy (SWSP)
School of Law (Law)	Trinity Business School (TBS)

The Faculty includes a wide range of undergraduate (UG) and postgraduate (PG) taught programmes, as well as many doctoral options. 26 of the 29 subjects taught as part of the Joint Honours programme are based in this Faculty and there are a further 37 undergraduate degree programmes currently available. There are over 70 full-time Masters on offer, many of these with a part-time option, and an additional two fully online.

### Special Faculty Executive on Quality

The Special Faculty Executive on Quality took place on Thursday 27 February 2025, in the College Boardroom, with 31 people in attendance, including Heads of School, School Managers, Directors of Undergraduate Teaching and Learning (DUTL), Postgraduate Teaching and Learning (DTLPG) and student convenors. The meeting was chaired by the Dean of FAHSS. The College Quality Officer, Mr. Grant Goodwin, gave an update on Quality issues in the College. This was followed by a discussion of the collated Faculty Reports, as outlined throughout section one of this report.

Members of the committee expressed concern at the lack of action from year to year on the issues raised in these reports. An improved method of actioning these points at a College level, and reporting on them in subsequent years would be welcomed by the Committee.

#### Top 5 Issues highlighted through School reports/FEC:

- Challenging assessment/grading/feedback turnaround times
- Lack of policy and guidance on Generative Artificial Intelligence
- LENS Reports – access to and meeting the accommodations
- IT infrastructure – system integration, in particular OME. Equipment and support limitations.
- Physical infrastructure

The attendees of this Special Faculty Executive are listed in [Appendix 1](#).

## Student Evaluations

- Undergraduate - Methods of Evaluation and Response Rates

UG Modules	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psy	Rel	SSP	SWSP
No. taught	1455	56	222	34	82	175	404	82	109	29	46	171	45
No. evaluated	1455	56	222	34	82	175	404	82	109	29	46	171	45
% evaluated	100%	100	100	100	100	100	100	100	100	100	100	100	100
Response rate (%)		17%	*	70	5	Online 10, In-class 100	51	34	53	22	48	15.6	43

100% of undergraduate modules across the twelve schools in the Faculty were evaluated. It is worth noting that this is a total of 1455 modules, and Schools are to be commended for the tremendous effort that goes into the feedback process itself, and also in reviewing and actioning the feedback received. Response rates varied from 5% to 100%.

\*The School of Creative Arts had an excellent response rate, although they weren't able to provide a percentage as it varied across modules. The strategies they use to increase module evaluation engagement are:

- Using one single online MS Form for all modules across all years and cohorts across the School
- Advance notice to module co-ordinators to include module evaluation option for each module in Blackboard
- Encouraging staff with email from DT&Ls to take time during their final class to complete module evaluations
- Leaving evaluation time window open until assessment weeks begin
- Sending multiple emails to students with the link separate to them receiving same during class

- Undergraduate - Changes made in response to Evaluations

Schools were very responsive to student feedback, and each school listed a number of actions taken - a small selection are highlighted here:

*Course structure:* changes were made to course structures, module pacing, class types, assessment types and patterns in many schools, based on feedback received from students.

*Blackboard:* a number of schools reported improved use of Blackboard for sharing module information with students, including expanding the range on of online resources available. Staff have been asked to implement module structures as advised by Trinity Inclusive Project.

*Feedback loop:* In LLCS, surveys were undertaken in week 10-11 of term, so that responses were discussed with students in class in week 12.

*Improved Policies:* Schools have improved policies in a wide range of areas, from Teaching Assistant Policy to lecture recording policy. These can be shared with colleagues in other schools across the College if there is interest and a means for sharing.

Details on all actions taken by Schools in response to UG student evaluations are available in [Appendix 2](#).

- **Open Module Evaluations**

Only six schools responded to this section. Two schools commented on the small numbers of responders in the Open Module category making disaggregating the data not useful. All of the comments are available at [Appendix 3](#).

**Practical Example from School of Creative Arts:**

Feedback on Drama workshops in the Dance Studio provided information that the floor of the space was very cold in the mornings; for practical work, Drama students often begin warm-up exercises by lying on the floor. To mitigate the cold and to provide greater comfort to students, the department administrator facilitated the purchase of yoga mats as a resource for the modules taught in that room.

- **Postgraduate – Methods of Evaluation and Response Rates**

At a Postgraduate taught level, 100% of programmes were evaluated, with response rates varying from 11% to 66%. Feedback was generally very positive, and schools outline many changes made in relation to the feedback.

PGT Programmes	Total	TBS	CA	Ed	Eng	HH	LLCS	Law	LSC S	Psy	RTPS	SSP	SWSP
No. taught	78	15	2	5	4	9	6	5	6	9	4	7	6
No. evaluated	78	15	2	5	4	9	6	5	6	9	4	7	6
% evaluated	100	100	100	100	100	100	100	100	100	100	100	100	100
Response rate (%)		51	43-45	10-70		37		25% (prog) 46% (Module)	42		25-75	39.5	12

Some of the issues raised and actions taken were:

*Course structures:* changes were made to assessments, lecture content, timings in response to student feedback.

*Career Support:* A series of career talks was introduced in the School of Law in response to a request from students. In School of Psychology, the requirements of accreditation were made clearer on their website.

*Communication:* there were requests for clearer module objectives, guidance on requirements, assessment, which were actioned where possible.

*Handbooks:* improvements to module descriptors, explanation of technical terminology.

*Lack of library resources:* School of HH continues to lobby the library for additional resource allocation.

Details on actions taken by schools in response to PGT student evaluations are available in [Appendix 4](#).

#### Example from School of English:

Student feedback about two modules “Research Skills for Postgraduate English” and “Mapping the Literary Field” indicates students wanted both modules dropped in exchange for an increase in option modules.

Action:

- Both modules to be discontinued. Students will be allowed to take optional modules instead to complete the required ECTs.
- DPTL will remind programme directors about the need to embed the key skills and training from these modules into the Core Course or optional modules.

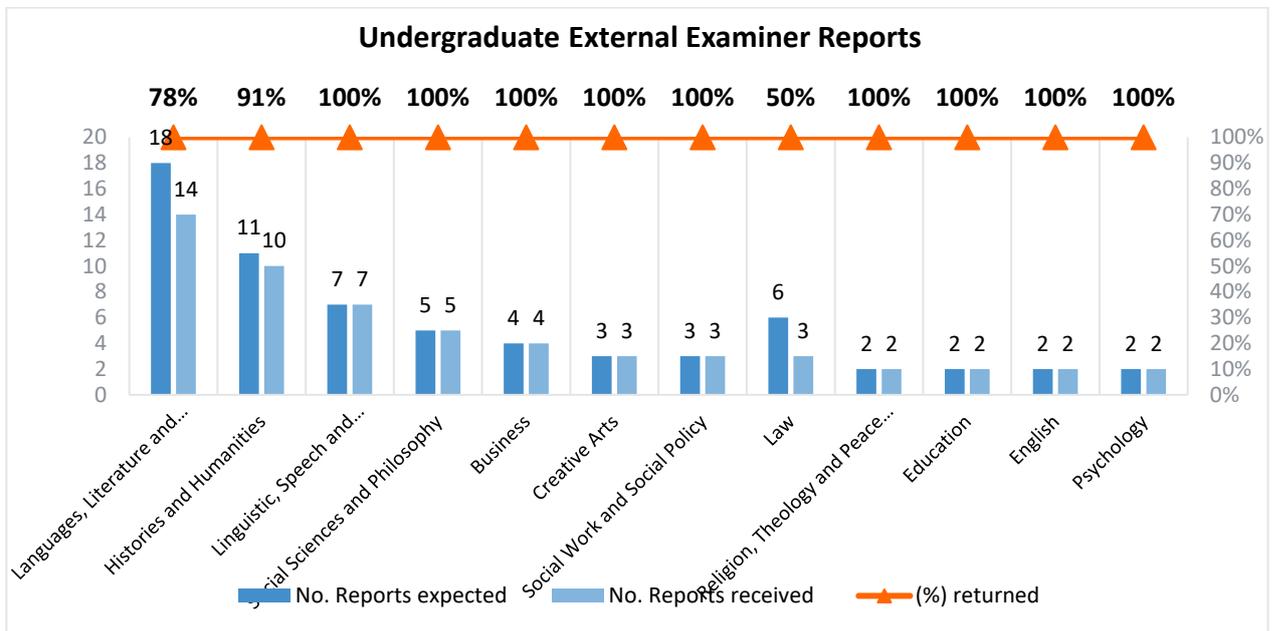
EE commented that this is a “desirable change”.

## External Examiner Reports

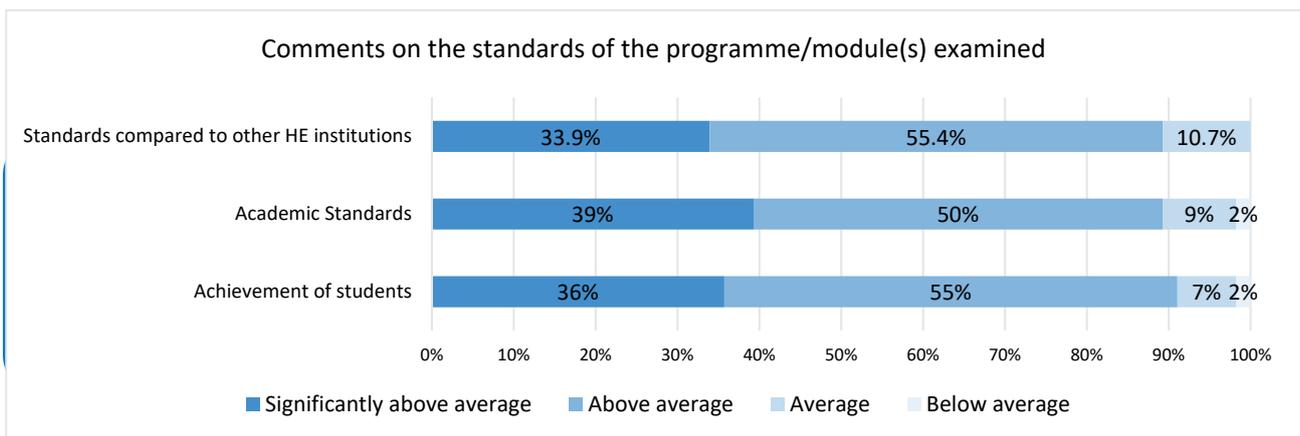
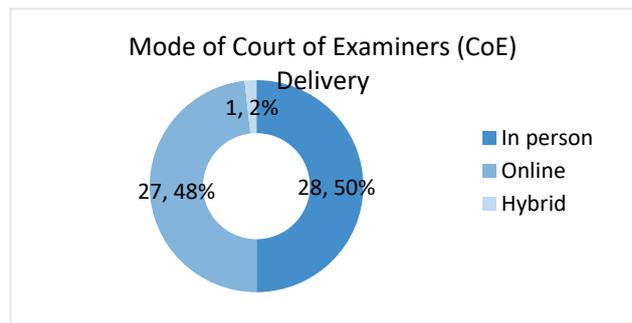
The Faculty would like to recognise the huge improvements in the External Examiner (EE) process with the introduction of the online submission system. We extend our thanks to the current team, and also to the previous Quality Officer, Ms. Roisin Smith for their work in implementing this system. The system also provides us with useful data which we can use for our reporting, as seen in this section. The issue of EE fees was raised at the FEC on quality, and the committee requested more clarity around this. The difficulty of finding EEs was also raised, with a request for a list of who has previously been an EE in an area.

- Undergraduate

In Undergraduate, the majority of reports were received by External Examiners – 57 out of 65.



Ten schools reported that they responded in writing to EE recommendations, and eleven schools reported that their EEs have or requested access to Blackboard. Interestingly, the mode of carrying out the Court of Examiners is split exactly 50:50 between in person vs Online/Hybrid.



As is evidenced in the above table, provided by the Quality Office, almost no FAHSS programme was thought to be 'below average' by an EE, and more than a third were 'significantly above average' in each category. The 2% 'below average' in both 'Academic Standards' and 'Achievement of students' comes from one EE on one programme, and the EE in that case rated the programme itself 'significantly above average' and noted that their own University has experienced similar issues with student achievements in this area.

Comments on the range and level of assessments and marking scales were actioned in some schools. There were comments that the turnaround time is too tight (“ludicrous turnaround time”), which may compromise the rigour of the assessment process in terms of the EE Input.

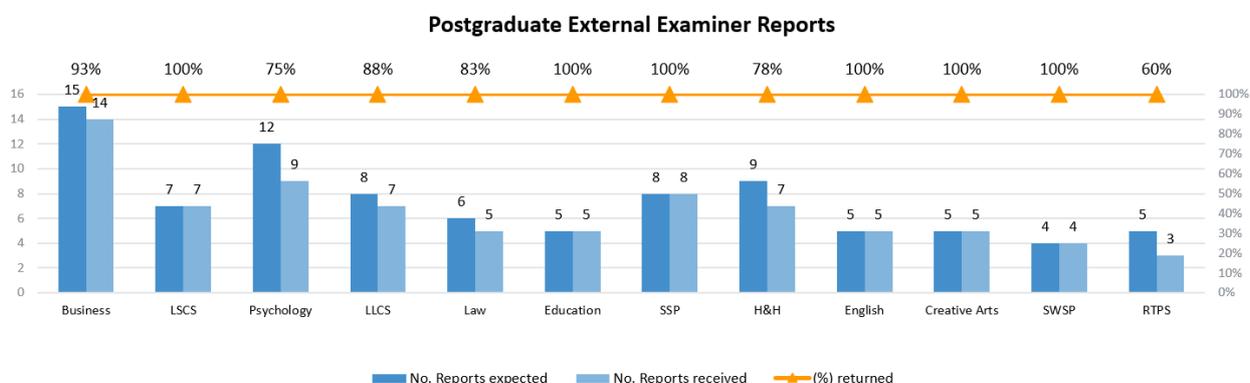
**Highlight:** “the ASIAP examiner commented that the curriculum is the best of its kind in Europe.

