



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

## Quality Review of the School of Linguistic, Speech and Communication Sciences (LSCS)

19-21 November 2024

### **Review Team:**

1. Professor Jesper Dammeyer, University of Copenhagen, Denmark
2. Professor John Gray, University of London, UK
3. Professor Helen Kelly-Holmes, University of Limerick, Ireland
4. Professor Antje Wilton, University of Berlin, Germany

### **Internal Facilitator:**

Professor Darryl Jones, TCD

## **Table of Contents**

<b>1. Reviewers' Report</b>	<b>03</b>
<b>2. Response from School of Engineering to the Reviewers' Report</b>	<b>12</b>
<b>3. Response from the Faculty Dean to the Reviewers' Report</b>	<b>14</b>
<b>4. Appendix 1: Terms of Reference</b>	<b>16</b>

## **Introduction**

This report is based on: the School's Self-Assessment Report (SAR) and the recommendations and responses/actions to the previous Quality Review contained in the SAR; School strategy documents and additional extensive documentation and data supplied by the Quality Office; and on two and a half days of intensive meetings with College officers, School staff, and students at all levels of the undergraduate and postgraduate degree programmes. Details of the group meetings' setup and attendance can be found in the Appendix.

The Reviewers would like to acknowledge the work and support of the Quality Office, in particular the Quality Officer, for their excellent assistance with the process, and the Quality Administrator for organisation of the visit, the internal facilitator and also to all members of the School – staff and students - for their engagement with the Reviewers.

The engagement with all College officers was very positive. The partnership between Finance and the School was notable and encouraging. The expression 'trusted partnership' was used, and the Panel recognises that this is something that cannot be taken for granted. We met with a range of staff and students from all units across the School. The process was very smooth for the Panel – the inclusion of an internal facilitator and thoughtful additions such as the setting up of a WhatsApp group were very helpful. We were able to ask all necessary questions and had access to all information that we needed to carry out the review.

## **Commendations**

1. The Panel was convinced that the School is clearly functioning at a very high level across all areas covered in the Review. There were no areas of serious concern and our recommendations are mainly in terms of issues and initiatives the School might want to consider rather than anything that we feel needs to be actioned with urgency.
2. The Panel would like to acknowledge and recognise the outstanding leadership of the current Head of School. It was clear that the personal attributes and diligence of the current Head are contributing to the excellent management of the School. Given the concern around business continuity and succession planning raised in the SAR some of our recommendations are aimed at future proofing and planning, given that the Head is due to step down in the very near future.
3. The Panel would like to commend the collaborative and collegiate atmosphere in the School. It was very evident that colleagues want the best for the School and want to be competitive for the School. Colleagues have a commendable degree

of autonomy balanced with supportive guidance in relation to the management of their work. There are clear lines of communication and good levels of transparency.

4. The Panel commends the School on its entrepreneurial and flexible operating model, which has its academic project at the heart of its activities. The School has increased income over the last number of years, despite a challenging national and institutional financial situation, as well as managing and reducing costs as necessary.
5. The School has good measures in place for management of finances, teaching resources, etc. Overall, the staff and students feel included in leadership decisions and the distribution of resources seems overall transparent and fair.
6. The Panel commends the collaborative and fruitful partnership between professional and academic staff in the School, which clearly contributes to its overall smooth running.
7. The Panel commends the School on the quality of its students and the very positive study culture and environment. Overall, students feel that they have a very good relationship with teachers and professors and feel supported. They know how to voice any concerns and feel that staff are responsive to these.
8. The Panel commends the School on the quality of its research and its international standing. It is clear that students are attracted by the profile, reputation, and unique expertise of the different centres within the School.
9. The Panel commends the School on the diversity of staff members in terms of backgrounds, nationalities, and expertise.
10. The Panel commends the successful introduction of the new undergraduate programme in Linguistics, as well as the extension of the capstone project to the Deaf Studies students.

### **Strategic Direction**

The Panel commends the School on its clear plan and goals for the next few years, with six identified goals. Strategic planning away days have been organized to review and revisit the strategy cyclically. The School's strategy is clearly linked to the wider College strategy and the college and was developed through a structured process which aims to give members of the School, including e.g. post-graduate researchers, a feeling of ownership in relation to the strategy. The strategy's key focus is on fostering a culture in which students and staff can thrive. The Panel commends a small but effective initiative as a result of the strategy, namely the protection of a designated research day per staff

member, which involves an agreed practice around email management on a staff member's designated research day. During our visit, a number of members of staff commented on the positive impact of this initiative.

It is very encouraging to see that the School is explicitly addressing climate and sustainability issues in their Strategic Goals & Actions. Measures in this regard include everyday actions such as reducing paper and energy consumption, encouraging recycling and reuse of IT and other everyday items, and reducing the need for (air) travel and in-person meeting attendance. The panel encourages a) continued awareness throughout the School of the need for sustainable academic life and b) consideration of some kind of continuous management for their sustainability efforts. A model for such a management could be the European EMAS Audit scheme. Transparent sustainability management would make these issues more visible throughout the School and could serve as a best practice example for the College. The management scheme could be implemented by the planned School working group on the UN sustainability goals.

### **Leadership and organisation**

The Panel met with College Officers as well as the School Executive and representatives of professional staff. It was clear that the School is very well run and functions effectively. The collegiate atmosphere in the School clearly contributes to the effective functioning and to good partnership between professional and academic staff. The impact of the current Head of School is particularly obvious in relation to both these points – the effective management and the collegiate and productive atmosphere. Their personal investment in terms of time, energy, and interest in the School was noticeably clear to the Panel.