The other common feedback from EEs was about the workload on staff, given the level of module delivery required and the size of some classes.

Details on specific actions taken by Schools in response to UG EE Reports are available in [Appendix 5](#).

- **Postgraduate**

EE reports were received for 89% of programmes at the Postgraduate level, up slightly from 87% last year.



Examples of issues raised, and actions taken include:

**Highlight:** “EEs praised the excellent curriculum design of the M.Phil. programmes and highlighted the “nurturing” environment in the School for the PGT cohort that “foster[s] this spirit of academic training”. School of English

*Course structure:* as for UG, changes were made to course structures, module pacing, class formats, assessment types and patterns in many schools, based on feedback received from students.

*Terminology:* two schools reported providing better guidelines for students on basic terms and concepts and technical terms that are new to students.

*Ethics:* a number of schools mentioned adding more ethics modules, in particular in Yr 1 of programmes.

Details on actions taken by schools in response to PGT EE Reports are available in [Appendix 6](#).

## Quality Reviews

**School Review Highlight** “The UG teaching programme offered by School of Psychology is exemplary, both in terms of the structure of the UG programme, the diversity and range of modules on offer and the form of evaluation of these modules. Assessment is innovative and focussed on skills which could be used in the workplace as opposed to being solely academic focussed. The teaching faculty and administrative staff should be congratulated on a superb offering for their students. We also heard from College officers that the Psychology undergraduates were some of the happiest and most satisfied across the University and had among the fewest student cases”. School of Psychology Quality Review (March 2024)

The School of Psychology underwent a Quality Review from 26<sup>th</sup> March to 28<sup>th</sup> March 2024. The School has developed an implementation plan, which has been approved by the Quality Committee.

Reviews took/are taking place in the following schools in 2024/25

- Trinity Business School
- Linguistic, Speech and Communication Sciences
- Social Sciences and Philosophy

The burden on schools who must meet the requirements of professional regulators with statutory powers is particularly high and support for Schools when subject to an accreditation or quality review both from a financial and staffing level is urgently needed.

## Professional Accreditation

A small number of courses reported receiving accreditation in the 2023/24 academic year and no conditions were reported in any of these. More information is available in [Appendix 7](#).

## Retention

In FAHSS, 96% of students were retained in Trinity after Y1 (same as last year), raising to 98% after Y2 and 99% after Y3. 99% of those in their final year were reported to have completed their course. Across all four years, retention is 98%. There is no discernible difference across the genders. A detailed breakdown by course is available in [Appendix 8](#).

## Developments during 2024/25

As this report is compiled in Hilary Term of the year after the academic year in question, this section was added to try to bridge this gap. One development for each school is included here, but a full list for the wonderful initiatives recently or currently being implemented in FAHSS schools is available in [Appendix 9](#).

### Business School

- Pilot school for Enacting Sustainable Development in JF.

### School of Creative Arts

- A new MPhil in Digital Arts and Intermedia Practices was introduced in 2024/25. While it is housed in Film due to the nature of funding and the structure of the school, it is really a school-wide course drawing on all three disciplines. The MPhil has a cohort of 17 students in its first year and there are already over 100 applicants for 2025/26. This volume of students allows the hire of one permanent staff member to run the course, teach its core modules, and coordinate its recruitment.

### School of Education

- Support via blended CPD for professionals in placement partner schools to mentor students on placement led by programme coordinators and international guest speaker with expertise in this area, including a focus on EDI in/ through mentoring.

### School of Histories and Humanities

- **LENS:** There has been ongoing dialogue with Disability and IT over the LENS issues, as well as meeting with student representatives, to ensure that the School is doing everything it can to accommodate student needs. There is a serious resourcing issue here that must be addressed at College level.

### School of Law

- Concerns regarding the impact of the common curriculum architectures, specifically the decrease in law teaching on the Single Honours programme, have been raised by the student body and School since the first impact in 2020/21. It is hoped that concessions agreed between the School and the Senior Lecturer, with a soft, phased introduction from 2025/26 onwards will help address concerns. Issues yet to be resolved but hopefully reviewed in the coming months include the exclusion of students on Joint Honours programmes following a single honours pathway from the School's Court of Examiners. The consequences of which includes separate Courts of Examiners determining the award classifications for the same degree, cohort of students being unable to compete for prizes and rankings. The solution, as flagged in previous discussions is simple.

### School of Linguistic, Speech and Communication Sciences

- The Centre for Language and Communication Studies has introduced a twice-yearly departmental teaching and assessment forum at which questions and frustrations can be ventilated and good practices and ideas shared. The forum is complemented by an online Teams channel where pressing queries can be answered. This initiative has been warmly welcomed by staff and has already started to deliver changes in practice, such as a new departmental policy of using the Blackboard attendance recording function.
- The Department of Clinical Speech and Language Studies is reviewing public, patient involvement (PPI) across all modules and evaluating ways to enhance PPI involvement in curriculum development and review.

### School of Psychology

- The School is undertaking a review of PGT programmes with the advice of an external reviewer to achieve more efficient ways of delivering programmes including sharing of common modules across courses

### School of Religion, Peace Studies and Theology

- During 23-24 our School proposed a new MPhil in Theology and Social Justice which will have its first student intake in AY25-26. This is an innovative course in its combination of academic learning with civic engagement and we hope to learn much from the new approaches to pedagogy being integrated into the course.

**School of Social Sciences and Philosophy**

- For 2024/25, we are organizing a series of TeachMeet series workshops to provide staff with an opportunity to discuss best strategies and practices with respect to a number of topics. Thematically, the three workshops will address: (1) “Addressing the Challenges of Instruction for Large Modules”; (2) “Addressing the Challenges of GenAI in Small Module Settings”; (3) “Addressing the Challenges of GenAI in Large Module Settings”.

**School of Social Work and Social Policy**

Initiative led by DUTL/PGTL on an AI policy for the School.

### Athena SWAN

The Faculty submitted and achieved its first Silver Athena SWAN award – congratulation to the School of Psychology. Eight Schools in AHSS have been awarded Bronze awards and a number have had these bronze awards renewed. The remaining Schools are working towards their first submission. Please note that this information is ‘as at’ the writing of this report, April 2025.

**Silver Award**

The Faculty received its first Silver Athena SWAN award, when the School of Psychology was awarded one in September 2024.

**Silver**

- School of Psychology (2024)

**Bronze Renewal**

- Histories and Humanities (2025)
- Law (2024)
- Social Work and Social Policy (2024)

**Bronze**

- Business (2021)
- English (2022)
- Linguistic, Speech and Communication Sciences (2021)
- Religion, Theology and Peace Studies (2022)
- Social Sciences and Philoophy (2021)

**School of SWSP:** Support for Schools to achieve Athena Swan certification both from a financial and staffing level is badly needed. Schools want to achieve these awards but the level of work for academic and administrative staff within existing workloads means that it is very difficult for Schools to progress. We are currently working on our silver applications and the amount of additional work (on top of the normal workload) to complete the application has been crippling to the SAT and is almost impossible to achieve with the lack of resources to support applications from college.

The School of Education has submitted its application for a bronze award, and the School of LLCS is due to submit in this round. The School of Creative Arts’s application is on hold due to staffing shortages, but they hope to reinvigorate the process shortly.

## 2. Quality Enhancement Initiatives

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

### Enhancement highlights

*Business:* Revised our teaching assistant policy to standardise the amount of work done by all TAs. Also introduced many new modules on sustainability into our UG curriculum as part of the school's strategy of Transforming Business for Good.

*School of Creative Arts:* External funding was successfully sought to bring in new staff on short term contracts to offer elective modules and subsequent learning opportunities.

*School of Education:* Review of the Master in Education (MEd) Programme undertaken. This includes consultation with all current staff, Focus Group with current students, a survey analysis of existing MEd programmes, which culminated in changing the architecture of the programme, reducing and updating all modules, as well as changing the admissions process.

*School of English:* changed the structure of three taught programmes (by removing Mapping and Research Skills) in direct response to student feedback. It shows we take student views seriously, we consider their input very carefully and demonstrates the agility of the programmes to make such changes.

*School of Histories and Humanities:* Help with Online Module Evaluation (OME) in Dept website: In 23-24, Classics entirely revised its provision of degree information on the Departmental website in order to facilitate student negotiation of the OME process, putting full details of the architecture of all its degree programmes and all possible pathways on dedicated webpages in an accessible format with drop down menus, so that students can chart their trajectory and options throughout their degree programme from start to finish. This greatly enhanced student clarity about their annual compulsory and optional module choices particular pathways involved.

*School of Languages, Literatures and Cultural Studies:* Application by the School for tenders to develop outreach language programmes continue to be successful, bringing in additional funding and diversification of teaching.

*School of Law:* Student Engagement Officer: The School appointed an Engagement and Inclusion Officer in August 2024. Enhanced engagement, participation and completion is part of the remit of this postholder. In HT 2025 we introduced an attendance monitoring pilot in a selection of undergraduate modules. Pre-emptive and improved follow-up meetings and communications with absent/non-performing students occurs more regularly.

*School of Linguistic, Speech and Communication Sciences:* LENS access: The School reviewed and designed the process for implementing student learning and assessment accommodations across all modules. A process flowchart was developed that flags actions at key points in the academic year to support module coordinators in ensuring students can access learning and assessment supports. Throughout this process, the School engaged with the DisAbility Service and IT Services to resolve technical issues and enhance the understanding of the LENS process across the School.

*School of Psychology:* The School underwent a Quality Review during this period, and many actions are outlined in their implementation plan. A School of Psychology policy on generative AI use was developed and implemented.

*School of Religion, Theology and Peace Studies:* As part of our School's involvement in the Trinity Inclusive Curriculum project, we received funding from Trinity Inc for a "Reading List Review" to consider the School's module reading lists from a 'decolonising the curriculum' perspective. This was a collaboration between our Trinity Inc Champion(s) and postgraduate students in the School. The findings will feed into discussions of curriculum development in the EDI, UG and PG committees.

*School of Social Sciences and Philosophy:* Political Science added a 10 ECTS SF module, "Introduction to Political Science Research." Previously, there were 30 ECTS available in SF year and students taking Single Honours or the Major in Political Science were invited to choose a further 10 ECTS from any modules made available by the remaining disciplines. This limited choice for students and required they take modules in subjects they may not be interested in. With the additional 10 ECTS available in SF year, students on every pathway are able to meet their credit requirements in SF year without needing to taking modules outside of their department.

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

The full list of Enhancements by School is available in [Appendix 10](#).

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

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

*Challenging Assessment grading/ feedback turnaround times.* This was raised in particular by a number of EEs. In the School of English, they will be holding their internal Fresher exam board AFTER the Joint Honours one. The turnaround was also highlighted by three EE in Classics. There was a suggestion that we ask that the Exams Office to include the size of the module in their timetabling of exams to ensure large modules are scheduled at the start of the exam session.

*Lack of Policy and Guidance on Generative Artificial Intelligence:* There continues to be a lack of guidance from College regarding the use of GenAI. While the school is actively working across the School to develop a policy, this has proven to be challenging given the size of our School and the diversity of assessment methods. Greater guidance on this issue is needed

*IT systems:* While the IT infrastructure was highlighted by fewer schools than in previous reports, there continue to be issues with systems, such as Blackboard, OME, CMIS and the lack of connectivity/communication between these systems, which leads to a considerable source of duplication of effort and stress. One school in particular highlighted the non-integration of Study Abroad into OME. Issues remain with EEs having access to blackboard.

*IT services equipment and support limitations:* including the availability of working IT equipment in classrooms both for in person teaching and for online/blended live lectures.

*Physical infrastructure:* quality and maintenance of teaching spaces, and the availability of classrooms of adequate size (e.g. 20+ students). And linked to this is.

*Staff: Student Ratios:* this was the issue raised by most schools in last year's report but is not mentioned as much this year. This may be due to the recent approval of a number of academic posts across the faculty, and a recent round of SAPC promotions. However, it remains a significant issue in a number of schools.

**Trinity Inclusive Curriculum Project:** 'We are sorry to see that funding is being discontinued for the Trinity Inclusive Curriculum Project. This has been a great source of innovation and inspiration which we have benefitted from in the School and would like to see support for this work being continued and enhanced'.

School of RTPS

*Staffing* – workload management, reliance on staff on short term contracts. This was raised by EEs, such as in the School of Creative Arts.

*LENs Reports:* this is the first time that this has been highlighted by so many schools. Schools are requesting open and frank discussion about accommodations and how supposed to meet them given the time constraints imposed by College. The Disability section on SITS is often

inaccurate or incomplete, and notifications of new LENS reports are currently not fit for purpose, as they should reach the module coordinator directly. It would be invaluable to have a report which shows who is set up as the convenor of each module to ensure that the reports flow to the correct academic in the system, especially as we have a lot of team-taught modules and convenors can change from year to year. We keep working with DS and IT in an effort to resolve the situation. It is hoped that BB Ultra will offer better functionality in this respect.

*Library Provisions:* especially in relation to online resource collections.

*PG Administration:* a lot of the focus in recent years was on UG advancements, and less has been done for PG in terms of creating PGT student transcripts to managing optional module choice to assessing PGT applications to convening and staffing thesis committee meetings. Progression codes on SITS-- There seems to be set clear rules for UG students but is less clear for PG students and this leads to issues when trying to progress certain students and their results being incorrectly published on SITS. Another issue is the absence of a merit band within dissertation marking as a means of distinguishing the many pass dissertation and the strongest of the pass dissertations. However, hopefully the PG Renewal programme will alleviate some of these issues.

The full list of Issues Raised by Schools is available in [Appendix 11](#).

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

Eavan Brady	School of Social Work and Social Policy	DTL PG
Norah Campbell	Trinity Business School	DTL UG
Ann Chahoud	School of Histories and Humanities	DTL UG
Gabriel Coleman	SU	PG Student Representative
Catherine Conlon	School of Social Work and Social Policy	Head of School
Paul Dockree	School of Psychology	DUTL
Olive Donnelly	School of Social Sciences and Philosophy	School Manager
Omar Garcia	School of Languages, Literatures and Cultural Studies	Head of School
Grant Goodwin	Quality Office	Quality Officer
Alexandra Grieser	School of Religion, Theology, and Peace Studies	DUTL
Martin Humphries	School of Religion, Theology, and Peace Studies	School Manager
Deirdre Kelleher	FAHSS	HR Partner
David Kenny	School of Law	Head of School
Imran Khan	FAHSS	Faculty Finance Officer
Jarlath Killeen	School of English	Head of School
Michelle LeGood	School of Psychology	School Manager
Yvonne Lynch	School of Linguistic, Speech and Communication Sciences	DTL UG
Justin MacGregor	School of Creative Arts	Head of School
Paul Newman	FAHSS	Finance Partner
Conn McCluskey	School of Education	School Manager and Prof Staff Representative
Laurent Muzellac	Trinity Business School	DTL PG
Paul O'Grady	School of Social Sciences and Philosophy	Head of School
Micheal O'Siochru	School of Histories and Humanities	Head of School
Carmel O'Sullivan	FAHSS	Dean of Faculty
David Prendergast	School of Law	DTL PG
Valerie Smith	FAHSS	Faculty Administrator
Sven Vanneste	School of Psychology	Head of School
Giulia Villa	Students Union	UG Representative
Nicole Volmering	School of Histories and Humanities	Research Fellow Representative
Gillian Wylie	School of Religion, Theology, and Peace Studies	Head of School
Kathryn Walshe	Academic Registry	Faculty Liaison Officer
Lizzie Whitcher	School of Languages, Literatures and Cultural Studies	School Manager

## Appendix 2: Actions taken in Response to UG Evaluations

### Creative Arts

Student evaluations commented that practical modules – which are highly popular and a key component of offerings in the School of Creative Arts – require the requisite equipment to be available for us (this was particularly raised in relation to the Sound and Cinematography module but is pertinent across all disciplines). Relatedly, some students noted that on Research Skills modules, emphasis is often on traditional academic/library-based Capstones; more research skills for practical Capstones need to be developed. Feedback on Drama workshops in the Dance Studio provided information that the floor of the space was very cold in the mornings; for practical work, Drama students often begin warm-up exercises by lying on the floor. To mitigate the cold and to provide greater comfort to students, the department administrator facilitated the purchase of yoga mats as a resource for the modules taught in that room.

As with any evaluation process, feedback arose around specific module content – which often comes down to student personal preference – and assessment method (many dislike working on group projects, but the learning they gain from the process is still highly necessary and helps them develop skills which will assist in their later employability). Individual comments, where helpful, are passed onto individual staff for consideration in their modules. Some evaluations commented on the need for student feedback to be more prompt; as a quality issue, this ultimately derives from issues with staff workload, and an ability to employ more staff would rectify workload overwhelm and enable prompter feedback. A couple of more serious concerns were raised about classes either being cancelled or rescheduled too many times; in this instance, the concerns are being raised with the HoS to engage with specific staff on these issues.

### Education

BMusEd: Students expressed a desire for a central shared digital space where musical resources (creations developed in class, warm-up activities etc.) could be housed and shared.

ASIAP: Feedback from student was mostly positive. Students reported that they grew in confidence over the duration of the course. Some students reported that it could be difficult to keep track when a module was taught by numerous tutors; Blackboard communications are being used to support students in understanding module expectations.

### English

Modules are evaluated by coordinators, who are responsible for implementing feedback and responding to students. In addition, a meeting of the Staff-Student Liaison Committee is held each term, where student reps are invited to raise concerns of their cohorts with the DUTL and Head of Discipline. In recent years this committee has been poorly attended by student reps.

### Histories and Humanities

- Provision of lecture PowerPoints and materials on BB to assist students in revision and essay preparation
- Redesigning aspects of module content or structure, e.g. to incorporate the use of more varied source materials or to restructure individual modules to incorporate site visits, engagement with College collections, new thematics etc.
- Expanding the range of online resources available on module BB pages
- More detailed guidance to help students navigate through the relevant scholarship, e.g., by distinguishing required readings from recommended readings.
- Change of set texts in language modules to respond to students' requests and encourage discussion of topical issues.
- Organising sub-groups in tutorials for more focused group project work

### Languages, Literatures and Cultural Studies

Overall, at school level, there were requests to make module information available prior to opening of Online Module Enrolment.

There were also changes taken to adjust the balance of English and Language spoken in content modules.

Surveys were generally undertaken in week 10-11 of term so that responses were discussed with students in class in week 12. In addition, departmental and school student forums took place where students were able to discuss issues and give feedback.

At School level, all such matters are discussed on an ongoing basis at the School Undergraduate Committee. It should also be noted that 51% response rate is an average, and that some modules were considerably lower than this, making it hard to know how much to read into responses.

### Law

**Recording Policy:** A common issue raised was the request/demand for the School to continue with its recording policy (i.e. all lectures recorded and made available via VLE for the academic year). Students flagged financial and other personal reasons as the justification of same. The School has had ongoing discussions about continued use of our recording policy since 2022/23. Academic colleagues have been concerned about falling academic standards as a result of falling attendance, and students missing out on the classroom experience. It has been agreed that it will continue until the end of the academic year 2024/25 and a revised recording policy, which will ensure recordings, where practicable and permitted, continued to be made available to students with LENS reports, or extenuating circumstances e.g. caring commitments.

**Assessment Weightings:** Law modules are generally weighted at 10 ECTS, the minimum weighting required by professional bodies. TEP required the introduction, when possible, of 5 credits modules. General feedback from students taking these modules were that some were heavily assessed and/or lacked

transparent assessment. A general review of teaching assessment was undertaken to ensure assessments for 2024/25 onwards were fair and transparent.

### Linguistic, Speech and Communication Sciences

- In the **JH in Linguistics** delivered by the Centre for Language and Communication Studies, several key changes have been made arising out of the student evaluations. Additional in-class perception and production exercises were introduced in the module LIU11003 Phonetics and Phonology. More group discussion time was incorporated into the lecture component of the JF modules in Semantics and Pragmatics. In the JS module, a new assessment component was introduced which simulates a conference presentation in the speech sciences and is assessed according to realistic criteria for such a presentation. In a JF module on First Language Acquisition, taken by several cohorts, and on the basis of student feedback, coverage of language acquisition by Deaf children has been increased, highlighting the relevance of the subject to Deaf Studies students while also widening the perspectives for all students. In a JS module (Applied Linguistics II), where feedback showed that some students found the module to be too dense whilst others found it not challenging enough, short, non-assessed weekly online quizzes were introduced to help reinforce and consolidate core concepts.
- In the **B.Sc. in Clinical Speech and Language Studies**, changes were made in assessment patterns on the basis of student feedback, including a change in the timing of continuous assessment deadlines (SLU33008 Neurology and Psychiatry) and the introduction of a mid-placement drop in call for students to review the format of an upcoming final exam (SLU44007 Practice Education 4).

In the suite of **Trinity Language and Culture Electives** offered by the School, a comprehensive review of module pacing was conducted based on student feedback, with adjustments made to match the learning speed and needs of the student body, providing students with time to engage and absorb course content.

### Psychology

Some students have commented on the accessibility of resources e.g., through Blackboard. Recommendations have been shared with all staff regarding Blackboard module organisation (Trinity-INC). All staff have been asked to implement this structure, with its use of dividers, subheadings etc. as it facilitates navigation not only for students but also other staff and our EEs. It is also recommended that staff make use of Blackboard Ally, to maximise accessibility of resources, and to share any relevant information with students about where they can access readings etc.

Some module coordinators have adopted more and different assessments – to assess learning throughout the term but also to address the threat of undisclosed generative AI use. All module coordinators have been asked to review these assessments in light of student feedback regarding workload etc.

### Religion, Theology and Peace Studies

The BA Course Coordinator brought the summary of the Evaluations (2023/24) to the USC meeting and analyzed and commented on common trends. Overall, the assessment is very positive. Recurring notes on more clarity on assessment and work modes will be integrated in the ongoing discussion (BA Review Curriculum Discussion, meeting 19<sup>th</sup> February 2025, with Academic Practice). The USC approved both the process and the conclusions drawn from the document.

### Social Sciences and Philosophy

Departmental representatives reported on feedback from EEs at the Undergraduate Teaching and Learning Committee, and this was minuted. Where the Quality Office contacted departments directly, a detailed written response was given.

### Social Work and Social Policy

The School has maintained an excellent response rate from 22-23 This has been done by several methods including the following:

1. Repeated contacted with the students taking the module.
2. Ensuring in class protected time to complete the survey for students taking the module.
3. Asking lecturers and Class reps to encourage students to complete the surveys.
4. Ensuring students are aware of the changes implemented because of previous survey feedback.

Actions taken in 2023-24 because of module evaluation are as follows:

1. Timetable Changes
2. Assessment method changes
3. Changes in the mode of delivery such as additional tutorials or more tutorial groups to facilitate smaller group teaching.

## Appendix 3: Evaluation of Open Modules

**School of Creative Arts** The School of Creative Arts is pleased to offer a number of Open Modules across all three disciplines of the School and are happy to see such positive feedback from students. We have had students from the following courses taking our Open Modules: English, Philosophy, Mathematics, Spanish, Political Science, Psychology, Law, History of Art, Irish, History.

Such students taking the School's Open Modules add to the diversity of each classroom and having a range of disciplinary perspectives has enabled a richness to discussions and a deeper learning experience for students. Open Modules has also enabled students in one discipline within the School (such as Drama) to enjoy teaching from other disciplines (such as Music), which has yielded positive outcomes for integration within the Creative Arts.

It is clear from reading the evaluations that some students expect Open Modules to be closer in content/scope to Trinity Electives; for instance, one piece of feedback on European Cinema wrote that given it was an Open Module, they expected less contextual focus and more formal analysis. Perhaps the School will consider offering Trinity Electives in future which pertain to this kind of scope; however, the majority of feedback praises the content delivered in Open Modules (one comment on Embodied Shakespeare even suggested that the module be expanded into a Diploma option, such as the ones offered by History of Art).

As often happens, some comments drew attention to issues beyond the School's direct control, such as timetabling. For example, for the Beyond Beckett module it was requested that there be two classes on different days of the week; the Pop Music module received a request for more lectures throughout the week. Obviously, we can only timetable within quite strict parameters such as availability of space and of staff. Another issue beyond the School's control was construction work occurring outside the Music department, which proved disruptive to some modules. The construction work should not be as disruptive once complete, which should enable a more peaceful learning environment.

Assessment method, particularly the innovative zines created by the Beyond Beckett module, were praised by Open Module students for their accessibility, particularly for students taking a module from outside their own discipline. Individual feedback pertaining to further specific module content is being disseminated to individual staff members for consideration.

**School of English** It is difficult to get students to complete feedback surveys for open modules in meaningful numbers, and response rates are typically very low (in the single figures). Historically, dissatisfied students tend to be more likely to provide feedback, and we maintain open channels of communication with students throughout the period when our modules run (via email to the module coordinator in for example), so there is a sense in which no news is good news when it comes to the low completion of feedback surveys for OM. Such feedback as exists tends to be positive, particularly around module content.

**School of H&H** Continued provision in Module Handbooks and Blackboard of ample material to cater for students without prior knowledge of the subject.

In a couple of instances of JS modules, one or two respondents raised the issue of the level of disciplinary specific background knowledge assumed of Open Module students, and we have reviewed our 24-25 Open module offerings in light of student feedback in this respect.

**School of Law** As per comments above. As the number of responders in the Open Module category were small, disaggregating the data provided no useful commentary.

**School of LSCS** In LIU22010 Applied Linguistics 1, new case studies and in-class discussions were introduced in order to support students in engaging more deeply with the topics covered in the module.

**School of RTPS** The BA Course Coordinator brought the summary of the Evaluations (2023/24) to the USC meeting and analysed and commented on common trends. Overall, the assessment is very positive. Recurring notes on more clarity on assessment and work modes will be integrated in the ongoing discussion (BA Review Curriculum Discussion, meeting 19<sup>th</sup> February 2025, with Academic Practice). The USC approved both the process and the conclusions drawn from the document.

## Appendix 4: Actions taken in Response to PGT Student Evaluations

### Creative Arts

For the Drama MPhil, overall feedback has been highly positive, emphasizing the course's openness and well-structured format across the terms. A potential improvement could be the introduction of a dedicated platform within The School of Creative Arts Research Forum, allowing the MPhil cohort to engage in discussions on research presentations.

Similarly, feedback from Film MPhil students was equally positive, praising the well-organized modules, thoughtful exposure to a diverse selection of films, and discussions on transnational themes and cinema's engagement with global issues.

Across all MPhil programs, students highlighted the importance of receiving assessment details and deadlines early in the term.

### Education

A) M.Oid. teaching and assessment schedule revised to better align with participants' work timetables

B) Most M Ed modules (50 in total) were evaluated. One example from the Educational Psychology Module Evaluation 23-24, M.Ed in Critical Perspectives (Lecturer: Dr Aoife Lynam)

**Strengths**-- The three areas that received the highest ratings were:

**1. Engaging and effective teaching**

Students overwhelmingly agreed that the lecturer presented the content in an engaging, clear, and thought-provoking manner. Many appreciated her passion and the interactive nature of the lectures.

**2. Academically challenging and enriching**

The module was highly stimulating, with students highlighting discussions on psychological theories, trauma, and social interactions as particularly impactful. Several noted that the content helped them both professionally and personally.

**3. Supportive learning environment**

Students felt encouraged to participate, ask questions, and engage in discussions. Many valued the opportunity to learn not only from the lecturer but also from their peers.

**Areas for Improvement**

- **Improving the learning space**

One student noted that the lecture room, which lacked windows, felt less conducive to learning. Natural light was suggested as a potential improvement.

- **More readings and extension materials**

Some students expressed interest in additional readings, particularly for those with prior psychology knowledge who wished to explore advanced topics.

- **More time for discussion and sharing experiences**

Students enjoyed class discussions and suggested that more time be allocated for opinion-sharing and personal stories to deepen understanding.

**Postgraduate Certificate and Diploma in Diversity and Inclusion in Further Education and Training – 6 modules over 2 years**

The module was highly engaging and provided practical, relevant content on Universal Design for Learning (UDL), Trauma-Informed Practice (TIP), and assistive technology. Students appreciated the interactive and supportive learning environment, which included guest speakers, peer discussions, and a blend of online and face-to-face sessions. The availability of diverse learning resources, such as podcasts, reading lists, and structured Blackboard materials, made learning accessible and engaging. Assignments were well-structured, encouraging deeper reflection and practical application in professional settings.

However, some areas could be improved to enhance the learning experience. A more structured and balanced content delivery would help bridge the gap between theory and practice while ensuring content remains relevant for both new and experienced learners. Providing clearer guidance and earlier feedback on assignments, as well as additional technical support for aspects like video uploads and referencing, would benefit students. Additionally, improved communication regarding class schedules, module coordination, and technical resources, along with more face-to-face sessions, would further strengthen the course. Addressing these areas while maintaining the module's strengths would create an even more effective and enriching learning experience.

**English**

The School DPTL will ask M.Phil. directors to bring key points raised in student evaluations forward for discussion at the Hilary 2025 PGT&L committee meeting. We have interim student feedback about two modules "Research Skills for Postgraduate English" (compulsory for students of MPIW, MPMCL, and MPCL) and "Mapping the Literary Field" (compulsory for MPMCL and MPCL) which indicates that students wanted both modules to be dropped in exchange for an increase in option modules. This is further confirmed in the summative feedback offered by students. It was agreed by the School that from 2056-26, "Mapping the Literary Field" and "Research Skills for Postgraduate English" will no longer run. One EE report notes that this is a "desirable change". It is

important that we do not lose the training activities and foundational skills built through the modules. The DPTL will remind programme directors of our commitment to integrating the skills developed through these modules into the Core Courses for MPIW, MPMCL, and MPCL or other option modules.

#### **Actions**

- Two modules “Mapping the Literary Field” and “Research Skills for Postgraduate English” to be discontinued. Students will be allowed to take option modules instead to complete the required ECTs.
- DPTL will remind programme directors about the need to embed the key skills and training from these modules into the Core Course or option modules.
- Remind PGT students that they are welcome to engage with staff members in the School beyond their core M.Phil. teaching contacts, and encourage all students to take an active part in College events such as the Postgraduate Research Seminars run by and for our PG student community.
- Emphasize the key transferable skills and competencies developed during the PGT programmes.
- Review the electronic resources provided for PGT students.
- Continue to develop the School’s suite of MPhil module offerings for non-resident PhD students

#### **Histories and Humanities**

The percentage return rate of evaluations across programmes varied quite considerably, but the overall rate was poor. Surveys are conducted anonymously online, so additional efforts to encourage students to complete evaluations will be implemented this year, including time left in class for to complete module evaluations and reminders to students regarding programme evaluations following dissertation. Feedback was universally positive regarding course content, assessment feedback and staff engagement. A common complaint among students was the lack of up-to-date Library resources, particularly on courses with an international focus. The School has continued to lobby the Library for additional resource allocation.

#### **Law**

- Some class sizes are too small. Every effort has been made to identify reasons for some modules being less popular. Greater curriculum review and changes were introduced for 2024/25 including programme curriculum review.
- Unrealistic expectation that all students understand basic terms and concepts (e.g. students not coming from common law jurisdiction, non-law students on MSc Law and Finance. Enhanced general guidelines issued to all staff to address this issue.
- Students requested greater career guidance information. A series of career talks for various sectors was introduced in January 2024 for both UG and

PG and has been expanded for 2025/26.

The response rate for programme evaluations is lower than usual. The timing of same will have to be considered. No concerning issues were raised. For the first time facilities (classrooms and IT) were not flagged for attention. Responses for careers support and engagement in general have improved based on previous years.

#### Linguistic, Speech and Communication Sciences

In the **M.Phil. courses in Linguistics and Applied Linguistics**, changes have been made on the foot of student feedback to incorporate the following: a seminar format has been introduced for the first hour of the two-hour lectures (LI7869 Describing Meaning), more use is being made of Blackboard discussion boards to facilitate exchange of ideas among students (LI7862 Linguistic Pragmatics), and an updated assessment pattern for LI7860 Technology, Language, and Communication which introduced a new 30% mid-term assessment in the form of a brief annotated bibliography. This was in response to feedback suggesting that the single, final assignment was daunting. The new split assessment pattern model also aligns better with the module's learning outcomes.

#### Psychology

**Doctorate in Counselling Psychology:** 40-80% depending on the cohort, a lot of minor adjustments (e.g., next year we will have more core staff teaching in year 3 as there is a need for more contact among 3<sup>rd</sup> yrs; feedback around placements and impossibility on some placements to have recordings of the work and impossibility to use it in the group supervision)

**PG Certificate** in Managing Risk and System Change – end of year evaluation – 5 responses out of 8.

Note about stating learning objectives at the start of a module-- all module descriptors were updated and made available on website and in handbooks.

**PG Diploma** in Managing Risk and System Change – end of year evaluation – 2 responses out of 6.

One note around feedback on references for assessment – extensive feedback is given to all students; no further action was needed.

**PG Diploma TopUp** in Managing Risk and System Change – end of year evaluation – 0 responses out of 1, Nothing to note as feedback not completed.

**M.Sc.** in Managing Risk and System Change – end of year evaluation – 2 responses out of 2. Nothing to note or action.

**MSc in Applied Psychology:** 10% return of feedback – all positive

**MSc in Global Mental Health:** Average 70-80% students responded to evaluations. Outcomes arising include increase in the number of in-class discussion tasks, reduction of text on slides, increase in additional reading provided on blackboard.

**MPhil in Psychoanalytic Studies:** Our students have also fed back to us through their class rep this year. This feedback has been generally very positive. A couple of concerns arose in relation to uncertainties in relation to dissertation supervision and, most of all, in relation to assigned rooms for teaching. I have addressed all concerns as these have come to me, adding information, and seeking changes, where these were possible.

**MSc. In Applied Behaviour Analysis:**

1. It is suggested that the course team consider more innovative and varied assessment methods which would allow them to train and assess transferable skills such as team working.
2. The course should consider placing an increased emphasis assessing competency in practical skills (e.g. data graphing).
3. Further emphasis put on working and communicating with other stakeholders, such as other professionals and parents.
4. It should be highlighted to students/prospective students that exiting at the end of year 1 with a P.Grad. Dip in ABA does not meet the requirements of the accreditation.
5. Module PS7301 – Professional and Ethical Practice in ABA is only introduced in second year. The course should consider introducing ethics in a more formal way in first year. From the site visit discussions, it was clear that ethical practice is central to many modules in <sup>first</sup> year, but still ethics is not formally documented as being introduced until second year, and this should be amended.
6. Documentation would benefit from more clarity around what is considered a behavioural research project. Should be clearly outlined to students that all research projects must be directly relevant to behavioural psychology.
7. Lecturers to provide more real-world scenarios during lectures to practice how to approach and design behavioural assessment.
8. Request for specific structures on decision making to match behavioural interventions with specific phenotypic needs.
9. Request for more guidance on fieldwork and placement requirements throughout the academic year.
10. Request for lecturers to provide explainers on many technical terms that are new to students.

**Actions:**

1. The addition of a reflective practice section in the assessment for PS7301 allows students to demonstrate their problem-solving skills, potential leadership, adaptability, creativity, collaboration and conflict resolution within multi-disciplinary teams.
2. Fieldwork and placement assesses practical skills listed in the 5th edition tasklist. Supervisors assess this per supervisory period.
3. PS7301. Lecture content and class activities have evolved to include more practice and role play when working with parents and service users. In year 2, the course also has lecture content prepared and delivered by a neurodivergent behaviour analyst

4. We no longer refer to the PGDip exit or the bCaBA level on the webpages and do make it clear that they need further requirements to sit the BCBA exam and/or become chartered psychologists during orientation and in handbooks.
5. From Sept 2025, Module PS7301 will be taught in Yr 1 of the programme. Although this is only beginning in 2025-26, an ethics lecture has been included on the programme for Yr 1 students in Hilary term since 2020.
6. In the handbooks for ABA students, it is highlighted that students must be able to conduct recognised behavioural assessments and utilise behavioural technologies and receive appropriate supervision in same whilst on placement. The rationale of conducting research highlights that students must have an understanding of psychological and behavioural research methodologies. The EE report also highlights the range of appropriate methodologies which are made available to students in their research.
7. Lecturers to insert focused time on vignettes and discussion of solutions for assessment within PS7089 Behavioural Assessment.
8. PS7093 Behavioural Science-Based Interventions to include a framework for all behavioural interventions presented with workshop type training on What is it, Why use it, How does it work?
9. Clinical placement coordinator in place to liaise with all students on placement requirements and ongoing problems and solutions.
10. Greater emphasis by lecturers for in class activities on labelling behaviour change techniques, the principles of behaviour from which there are sourced and layperson labels for science dissemination.

#### Religion, Theology, and Peace Studies

Evaluations for some modules suggested greater clarity of headings on lecture slides and elimination of typos were needed and these have been implemented. The MPhil in Peace Studies Research Methods module was re-vamped in 2024/25 in response to feedback to focus on the actual dissertation, as opposed to the research proposal.

#### Social Sciences and Philosophy

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

#### Social Work and Social Policy

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

## Appendix 5: Actions taken in Response to UG External Examiner Reports

*A number of schools provided details of the wonderful, positive responses and praise their courses received from the EEs. However, we are focusing here on actions taken in response to reports.*

### Business

We will continue to increase the range of modules that we offer and to ensure that a diverse array of assessment methods is used across the modules. One EE noted that class sizes are very large in SS, we will be introducing 2 additional SS modules in AY25/26 which will reduce the numbers per module. We introduced an additional capstone in 24/25 and will be introducing one more in 25/26. One EE recommends more in person exams due to the advent of AI, many modules returned to having their exams in person in AY24/25. One EE recommended further inclusion of sustainability and fintech in the curriculum, 3 new modules have been introduced this year and next to address this recommendation. One EE commented on modules with outlier marks (both higher and lower than the norm), an analysis was done after the GRB and ML's emailed where there was a very high or low median or very low standard deviation.

### Creative Arts

EEs noted that an expansion in staffing should be a major priority for the School of Creative Arts. It was observed that 'given the level of module delivery required, it is noteworthy this provision is done with a very small cohort of lecturers. In particular, this pertains to Music, and also Drama. The EE for Music in particular urged that promotions and new appointments be prioritised; it was also commented that some of the most popular modules offered by the School (such as Pop Music and other practical modules) are taught by staff on precarious contracts. Greater quality and sustainability of such quality needs to be ensured by the ability to hire more staff; as one EE put it, this would 'allow the School to reach its full potential', especially given the calibre and reputation of Trinity as an institution.

EEs praised the provision of a variety of modes of assessment across the School. The Drama EE noted that the use of Vivas from first to final year students was beneficial, and particularly useful in the growing issue of students using AI for written work. This was also commented upon by the Film EE, who highlighted that modes such as video essays enable students to develop new skills (and also allows a creative approach which minimises the potential use of AI).

Finally, it was commented that to ensure future quality, the turnaround time between internal marking and the work being sent to the EEs needs to be increased. One Extern commented that 'the rigour of the assessment process, in terms of the E's input, is compromised by the turnaround time of work being submitted by students, assessed and then internally moderated, and then sent to the External for final moderation in advance of the Exam Board. There simply is not enough time to be able to progress through these stages with the rigour that you require. The EE needs at least 2 weeks to be able to review work, and this is not available in the current system'. As such, we urge college to consider a revision of the college calendar whereby this could be facilitated.

### Education

BMusEd: The EE commented on the ‘coherence and robustness’ of the programme and commended the wide variety of assessment tools and methods used. No specific recommendations were made by the EE.

ASIAP: Examiner commented that the curriculum is the best of its kind in Europe. Potential areas for improvement related to (a) very intensive schedule (b) wider implementation of co-designed assessment. Review of the programme is ongoing under the newly appointed programme coordinator and alternative timetabling arrangements are being explored. Assessment procedures are also under review and all tutors have been advised on designing accessible, appropriate assessment, and encouraged to explore co-design opportunities.

### English

2023-24 was the first year of our current EEs. We managed to get them access to Blackboard, which was very helpful for the process of reviewing students’ work. The Externs were very positive about the standard of students’ work, the range of modules on offer, innovative use of assessment, and detailed marking and feedback given by lecturers.

The main – and very serious – issue raised by the EEs was the “ludicrous turnaround time” in Hilary term, which made their job almost impossible. They were keen to emphasise that this was through no fault of the School of English, and that they were very happy with the prompt responses and delivery of materials by the School. However, the turnaround time leaves the Externs with an almost impossible task. This is a question of timetabling, and we will have the same issue again in 2024-25. It is not something we can address on our own as a School.

### Histories and Humanities

- Some of the History EEs reflected that existing module delivery and marking arrangements in History imposed a workload on staff that was beyond the norm seen in comparable institutions both nationally and internationally. While the Department of History is anxious to maintain the rigour of its existing marking practices, as reflected in the examiners’ reports, it has undertaken a comprehensive review of its marking practices at sophister level in response to these reflections. This is ongoing and its recommendations will be enacted in the 2025-26 academic year.
- In response to some suggestion that History might introduce a more diverse range of assessments to test students, the Department is introducing a greater variety of assessment formats to help equip students with a wider range of skills for their careers after university.
- One Classics external commented (positively) on the ‘wonderful variety of types of course unit’ and corresponding diversity of CW assessments in the Department, and the challenges this brings in ensuring equivalency (without identity) of assessments and the Department has initiated a review of CW assessments this year to renew and make explicit the rationale informing our current diversity of CW forms, all of which were formulated using TEP

principles ([https://www.tcd.ie/academicpractice/assets/pdf/TEP\\_guidelines\\_on\\_student\\_assessment\\_2017.pdf](https://www.tcd.ie/academicpractice/assets/pdf/TEP_guidelines_on_student_assessment_2017.pdf)).

In response to an EE's observation that History of Art may be over assessing, History of Art have reduced the assessment elements in their modules, where possible. History of Art have also included clarification in all Handbooks about the types of assessment used (format, rubrics and expectations).

#### Law

No actions flagged that needed addressing. Comments received from EEs include:

- Recommendations of previous year were all actioned.
- Access to scripts and materials that were needed.
- Diversity of modules well taught
- Design of curriculum in line with other institutions
- Greater module choice than in competitor programmes
- Appropriate assessment, addressing learning outcomes and good mix of modalities of assessment.
- Step-Marking policy welcome, it provides helpful guidance for both students and staff, consistent and transparent marking.
- Appropriate feedback given to students. Detailed feedback provided to students on Equality module and Capstone encouraging.
- Capstone appropriately designed and assessed.

#### Languages, Literatures and Cultural Studies

Overall, the feedback from EEs was very positive. There were some recommendations in relation to European Studies, which had already been actioned the previous year.

#### Linguistic, Speech and Communication Sciences

In the **Bachelor in Deaf Studies**, on the basis of EE report, the assessment rubric was expanded in DFU33008 Introduction to Interpreting in order to include additional evaluation criteria for the interpreting assessment activity.

In the **B.Sc. in Clinical Speech and Language Studies**, on foot of EE feedback, staff standardised how they complete the exam rubric to ensure students receive the same amount of feedback. Stepped marking was recommended for all exam corrections and this has been adapted as a department.

### Psychology

Changed the process for seeking extensions –students can go directly to the module coordinator vs via their tutor.

Streamlining feedback procedures for staff so students can expect consistent feedback across modules.

### Religion, Theology and Peace Studies

We included written response in the briefing for Michaelmas Term. The EEs supported our practice in full. Use of Cover Sheets was streamlined (in line with AI policy); consistency of feedback to students and use of BB tools was taken to Discipline Meeting; positive variety of assessment was emphasized and further developed for BA Review in 2024/25.

### Social Sciences and Philosophy

Departmental representatives reported on feedback from EEs at the UG Teaching and Learning Committee, and this was minuted. Where the Quality Office contacted departments directly, a detailed written response was given.

### Social Work and Social Policy

1. More details on Assessment tools used will be provided to the EE.
2. School to address variations in feedback given by staff and provide guidance so that it can be more standardized.
3. School to host meeting on the School marking scale to ensure the full scale is being utilized by all staff.
4. Assessment methods have been varied to mitigate the use of AI by students.
5. EE raised the issue of external staff teaching final year modules. This has been addressed and is no longer the case.

## Appendix 6: Actions taken in Response to PGT External Examiner Reports

A number of schools provided details of the wonderful, positive responses and praise their courses received from the EEs. However, we are focusing here on actions taken in response to reports.

### Business

#### Over-reliance on Group Work:

- As some programs have too many group-based assessments, making it difficult to differentiate individual student performance we will monitor and potentially increase the weighting of individual assessments to better capture individual competencies
- As on some modules, there is minimal or inconsistent feedback, making it difficult for students to improve we will monitor and improve the feedback provided on assessments
- Several modules that report a narrow distribution of grades, with few failing students and a clustering of marks in the high 60s and low 70s will be looked into and adapted in terms of assessment
- Due to the use of AI, we will diversify the assessment methods of modules across programmes

#### Curriculum & Module Design:

- We will redesign of the MBA, which will help to reduce overlapping content.

### Creative Arts

The EE Report's for the MPhil in Screenwriting highlighted that the programme is strong, well-designed, and has evolved significantly over the examiner's four-year tenure. It was also noted that the course is delivered by leaders in the field. Student'' feedback could be shared with the EE to further enhance the programme.

While some students view the MPhil as a potential pathway into professional screenwriting, its structure and teaching approach suggest it may be better suited as a stepping stone for PhD studies. Looking ahead, the next iteration of the MPhil could potentially shift towards an MPhil in Screen Studies rather than Screenwriting. This change could broaden the programme's scope, diversify its academic output, and attract a wider range of students.

The EE's Report for the MPhil in Theatre and Performance highlighted the program as a distinctive Master's degree, striking an exemplary balance between breadth of coverage and opportunities for specialization. The modules were praised for their clear alignment with assessments and learning outcomes, and the

MPhil was recognized as being of world-leading quality. The examiner offered high praise for the program, with no action points arising from the report—only commendations for all involved.

#### Education

- A. Guidance document in development regarding result categories for dissertations, especially the ‘pass with minor changes’ category
- B. Marking and moderation policy being reviewed to clarify the role of all staff involved
- C) Review of assessment procedures on the M.Oid. to ensure assessment requires a balance in use of all language skills

#### PME

Continuing to focus on practice-based concerns, like inclusion and classroom management. Both inclusion and classroom management featured for PME 2s as part of their induction. The GCE was added as an example of how we are trialling practice-enrichment days in thematic areas to remain responsive going forward to future needs.

#### English

The reports of the EEs on the School’s four MPhil programmes are very positive, highlighting the excellence, innovation, and ambition of the programmes. There are some small recommendations arising from these reports. The DPTL will circulate the key report findings to the course directors of all four M.Phils. and will further discuss the findings and proposed actions at our Hilary term 2025 PG Teaching and Learning Committee meeting.

EEs praised the excellent the curriculum design of the M.Phil. programmes and highlighted the “nurturing” environment in the School for the PGT cohort that “foster[s] this spirit of academic training”. A particular strength of the School’s MPhil offerings is the care taken by staff in feedback. Each of the EEs highlighted feedback as excellent. Feedback is “supportive, and also practical, incisive, and critical” and offering “constructive, detailed, and supportive” responses to student work. EEs did encourage markers to distinguish superlative work with slightly higher firsts and noted that some marks were adjusted by EEs in the boards. A further recommendation to enhance the academic training of the PGT cohort as emergent scholars is that some modules might encourage students to develop and formulate their own topics for assessment rather than providing essay questions.

#### Actions

- Remind all teaching staff that the full range of marks are available to use and that where student work is particularly impressive, staff have the support of the EEs to move into the upper ranges of the first-class band.
- Consider whether some modules might allow students to design and develop their own topics for assessment

The School has made strong efforts to create diverse programmes including material from a suitably broad geographical and chronological range, as well as an impressive range of genres, forms, and topics, but there were some suggestions that there remains further “opportunity to broaden representation”.

**Actions**

- Remind all teaching staff about continuing to update and diversify reading lists.

One EE suggested that in addition to the learning outcomes that appear in each module handbook, learning outcomes for the programmes as a whole should be included in the main programme handbooks so that students may be directed back to these agreed learning outcomes throughout the year.

**Actions**

- Recommend that programme learning outcomes are added to each MPhil’s main programme handbook

Given that ‘Research Skills for Postgraduate English’ and ‘Mapping the Literary Field’ will be wound down, we have an opportunity to consider the balance of the option modules available to students through the year as recommended by one of the EEs.

**Actions**

- Consider the need to integrate the training opportunities and transferable skills built through ‘Research Skills for Postgraduate English’ and ‘Mapping the Literary Field’ into other modules
- Review the option modules on offer for the next academic year to ensure balance and choice across the year for PGT students

**Languages, Literatures and Cultural Studies**

Each of the PGT programmes in Languages Literatures and Cultural Studies has been exploring mechanisms to improve the programmes according to the recommendations of the EEs.

AIC: Suggestion to support students with their module choices more.

LT: A recommendation for more formative assessment.

ICE: No suggestions for improvement.

CL: No suggestions for improvement, but a point of awareness for the future is the use of generative AI, which can help non-native speakers but also tempt students to use it more than it is allowed.

MEGC: Recommended to add a module on Islamic theological thought to the program, possibly in place of the module on Islamic law.

DH: Some students struggle with defining the scope of their projects, particularly when working with large datasets. Offering more targeted project management guidance could improve the feasibility and focus of final projects. Additional support for students adapting to Western academic conventions would also be beneficial, especially given the diverse student body.

## Law

### Summary of feedback

- Access to scripts and materials that were needed
- Modules well designed, an appropriate content
- Curriculum comparable to other courses
- Helpful and detailed feedback provided
- Learning outcomes clearly addressed and measured
- Marking consistent and criteria appropriate
- Query if there is enough time and support given to students for dissertations

Action: There are clear guidelines, timelines and expectations set for both dissertation leaders and students. Emphasis needed going forward for all parties of the need to follow what has been a successful and well organised dissertation programme to date.

- Reconsider some assessments – essays, take-home exams in light of AI tools? Summative assessments may be affected by AI issues.

Action: Director of Academic Integrity will be reviewing AI policy in academic year 2024/26

- Students achieved high standard, generally students are impressive and could perhaps be higher
  - Action: Stepped marking policy was introduced for the first time in 2023/24. Tightly clustered marks, identified by EE in 2022/23 were not evident in this year's reports. Review of performance of students is planned.

## Linguistic, Speech and Communication Sciences

1. Three of the School's EE reports commented on a lack of a) AI policy, b) use of AI for teaching and or assessment and c) highlighted the pedagogical

potential of AI as a method for extending the already strong curricular design and innovative assessment methods across the PGT programmes. The School is following College-wide guidelines on AI with a view to incorporating examples of strong practice into School policy, teaching and assessment in the near term.

2. One EE report recommended on the need for stronger methodological knowledge e.g. scoping and systematic reviews to support student in key methodological choices. Teaching resources regarding best practice guidelines for scoping and systematic reviews have been shared across the School together with staff training provided by the DUTL and subject librarian. The School has developed a new online research methods module which includes a unit on scoping and systematic reviews as well as other methods.

### Psychology

**Doctorate in Counselling Psychology:** Overall, very positive. Commendations on having sponsorships for trainees (e.g., HSE). Suggestions around AI, critical psychology, psychological assessment assignments.

No recommendations by the extern for any of the **managing risk** programmes

#### **MSc in Global Mental Health:**

*The use of temporary faculty for the program is a significant risk for the program. It is recommended that several permanent faculty are hired to ensure program quality and sustainability*

*The curriculum can be improved by the inclusion of more content on policy and program development, implementation, monitoring and evaluation. Actions taken: Additional information on policy included in relevant modules, with external experts in policy making invited for guest lecturing in core modules. Programme development, implementation and M&E included in relevant modules with a focus on mental health programming within humanitarian contexts.*

#### **MPhil in Psychoanalytic Studies:**

Our EE over the last few years has drawn attention to the high quality of work done on the programme, to the diversity of material covered, the quality of dissertations submitted, and the high level of individual assistance students have received with their dissertations. She has drawn attention to the necessity for attention to supports for the course director on the programme, specifically in relation to the management of dissertations, and the load that large numbers bring to this role. She emphasised the importance of attending to staffing in order ease burdens.

**Doctorate in Clinical Psychology:**

None of the suggestions from our EEs required action. General issues/comments arising from feedback on dissertations have been incorporated into Research Methods teaching.

**MSc in Applied Behaviour Analysis:**

The EE has consistently commented on the low staff numbers on the programme and in his final report, reiterated this point.

Actions: Since Sept 2024, the programme has an additional occasional member of staff (2 days weekly) which has improved quality of the programme and student experience in relation to fieldwork and placement requirements.

**Religion, Theology and Peace Studies**

- EEs were very pleased with the quality of MPhils. One, whose background is Philosophy, Law and social activism, recommended in their report that in Peace Studies, more time should be spent on the concept of peace from a philosophical and general perspective. This year, attention has been paid to emphasising this in the core module, although it was always a core part of the module. In addition, a new interdisciplinary module on Reconciliation in Northern Ireland (January 2025) conceptualizes the meaning of peace and reconciliation from theological and political science perspectives and was discussed and approved at the PG Committee.

**Social Sciences and Philosophy**

PG examiner reports are considered by the DPGTL, Heads of Department and HoS, are noted at SEC and recommendations for action are approved by SEC.

**Social Work and Social Policy**

1. Recommendation to refresh reading lists was implemented.
2. School to address variations in feedback given by staff and provide guidance so that it can be more standardized.
3. Skills Based Assessment feedback has been taken on board by the Course Director and is being implemented at Course Level.
4. Timetables were amended to more hybrid teaching following feedback from students.

## Appendix 7: Professional Accreditation

School	Accredited Programme	Professional or Statutory Body	Year of Most Recent Accreditation and Accreditation Cycle	Comment if any conditions resulted:	Actions taken in response to outcomes
School of Education	Professional Master of Education (PME)	The Teaching Council (Ireland)	2023	Confirmation of staff/student ration 15:1 sent in Dec 2024  No further conditions were associated with the accreditation	n/a
School of Education	Bachelor of Music Education (in association with TU Dublin (formerly DIT) & RIAM)	The Teaching Council (Ireland)	2023	No conditions were associated with the accreditation.	n/a
School of Linguistic, Speech & Communication Sciences	B.Sc. Clinical Speech & Language Studies	Irish Association of Speech & Language Therapists (IASLT)	December 2021 - 4-5 years (Due 2025-2026)	No conditions were associated with accreditation. There were 3 recommendations:  1. Exploration of the potential for interdisciplinary student research projects.  2 Consider extending student research projects further into real world quality improvement studies.  3. Staff in department to be supported in returning to a balance between research and teaching activities.	
School of Linguistic, Speech & Communication Sciences	B.Sc. Clinical Speech & Language Studies	CORU	January 2025 5 years (Due 2030)	No conditions were associated with accreditation.	

School	Accredited Programme	Professional or Statutory Body	Year of Most Recent Accreditation and Accreditation Cycle	Comment if any conditions resulted:	Actions taken in response to outcomes
School of Psychology	B.A. Psychology (Single Honours)	Psychological Society of Ireland (PSI)	2021 5 years		
School of Psychology	Higher Diploma in Psychology	Psychological Society of Ireland (PSI)	2021 5 years		
	Doctorate in Counselling Psychology	Psychological Society of Ireland (PSI)	2024/25 - 2028/29		
	Doctorate in Clinical Psychology	Psychological Society of Ireland (PSI)	OCTOBER 2023 5 YEARS (DUE 2029) NEED TO APPLY FOR REACCREDITATION IN 2028		
	MSc Applied Behavioural Analysis	Psychological Society of Ireland (PSI)	September 2021 5 years (due 2025)		
School of RPST	Evening Diploma in Conflict & Dispute Resolution Studies	Mediator's Institute of Ireland (MII)	January 2022 Annually	This course is currently suspended.	
School of Social Work & Social Policy	Bachelor in Social Studies	CORU	September 2022 5 years (due 2027)	Awaiting Final Report	Awaiting Final Report
School of Social Work & Social Policy	Master in Social Work PG Diploma in Social Work	CORU	September 2023 5 years (due in 2028)		
Trinity Business School	ALL PROGRAMMES	EQUIS EFMD (European Foundation for Management Development) Quality Improvement System	December 2018 5 years Due December 2023		

School	Accredited Programme	Professional or Statutory Body	Year of Most Recent Accreditation and Accreditation Cycle	Comment if any conditions resulted:	Actions taken in response to outcomes
Trinity Business School	Masters in Business Administration (MBA & EMBA))	Association of Masters in Business Administration (AMBA)	September 2020  5 Years (Due 2025).  A desk review of the new Flexible Executive MBA took place in November 2021 – the AMBA accreditation was extended to include the FEMBA programme.	n/a	n/a
	ALL PROGRAMMES	AACSB  (Association to Advance Collegiate Schools of Business International)	February 2021  5 years (Due 2025-26)	n/a	n/a
	MSc Human Resources Management	Chartered Institute of Personnel & Development (CIPD), Ireland	October 2017  5 years (due 2022)	n/a	n/a
Trinity Business School	PG Diploma in Accounting	Professional bodies: Association of Chartered Certified Accountants (ACCA)  Chartered Institute of Management Accountants (CIMA)  Chartered Accountants Ireland (CAI)  Certified Public Accountants (CPA)  Irish Taxation Institute (ITI)	Due Dec. 2026   Jan. 2022 (ACCA) April 2016 (CIMA) April 2016 (CAI) July 2018 (CPA) November 2016 (ITI)	None	

## Appendix 8: Retention

For ease of reading, the 'Progressed Same Course' and 'Completed' numbers have been moved to the same row, so that the full range of standard progression can be read across one row, from Y1 to Y4.

Programme	Status	Y1	Y2	Y3	Y4	% Not Retained
Acting	PROGRESSED SAME COURSE/COMPLETED	17	15	17		
Ancient & Medieval History and Culture	PROGRESSED SAME COURSE/COMPLETED	14	15	15	12	
	REPEAT SAME COURSE	1	1	0		
	TRANSFERRED OTHER COURSE	1	0	0		
	NOT RETAINED	3	0	1		6.35%
Bachelor in Global Business	PROGRESSED SAME COURSE/COMPLETED	62	68	66	56	
	REPEAT SAME COURSE	2	0	0		
	TRANSFERRED OTHER COURSE	2	0	0		
	NOT RETAINED	4	2	3	1	3.76%
Business Studies & French	PROGRESSED SAME COURSE/COMPLETED	14	15	12	14	
	TRANSFERRED OTHER COURSE	2	0	0		
	NOT RETAINED	1	0	0		1.72%
Business Studies & German	PROGRESSED SAME COURSE/COMPLETED	13	15	13	16	
	REPEAT SAME COURSE	1	0	0		
	TRANSFERRED OTHER COURSE	1	0	0		
	NOT RETAINED	3	1	0		6.35%
Business Studies & Polish	PROGRESSED SAME COURSE/COMPLETED	7	9	2	6	
	NOT RETAINED	1	0	0		4.00%
Business Studies & Russian	PROGRESSED SAME COURSE/COMPLETED	6	8	8	3	
	REPEAT SAME COURSE	2	0	0		
	TRANSFERRED OTHER COURSE	1	0	0		
	NOT RETAINED	2	0	0		6.67%
Business Studies and Spanish	PROGRESSED SAME COURSE/COMPLETED	12	14	11	11	
	REPEAT SAME COURSE	0	0	2		
	TRANSFERRED OTHER COURSE	2	0	0		
	NOT RETAINED	2	0	0		3.70%
AHS	PROGRESSED SAME COURSE/COMPLETED	24	20	17	16	
	NOT RETAINED	0	3	1		4.94%
CSLS	PROGRESSED SAME COURSE/COMPLETED	28	25	35	34	
	REPEAT SAME COURSE	3	0	0		
	TRANSFERRED OTHER COURSE	1	0	0		
	NOT RETAINED	1	0	0		0.79%
Deaf Studies	PROGRESSED SAME COURSE/COMPLETED	5	11	14	6	
	REPEAT SAME COURSE	0	0	1		
	NOT RETAINED	1	0	1	1	7.50%
Drama and Theatre Studies	PROGRESSED SAME COURSE/COMPLETED	17	18	18	14	
	NOT RETAINED	0	1	0		1.47%
Early and Modern Irish	PROGRESSED SAME COURSE/COMPLETED	3	2	1	5	

Programme	Status	Y1	Y2	Y3	Y4	% Not Retained
	NOT RETAINED	2	0	0		15.38%
Economic and Social Studies	PROGRESSED SAME COURSE/COMPLETED	277	250	236	232	
	REPEAT SAME COURSE	1	2	4		
	TRANSFERRED OTHER COURSE	5	0	0		
	NOT RETAINED	10	2	2	1	1.47%
English Studies	PROGRESSED SAME COURSE/COMPLETED	60	57	58	46	
	REPEAT SAME COURSE	0	1	2		
	NOT RETAINED	1	0	0		0.44%
European Studies	PROGRESSED SAME COURSE/COMPLETED	47	42	46	53	
	COURSE COMPLETED - EXIT	0	0	1		
	REPEAT SAME COURSE	0	1	1		
	TRANSFERRED OTHER COURSE	0	2	0		
Film	PROGRESSED SAME COURSE/COMPLETED	21	22	18	14	
	REPEAT SAME COURSE	0	1	0		
	NOT RETAINED	1	0	0		1.30%
History	PROGRESSED SAME COURSE/COMPLETED	40	32	35	47	
	REPEAT SAME COURSE	0	0	1		
	NOT RETAINED	3	1	1		3.13%
History and Political Science	COURSE COMPLETED	0	0	0	28	
History of Art and Architecture	PROGRESSED SAME COURSE/COMPLETED	15	15	15	11	
Law	PROGRESSED SAME COURSE/COMPLETED	105	89	98	89	
	REPEAT SAME COURSE	1	0	0		
	TRANSFERRED OTHER COURSE	1	0	0		
	NOT RETAINED	1	2	0		0.78%
Law and Business	TRANSFERRED OTHER COURSE	0	0	0	1	
	COURSE COMPLETED	0	0	0	27	
Law and French	PROGRESSED SAME COURSE/COMPLETED	17	15	9	14	
	REPEAT SAME COURSE	0	0	0	1	
	NOT RETAINED	1	0	0		1.75%
Law and German	PROGRESSED SAME COURSE/COMPLETED	15	10	15	14	
Law and Political Science	COURSE COMPLETED	0	0	0	28	
	TRANSFERRED OTHER COURSE	0	0	0	1	
MEELC	PROGRESSED SAME COURSE/COMPLETED	17	21	26	18	
	REPEAT SAME COURSE	1	0	0		
	TRANSFERRED OTHER COURSE	3	0	0		
	NOT RETAINED	1	1	1		3.37%
Music	PROGRESSED SAME COURSE/COMPLETED	23	21	13	7	
	REPEAT SAME COURSE	1	1	0		
	NOT RETAINED	1	1	0		2.94%
Music (RIAM)	PROGRESSED SAME COURSE/COMPLETED	33	14	0		
	TRANSFERRED OTHER COURSE	0	1	0		
	NOT RETAINED	0	1	0		2.04%
Music Education	PROGRESSED SAME COURSE/COMPLETED	11	8	11	11	

Programme	Status	Y1	Y2	Y3	Y4	% Not Retained
	NOT RETAINED	1	0	0		2.38%
Music Performance (RIAM)	PROGRESSED SAME COURSE/COMPLETED	0	0	25	18	
Philosophy	PROGRESSED SAME COURSE/COMPLETED	21	21	19	12	
	REPEAT SAME COURSE	0	0	3	2	
	TRANSFERRED OTHER COURSE	2	0	0		
	NOT RETAINED	2	1	0		3.61%
PPES	PROGRESSED SAME COURSE/COMPLETED	70	60	55	41	
	REPEAT SAME COURSE	0	2	0		
	TRANSFERRED OTHER COURSE	1	0	0		
	NOT RETAINED	1	1	1		1.29%
Psychology	PROGRESSED SAME COURSE/COMPLETED	44	43	58	43	
	TRANSFERRED OTHER COURSE	1	0	0		
	NOT RETAINED	2	0	1	1	2.07%
Religion	PROGRESSED SAME COURSE/COMPLETED	4	6	8	2	
	TRANSFERRED OTHER COURSE	1	0	0		
	NOT RETAINED	2	0	1		12.50%
Social Studies	PROGRESSED SAME COURSE/COMPLETED	41	32	31	41	
	REPEAT SAME COURSE	1	0	0		
	TRANSFERRED OTHER COURSE	0	2	2		
	NOT RETAINED	5	2	1		5.06%
Sociology and Social Policy	PROGRESSED SAME COURSE/COMPLETED	0	0	0	29	
	TRANSFERRED OTHER COURSE	0	0	0	1	
Stage Management and Technical Theatre	PROGRESSED SAME COURSE/COMPLETED	14	20	25		
	REPEAT SAME COURSE	0	1	0		
	TRANSFERRED OTHER COURSE	2	0	0		
	NOT RETAINED	1	2	0		4.62%

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

## Appendix 9: Developments during 2024/25

### Business School

- Pilot school for Enacting Sustainable Development in JF
- Introduced teaching awards for TAs
- Revised the form for student evaluations to make it easier for students to fill out and to give separate feedback for lecturers and TAs
- Revised PhD programme
- Redesign of the MBA, which will help to reduce overlapping content

### School of Creative Arts

- A new MPhil in Digital Arts and Intermedia Practices was introduced in 2024/25. While it is housed in Film due to the nature of funding and the structure of the school, it is really a school-wide course drawing on all three disciplines. The MPhil has a cohort of 17 students in its first year and there are already over 100 applicants for 2025/26. This volume of students allows the hire of one permanent staff member to run the course, teach its core modules, and coordinate its recruitment.

### School of Education

- Fitness to Practice policy development.
- Marking and moderation policy development.
- Guidance document in development re M.Ed. dissertation results categories and doctoral confirmation interview outcomes.
- New procedures for extension requests to target workflow and, importantly, to identify students in need of targeted, additional supports. This will continue to support our infrastructure to identify and support students, building on positive comments from the EE.
- Development of new modules that reflect ongoing national curriculum development and policy priority areas to be offered in September 2025, as well as practice enrichment days based on observations from the EE and Programme Team reflections (classroom management: August 2024, global citizenship education: February 2025).
- Support via blended CPD for professionals in placement partner schools to mentor students on placement led by programme coordinators and international guest speaker with expertise in this area, including a focus on EDI in/ through mentoring.
- Oide Leadership have re-endorsed the MEd Leadership and Policy in Education too since last April for another 2 years.

### School of Histories and Humanities

- **LENS:** There has been ongoing dialogue with Disability and IT over the LENS issues, as well as meeting with student representatives, to ensure that the School is doing everything it can to accommodate student needs. As already discussed, there is a serious resourcing issue here that must be addressed at College level.

- **BB Ultra pilot:** A number of staff in the School are piloting BlackBoard Ultra this year and consider it a remarkable improvement on BB Learn. It is hoped that the introduction of BB Ultra will also assist in resolving some of the LENS issues already identified.
- **Curriculum Review:** The History curriculum review has now been completed and will be introduced in the coming academic year. History is confident that the new module structures will enhance the student learning experience, better prepare them for the challenges of the sophister years, maximise student retention numbers, and prove attractive in terms of attracting students from outside History to take the extensive offering of open modules.

### School of Law

- Concerns regarding the impact of the common curriculum architectures, specifically the decrease in law teaching on the Single Honours programme, have been raised by the student body and School since the first impact in 2020/21. It is hoped that concessions agreed between the School and the Senior Lecturer, with a soft, phased introduction from 2025/26 onwards will help address concerns. Issues yet to be resolved but hopefully reviewed in the coming months include the exclusion of students on Joint Honours programmes following a single honours pathway from the School's Court of Examiners. The consequences of which includes separate Courts of Examiners determining the award classifications for the same degree, cohort of students being unable to compete for prizes and rankings. The solution, as flagged in previous discussions is simple.

### School of Linguistic, Speech and Communication Sciences

- The Centre for Language and Communication Studies has introduced a twice-yearly departmental teaching and assessment forum at which questions and frustrations can be ventilated and good practices and ideas shared. The forum is complemented by an online Teams channel where pressing queries can be answered. This initiative has been warmly welcomed by staff and has already started to deliver changes in practice, such as a new departmental policy of using the Blackboard attendance recording function.
- In 2024/25 the Centre for Language and Communication Studies is conducting a comprehensive assessment review across the discipline, informed by contextual factors such as GenAI as well by the observations of EEs around assessment, the value of formative assessment, tendency to over-assess and the need for uniform feedback processes and practices.
- The Department of Clinical Speech and Language Studies is conducting a full review of its M.Sc. in Clinical Speech and Language Studies, with a view to refreshing the programme's content and ensuring it meets the needs of postgraduates.
- The Department of Clinical Speech and Language Studies is reviewing public, patient involvement (PPI) across all modules and evaluating ways to enhance PPI involvement in curriculum development and review.

### School of Psychology

- A School wiki was created with extensive documentation related to undergraduate teaching and learning.

- The School is undertaking a review of PGT programmes with the advice of an external reviewer to achieve more efficient ways of delivering programmes including sharing of common modules across courses
- Formal mechanism for student feedback of each module and the programmes overall made available through Blackboard

**School of Religion, Peace Studies and Theology**

- As mentioned above, we are currently following up on some quality related developments that began in 23-24 (the PhD seminar, the BA review and the Trinity Inc Curriculum Project). These should come to fruition in the coming months/AY.
- During 23-24 our School proposed a new MPhil in Theology and Social Justice which will have its first student intake in AY25-26. This is an innovative course in its combination of academic learning with civic engagement and we hope to learn much from the new approaches to pedagogy being integrated into the course.

**School of Social Sciences and Philosophy**

***Undergraduate:***

- For 2024/25, we are organizing a series of TeachMeet series workshops to provide staff with an opportunity to discuss best strategies and practices with respect to a number of topics. Thematically, the three workshops will address: (1) “Addressing the Challenges of Instruction for Large Modules”; (2) “Addressing the Challenges of GenAI in Small Module Settings”; (3) “Addressing the Challenges of GenAI in Large Module Settings”.
- We revised the timeline for when student evaluations are distributed (starting in HT2025). Evaluations will now be distributed in the final week of teaching. For modules with two lecturers, evaluations will be distributed in their final week of teaching – i.e., for the first lecturer, the week right before reading week. This will enable students to evaluate the modules after instruction has concluded rather than earlier in the semester (as was the practice in prior semesters/years).
- Following extensive discussions between representatives from both the School of Social Sciences and Philosophy (SSSP) and Trinity Business School (TBS), it was noted that some students enrolled in Business, Economics and Social Studies (BESS) are struggling with quantitative subjects which are mandatory for all students in the programme. Changes to the BESS CAO requirements were proposed and subsequently approved by each School’s SEC, the USC, and Council. The changes were as follows for CAO applicants:

<b>Current Requirements:</b>	<b>New Requirements:</b>
H6/O4 Mathematics	H4/O2 Mathematics

- Additionally, a discrepancy between CAO entry requirements and comparable non-EU entry requirements for BESS were noted. Changes to the non-EU entry requirements were proposed and subsequently approved by each School’s SEC, the USC, and Council. The changes were as follows for non-EU applicants:

<b>Current Requirements:</b>	<b>New Requirements:</b>
Overall Band 2	Overall Band 1
Mathematics 4	Mathematics 3

These changes will come into effect for the 2026/27 entrants.

**School of Social Work and Social Policy**

- Initiative led by DUTL/PGTL on AI policy for the School
- Initiative led by DUTL/PGTL on Quality whereby this will be a standing item on Committees and Directors will collate all feedback on module evaluations and EE reports.
- Implementation plan of Research Strategy under development by Director of Research
- School is involved in developing a Proposal for a Dual Degree with University of Sydney
- School have taken the decision to join a Consortium led by University College Cork with a view to becoming an off-site education provider for a new Graduate Apprenticeship as an additional offering of Graduate Social Work education.

## Appendix 10: Quality Enhancements

### Trinity Business School

1. Revised our teaching assistant policy to standardise the amount of work done by all TAs.
2. Introduced many new modules on sustainability into our UG curriculum as part of the school's strategy of Transforming Business for Good
3. Planned to revise the PhD programme

Redesign of the Accounting Diploma to an MSc. in Accounting beginning 25/26.

### School of Creative Arts

- 1) Assessment options were enhanced even further to provide a greater variety of assessment possibilities.
- 2) Vivas were introduced in some disciplines to engage more with students around their work.
- 3) External funding was successfully sought to bring in new staff on short term contracts to offer elective modules and subsequent learning opportunities.

### School of Education

- 1) Implementation of group agreement for group-work assignments on some programmes, based on co-design
- 2) Expansion of interviewing on the M.Ed. programme to ensure quality of entrants into the programme
- 3) Range of pedagogical approaches and tools implemented with positive feedback based on staff upskilling with College's UDL module
- 4) Review of the Master in Education (MEd) Programme undertaken. This includes consultation with all current staff, Focus Group with current students, a survey analysis of existing MEd programmes, which culminated in changing the architecture of the programme, reducing and updating all modules, as well as changing the admissions process.
- 5) Review of PME assessment instruments on school placement and pedagogy modules which culminated in updated assessment brief for pedagogy modules and updated school placement materials.

### School of English

- 1) Both UG EEs praised "innovative assessments" that they described as "extend[ing] the standard range of skills and competencies addressed." Both EEs were fulsome in their praise of the capstone projects, all three models of capstone that we offer, describing them as "exciting" and "ambitious".
- 2) The quality of our feedback on student work was highlighted by each of the EEs, and also the efforts that the School makes to create a real sense of community and support for the students (a couple of examiners mentioned that this was obvious because the students make mention of it in their acknowledgements in the dissertations).

- 3) Another example is that we changed the structure of three taught programmes (by removing Mapping and Research Skills) in direct response to student feedback. It shows we take student views seriously, we consider their input very carefully and demonstrates the agility of the programmes to make such changes.
- 4) It might be noted that the School offers almost a quarter of all the PGT option modules available to students across the faculty which is a major indication of the breadth and wealth of the PGT offerings within the School. It would be worth considering whether the Faculty can find ways of marketing the entire suite of PGT courses in the Faculty, highlighting that students can take options from outside their discipline.

### School of Histories and Humanities

- 1) **LENS:** Continuous engagement with Disability Services and Counselling Services on how best to support students with LENS reports.
- 2) **Curriculum Review:** History has undertaken a far-reaching review of its first and 2nd year curriculum to reflect the changing composition of the Department, the increasingly wide range of staff research and teaching interests, and in response to student demand. This has led to the introduction of many new modules at JF and SF level and to the redesign of a range of existing modules to create a more diverse and inclusive portfolio of teaching and assessment for students beginning their studies in History.
- 3) **Assessment Review:** Both Classics and History of Art have initiated a systematic review of their coursework assessment with a view to rationalising and/or reducing assessment elements, where possible and within original TEP recommendations.
- 4) **Help with OME on Dept website:** In 23-24, Classics entirely revised its provision of degree information on the Departmental website in order to facilitate student negotiation of the OME process, putting full details of the architecture of all its degree programmes and all possible pathways on dedicated webpages in an accessible format with drop down menus, so that students can chart their trajectory and options throughout their degree programme from start to finish. This greatly enhanced student clarity about their annual compulsory and optional module choices particular pathways involved.

### School of Languages, Literatures and Cultural Studies

#### *Undergraduate*

- 1) We have successfully introduced NMS Polish and continue to push to develop and introduce NMS Arabic.
- 2) Early Irish has been introduced as a new TJH subject, combining with several subjects.
- 3) Application by the School for tenders to develop outreach language programmes continue to be successful, bringing in additional funding and diversification of teaching.

#### *Postgraduate*

- 4) The decision to make it compulsory to use REAMS for all research and ethics applications has streamlined the application and approval process and all records are kept centrally.

## School of Law

- 1) **Step Marking** was introduced in 2023/24. This was in response to requests for same by EEs over a number of years. All UG and PG programmes in the School. Step Marking addresses bunching at the upper end of grade profiles and encourages/facilitates greater use of higher and lower end of the marking scales. Detailed guidelines and explanations for profiles and bands were made available to both staff and students. A cursory examination of grades and performance using this step marking, suggests no high variation in grades received and a greater use of the marking scale being applied. Furthermore detailed review will be undertaken to assess its impact, if any.
- 2) **Student Engagement Officer:** The School appointed an Engagement and Inclusion Officer in August 2024. Enhanced engagement, participation and completion is part of the remit of this postholder. In HT 2025 we introduced an attendance monitoring pilot in a selection of undergraduate modules. Pre-emptive and improved follow-up meetings and communications with absent/non-performing students occurs more regularly.
- 3) **Enhanced/regularisation of curriculum review** for postgraduate taught programmes. HT 2024 it was agreed that each postgraduate programme would be assigned a programme coordinator to carry out a review of programme structures and content of associated modules. This arises out of concerns raised by some lecturers about the preparedness of some students from particular jurisdictions to catchup with, e.g. common-law scholars.

## School of LSCS

1. **LENS access:** The School reviewed and designed the process for implementing **student learning and assessment accommodations** across all modules. A process flowchart was developed that flags actions at key points in the academic year to support module coordinators in ensuring students can access learning and assessment supports. Throughout this process, the School engaged with the DisAbility Service and IT Services to resolve technical issues and enhance the understanding of the LENS process across the School.
2. **Capstone projects:** The team who deliver the **B.Sc. in Clinical Speech and Language Studies** reviewed and revised the procedure for supervising capstone projects, resulting in new procedures that encourage a student-led approach to project management and greater consistency of supervision practices across supervisors. The EE commented: *I was impressed at the level of consideration the team had given to ensure, as far as possible, a standard level of supervisory support to students and to encourage a suitably ambitious level of independent accomplishment. The topics were wide-ranging across the speech and language therapy subject area and covered a broad range of methodologies. Robust processes were followed in the marking of these heavily weighted projects.*

**ResourceFULL clinical resource repository:** The Department of Clinical Speech and Language Studies conducted a small research study funded by TLRH Research Incentive Scheme. The study looked at the experiences of students in developing **clinical resources for practice education**. The research findings have informed changes to guidance for students and has resulted in the development of an online repository for students to share clinical resources. [www.resourcefull.ie](http://www.resourcefull.ie)

### School of Psychology

- 1) Psychology underwent a School Quality Review (March 2024), entailing a useful review of pedagogical approaches and practices within the school.
- 2) The quality of our undergraduate programme was highlighted as a headline strength in the report issued by the three external experts: "The undergraduate teaching programme offered by the School of Psychology is exemplary, both in terms of the structure of the undergraduate programme, the diversity and range of modules on offer and the form of evaluation of these modules. Assessment is innovative and focussed on skills which could be used in the workplace as opposed to being solely academic focussed (e.g. essay writing, poster presentations, etc). The teaching faculty and administrative staff in the School should be congratulated on a superb offering for their students. We also heard from College officers that the Psychology undergraduates were some of the happiest and most satisfied across the University and had among the fewest student cases."
- 3) A School of Psychology policy on generative AI use was developed and implemented.

### School of Religion, Peace Studies and Theology

- 1) Under the leadership of the School's DTLP, we introduced a new interdisciplinary PhD seminar with the aim of enhancing PhD integration socially and academically in the School. This follows recommendations from our last Quality Review and fulfils an aim in our School Strategy. We may consider upgrading this to a credit-bearing PhD module in the future.
- 2) As part of our School's involvement in the Trinity Inclusive Curriculum project, we received funding from Trinity Inc for a "Reading List Review" to consider the School's module reading lists from a 'decolonising the curriculum' perspective. This was a collaboration between our Trinity Inc Champion(s) and postgraduate students in the School. The findings will feed into discussions of curriculum development in the EDI, UG and PG committees.
- 3) In 23/24 we began a self-assessment review of our BA programme in Religion. This was something signalled at the time that the new single honours BA in Religion was created after our last School Quality Review (2017). The review has involved meetings with staff and students of the BA programme and will include a curriculum design seminar with Academic Practice and an external desk review. It should lead to a revised/refreshed curriculum in AY25-26.

### School of Social Sciences and Philosophy

#### *Undergraduate*

1. Political Science added a 10 ECTS SF module, "Introduction to Political Science Research." Previously, there were 30 ECTS available in SF year and students taking Single Honours or the Major in Political Science were invited to choose a further 10 ECTS from any modules made available by the remaining disciplines. This limited choice for students and required they take modules in subjects they may not be interested in. With the additional 10 ECTS available in SF year, students on every pathway are able to meet their credit requirements in SF year without needing to taking modules outside of their department.
2. Further improvements were made to the Teaching Assistant induction. The induction was recorded so it could be shared with TAs who were unable to attend. Additionally, discussions were held on having two inductions going forward, one for new TAs and a streamlined/reduced program for

continuing ones.

### *Postgraduate*

1. We continued to improve the induction process for TAs and the use of a TOR for TAs. This provides our graduate TAs with guidance on managing their time and balancing teaching duties with the demands of their own studies. The TOR also provides clarity on the expectations of the responsibilities of both the TA and the module lecturer.
- 1) We introduced a new school-level policy regarding PhD students travelling abroad as part of their PhDs to conduct research visits. This was aimed to standardize the practices across the disciplines in our school and to be in line with the College-level policy.

### School of Social Work and Social Policy

- 1) Social Work – For both the Bachelor in Social Studies & the Master in Social Work we have established an External Advisory panel. Their role is to review our practices, contribute to curriculum design and advise on how the curriculum can enhance students' preparation for practice. The panel is consisting of placement providers, service users and a recent graduate of the programmes.
- 2) The School has developed a research strategy which is due to be published shortly. The focus of the strategy is to ensure we are producing good quality research, enhancing collaboration among staff, stakeholder and research students and a great communications strategy for the School when it comes to promoting the research of staff and research students.
- 1) New procedure for PhD queries and supervisor matching – The school has introduced a defined procedure for the review of PhD applications/queries received from students who do not yet have a supervisor. The prospective students are asked to submit a proposal. The proposal is then reviewed by a panel of academics. Following that the student, if successful, is paired with a supervisor from the Academic Team in their research.

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

### School of Creative Arts

- 1) All of the EEs noted that a significant number of modules are taught by staff on short-term or precarious contracts. All of them suggested hiring permanent staff to stabilize the offerings in the various disciplines. This is outside the remit of the School.

### School of Education

- 1) Quality of teaching spaces in the Arts Building.

### School of English

- 1) Continuing problems with OME. The time spent clearing up after the OME process is time wasted for the most part. Some of this may be due to poor communication with students who seem surprised every year that they don't get the options they want because they have already reached the quota.
- 2) Annual exam turnaround is now unmanageable. It is notable, for example, that this coming year we will actually hold our own internal Fresher exam board AFTER Joint Honours, which is not the best sequence.
- 3) The accommodations in LENS reports are now causing issues in terms of the efficient provision of marks and feedback. We need a proper, open and frank discussion about accommodations and how Courses are supposed to meet them given the time constraints imposed by College.

### School of Histories and Humanities

- 1) **Library:** Departmental budgets continue to be inadequate to support teaching and research. The Library provisions, especially in relation to online resource collections, remain very limited compared to other institutions both nationally and internationally.
- 2) **Access to LENS reports** continues to be inadequate for teaching staff. The Disability section on SITS is often inaccurate or incomplete, and notifications of new LENS reports are currently not fit for purpose, as they should reach the module coordinator directly. It would be invaluable to have a report which shows who is set up as the convenor of each module to ensure that the reports flow to the correct academic in the system, especially as we have a lot of team-taught modules and convenors can change from year to year. We keep working with DS and IT in an effort to resolve the situation. It is hoped that BB Ultra will offer better functionality in this respect.
- 3) **Tight turnaround of marks:** Three Classics EEs commented that the turnaround time for internal markers is impossibly tight ('absurdly short', in one report), and that 'the process was extremely well-managed, within the constraints under which the department was operating. There was a major problem with the timing being much too tight, a point which I suggest the College needs to address.'

### School of Languages, Literatures and Cultural Studies

#### Undergraduate

- 1) Timetabling still remains a challenge. There are a number of programmes which contain two subjects in the same timetabling pillar (ES, MEELC and Business Studies & Spanish), which causes

difficulty resolving clashes. Collaboration between partner schools has helped somewhat but difficulties still remain.

- 2) In relation to timetabling also, space in the Arts Building in relation to scheduling classes is also becoming an increasing problem, especially in relation to classrooms holding 20+ students.
- 3) The degree in Middle Eastern and European Languages and Cultures (MEELC) currently has a derogation ([https://www.tcd.ie/teaching-learning/academic-affairs/ug-prog-award-regs/assets/2021-22/Derogations by Prog MEELC 2021-22.pdf](https://www.tcd.ie/teaching-learning/academic-affairs/ug-prog-award-regs/assets/2021-22/Derogations%20by%20Prog%20MEELC%2021-22.pdf)) such that the overall degree grade and class are determined solely by fourth-year results. This derogation is currently set to expire for students who join the course in Michaelmas 2025. Given that the region of the Middle East is currently particularly volatile, it will be very difficult at least this year, and probably for several to come, to send students of Hebrew to a Hebrew-speaking country; and Arabic is also hard to guarantee. As a result, a request to extend this derogation has been submitted to SL.

#### Postgraduate

- 4) We continue to face difficulties with certain aspects of PhD supervision due to the number of key staff with no disciplinary home. A fix has been promised for this but has not yet materialised.
- 5) The labour intensity of many processes, from creating PGT student transcripts to managing optional module choice to assessing PGT applications to convening and staffing thesis committee meetings, hits a multidisciplinary School like SLLCS very hard. These recur College-wide, however, and could almost certainly be dealt with more effectively through a centralised system.
- 6) Progression codes on SITS - There seems to be set clear rules for UG students but is less clear for PG students and this leads to issues when trying to progress certain students and their results being incorrectly published on SITS. A lot of time and energy is spent going back and forth regarding these individual cases.

#### School of Law

- 1) Dissatisfaction with common curriculum architecture continues to be an issue for the School, in particular the effect it has on Single Honours Law. Concessions and the ability to provide enough law comparable with other institutions, will be solely dependent on flexibility or increased teaching hours being made available to the School.

#### School of Linguistic, Speech and Communication Sciences

- 1) One PGT EE commented on the absence of a merit band within dissertation marking as a means of distinguishing the many pass dissertation and the strongest of the pass dissertations, and recommended that this should be considered. This suggestion has been referred to Graduate Studies.

#### School of Psychology

- 1) Poor room quality, lack of space, lack of common areas for students.

#### School of Religion, Peace Studies and Theology

- 1) We continue to experience difficulties ensuring timely and easy access by EEs to Blackboard materials.

- 2) We are sorry to see that funding is being discontinued for the Trinity Inclusive Curriculum Project. This has been a great source of innovation and inspiration which we have benefitted from in the School and would like to see support for this work being continued and enhanced

### School of Social Sciences and Philosophy

- 1) There continues to be a lack of guidance from College regarding the use of GenAI. While we are actively working across the School to develop a policy, this has proven to be challenging given the size of our School and the diversity of assessment methods. Greater guidance on this issue is needed.

#### *Undergraduate & postgraduate:*

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

### School of Social Work and Social Policy

- 1) The Teaching equipment for blended/online teaching provided in the various venues across the campus is very poor for live streaming or to host any type of online/blended live lecture. It does not support the implementation of robust and high-quality online/blended pedagogies and limits our scope for flexible delivery and to meet the emerging preferences of students.
- 2) IT infrastructure across the campus is old and technical support from IT services directly has been removed. The level of service supplied by Fitting Image is not on par with the previous service received by IT Services. There have been lecture cancellations and disruption to teaching. The levels of IT support need to be increased as well as equipment updated and regularly maintained.
- 3) Support for Schools to achieve Athena Swan certification both from a financial and staffing level is badly needed. Schools want to achieve these awards but the level of work for academic and administrative staff within existing workloads means that it is very difficult for Schools to progress. We are currently working on our silver applications and the amount of additional work (on top of the normal workload) to complete the application has been crippling to the SAT and is almost impossible to achieve with the lack of resources to support applications from college.
- 4) Support for Schools when subject to an accreditation or quality review both from a financial and staffing level is urgently needed. Schools need to have a successful review to adhere to accreditation requirements however undertaking this task in addition to the normal level of work for academic and administrative staff within their existing workloads makes the situation untenable into the future. The burden on schools who must meet the requirements of professional regulators with statutory powers is particularly high. Meeting regulatory standards requires additional supports during the intensive periodic monitoring that occurs on such programmes as well as additional supports to maintain compliance with these standards on an ongoing basis.

## Appendix 12: Staff Student Ratios

RATIO# 2019-20	RATIO# 2020-21	RATIO# 2021-22	SCHOOLS & DEPARTMENTS	Professor of FTE	Professor In FTE	Associate Professor FTE	Assistant Professor FTE	Assistant Professor Part-Time FTE	Teaching Fellow FTE	Senior Occupational Therapist FTE	Occupational Therapist FTE	Language Assistant FTE	Demonstrators FTE	Clinical Co-ordinator FTE	STAFF FTE	STUDENT FTE				RATIO# 2022-23
																Undergraduate	Postgraduate Taught	Postgraduate Research	Total	
30	22	24	School of Business Studies	5.20	3.00	20.51	19.00	30.012	3.75				0.644		82.22	1033.50	905.30	73.40	2012.20	26
			School of Creative Arts																	
28	21	20	Drama	1.00		2.00	2.00	1.32					0.20		6.52	105.90	11.60	10.00	127.50	20
16	20	22	Film		1.00	1.00	2.50	0.48	1.80						6.78	127.30	25.10	5.50	157.90	28
24	18	20	Music				3.00	0.37	1.00						4.37	97.50	0.80	4.50	102.80	24
23	19	21	Total	1.00	1.00	3.00	7.50	2.17	2.80	0.00	0.00	0.00	0.20	0.00	17.68	330.70	37.50	20.00	388.20	22
20	20	22	School of Education		3.00	5.00	15.50	2.58					0.39		25.47	104.5	306.7	69.5	480.8	18
18	16	20	School of English	4.00	5.00	8.00	11.00	2.0528	1.50				0.2954		31.85	568.50	95.00	39.70	703.20	22
			School of Histories and Humanities																	
7	14	16	Centre for Gender and Womens Studies				2.00	0.09							2.09	13.1	11.3	1.6	26.0	12
23	22	27	Classics	2.00	2.00	2.00	4.00	0.60	0.26				0.09		10.94	274.3	22.7	21.2	318.2	29
24	18	20	History	4.00	2.00	10.50	7.26	0.69					0.04		24.50	510.7	60.6	59.0	630.3	28
21	17	21	History of Art		1.00	3.00	3.65	0.20							7.85	176.1	13.1	12.6	201.7	28
23	18	21	Total	6.00	5.00	15.50	16.91	1.58	0.26	0.00	0.00	0.00	0.13	0.00	46.38	974.11	107.70	94.34	1178.2	28
			School of Language, Literature and Cultural Studies																	
			School of Language and Literature												0.00					
22	22	22	French	1.00		2.00	5.00	0.3056	2.40			0.90	0.019		11.62	213.9	14.1	4.4	232.3	20
14	16	19	Germanic Studies	1.00	1.00	2.00	1.00	0.4601	1.75			0.30	0.004		7.51	146.1	4.8	6.2	156.1	21
15	17	17	Hispanic Studies	1.00			3.00	0.0993	5.60			0.30	0.02		10.02	177.0	6.4	1.9	185.4	19
18	14	22	Irish & Celtic Languages			2.00	3.00	0.0932	0.70				0.018		5.81	89.2	4.8	4.0	98.0	17
13	11	13	Italian		1.00		1.00	0.1018	3.00			0.60			5.70	69.8	5.6	3.0	78.3	14
11	10	16	Near & Middle Eastern Studies			5.00	3.00	0.2177	0.00			0.30		8.52	111.8	4.6	8.1	124.4	16	
13	8	9	Russian & Slavonic Studies			1.00	4.50	0.3278	2.50			0.60		6.53	75.5	16.9	4.1	96.4	11	
0	13	10	LONG ROOM HUB												0.00					
0	13	10	School Office - Language Lit & Cult Stud			2.00	2.00	0.2526	0.60				0.07		4.92	27.0	29.3	0.1	56.5	12
14	14	18	Total	3.00	2.00	14.00	22.50	1.7580	16.55	0.00	0.00	3.00	0.13	0.00	82.84	909.24	86.4	31.8	1027.6	18
28	27	30	School of Law	5.00	3.50	7.30	12.70	2.32	2.00				0.05		32.87	725.20	179.00	47.30	951.50	28
			School of Linguistic, Speech and Communication Sciences												0.00					
16	15	21	Centre for Language and Communication Studies		2.00	1.30	9.11	1.1171	3.88						15.51	338.90	103.40	35.50	377.80	23
17	17	20	Clinical Speech & Language Studies		0.50	2.80	4.50	0.51	0.20				0.1386		8.35	117.50	15.50	13.40	146.40	18
18	18	20	Total	0.00	2.50	4.10	13.61	1.63	3.18	0.00	0.00	0.00	0.14	0.00	26.48	356.40	118.90	48.90	624.20	21
18	16	16	School of Psychology	6.00	5.00	9.00	12.38	2.73					0.61	1.00	36.72	279.6	124.4	151.5	555.50	16
			School of Social Sciences and Philosophy				0.003								0.003				0.00	0
32	31	31	Economics	0.50	1.00	6.00	10.00	1.782	1.00						20.282	592.8	51.4	36.5	680.8	34
21	22	22	Philosophy	1.00	2.00	2.00	2.50	0.431	2.60			0.09			10.534	238.3	9.9	10.1	258.3	24
24	21	24	Political Science	0.50	2.00	6.00	9.50	0.679	3.00			0.07			20.746	370.4	64.7	19.9	455.0	22
27	25	26	Sociology	1.00	1.00	4.00	7.50	0.058	2.00						15.558	340.3	30.6	13.9	384.8	26
27	26	28	Total	3.00	6.00	17.00	29.50	2.95	8.60	0.00	0.00	0.00	0.16	0.00	87.21	1541.9	156.6	80.4	1778.8	28
18	16	16	School of Social Work and Social Policy		3.00	2.00	14.40	2.6007	1.00				0.1726		23.17	217.0	100.4	25.7	343.1	16
12	12	14	School of Religions, Peace Studies and Theology	2.00		6.00	11.00	0.4456					0.0167		19.46	154.2	88.3	34.8	277.4	14
			Irish School of Ecumenics												0.00				0.00	
			Loyola Institute												0.00				0.00	
			Department of Religions & Theology												0.00				0.00	
12	12	14	Total	2.00	0.00	6.00	11.00	0.45	0.00	0.00	0.00	0.00	0.02	0.00	18.48	154.22	88.33	34.82	277.38	14
21	19	21	FACULTY	35.20	38.80	111.61	188.00	62.83	39.84	0.00	0.00	3.00	2.83	1.00	471.42	7184.89	2808.24	717.45	10218.67	22