While there was a request in the SAR for guidance on the School's name, organisational structure, and the naming of units, we have no specific recommendations in relation to these issues. The organisational structure works well, as do the names of the individual units, although the nomenclature was somewhat opaque from an external point of view (e.g. the designation 'centre' versus 'department'). The individual units coalesce under a clear, unifying identity of "language, communication and speech" expressed by all groups the Panel interacted with. There was some feedback in the meetings about the overall name of the School, in terms of the confusion and frequent errors in the name due to the length and complication around the correct abbreviation and the lack of an easy acronym. The suggestion of "School of Linguistics" was made by a number of members of staff.

- The Panel recommends that the School explore greater use of technology to help with workload and administration and to manage flow of information and email etc. For example, the messaging systems available via e. g. Teams (for staff and

PGR students) and virtual learning environments with centrally available information and options for student interaction (for undergraduate students) can help to reduce email burden for staff.

- Notwithstanding the major improvements since the last review, the scarcity of Sign Language interpretation continues to be a barrier for deaf staff in terms of opportunities for access to training and involvement in administration and leadership across the School and the College and limits their participation in events within the school and the college. On a very basic level, access to core training should not be hampered due to a lack of availability of interpreters (e.g. induction etc.). The Panel recommends that the School work with the College to ensure that sign language interpreters are available exclusively to the members of the CDS, while recognizing current resource constraints.
- For better integration of Deaf Studies, cross-disciplinary research projects across centres including Deaf Studies could be encouraged. This could for example be on topics such as bi- and multilingualism, minority language, second language learning motivation, language and identity, history and language, multimodality, disability studies, and communication studies.
- While the CELLT is working well under the acting directorship of the current Head of School, the Panel recommends that the School consider filling the role of director to lead this unit which is of strategic importance to the School and the College. This could be important not only in terms of the strategic direction of the unit, but also in terms of continuing to ensure the quality of delivery and curriculum development.

## **Undergraduate Education**

The Panel met with a range of staff and students involved in undergraduate programmes such as the BA in Deaf Studies and the Linguistics programme on the Joint Honours, and the Computer Science, Linguistics and a Languages degree. Student reps, including the School and Faculty convenors were also present in meetings. The panel found these roles to be commendable. Also commendable is that all student reps had the possibility to take training for their role. The Joint Honours Linguistics programme is a new development and the first cohort is now in its final year. Students were overwhelmingly positive in relation to their learning experience. They praised the availability of staff and their close relationship with them. They commented on how they “feel very supported” in their learning, how they feel that what they are doing “really contributes” to their learning and that staff are “always around to help and their door is always open”. The term “tight-knit” was used to describe the atmosphere.

Research-led teaching is most in evidence in the capstone projects, the final year dissertations undertaken by students under the supervision of a member of staff. The development of the Linguistics Joint Honours degree and the extension of the capstone project to the BA in Deaf Studies have considerably enhanced undergraduate research activity. There are also opportunities for students to feed into and participate in large scale research projects. Students on the BA in Deaf Studies in particular welcomed the opportunity to undertake a research project and formal dissertation, but pointed out that they might need additional support with academic writing, given the very practical nature of their studies to date.

The Panel met with a good mix of teaching staff from across the School including new and senior faculty members as well as Teaching Fellows and teaching associates. This was particularly welcome, given the School's heavy reliance on teaching staff in delivering quality programmes. All staff, including teaching staff, feel supported and report that they have the freedom to plan their teaching flexibly and to use different methods. Teachers do meet informally, and they feel that it is always possible to reach out for support.

The School has implemented a variety of technology-based teaching resources and measures. A particularly commendable example was the flipped classroom approach adopted in a core syntax module in response to student feedback on the need for more practical work in the contact hours. A particularly innovative measure is the introduction of an online research module, designed by various contributors from the school and implemented with the help of Trinity Online Services. The module is very flexible and inclusive in its application and has been cited by staff as "best practice" and a model for similar projects in the future. Students also pointed to examples of where they could see initiatives being introduced in response to module feedback, which was particularly encouraging for the panel to hear. There are good measures in place for monitoring student progress, preventing plagiarism, evaluating learning, and managing and assuring quality assessment.

- The Panel would like to encourage the School to further explore, establish and streamline formats of blended and online teaching. One option to combine blended and online formats with low threshold international cooperation would be COIL (Collaborative Online International Learning), which is designed to enable individual teachers to collaborate with colleagues internationally in their existing teaching schedules.
- The Panel recommends that the School explores how to provide technological and strategic support for their staff to implement blended and online formats

and to closely engage with their student body to identify their needs for a good balance of on-site and remote learning formats.

## **Postgraduate Education**

Postgraduate education was discussed in the meetings with the Centre for Language and Communication Studies, the Trinity Centre for Asian Studies, as well as in a meeting with a range of students from across the School's MPhil and MSc programmes, including student representatives. As in the case of undergraduate students, postgraduate student representatives were highly articulate and clearly feel that they have freedom to raise issues of concern and bring them to the appropriate venue. International students on some programmes did raise the issue of the imbalance in the nationalities of students on these programmes and the impact of this on their student experience. Adapting to a different educational context and culture was raised in relation to international students, which points to the importance of formative assessment and feedback before the final assessments. Students who had undertaken the self-access study resources, covering e.g. academic writing, found these helpful. Again, the designation of School PGT student convenors in addition to having student reps for individual taught Master's programmes, is commendable given the large number of programmes. In relation to the meeting with staff, it was clear that more formative assessment is available on certain programmes than previously, with some commendable examples of innovative assessment, including peer assessment.

- The Panel recommends that the School consider standardizing norms (e.g. time allocation) for supervision at PGT level by looking at best practices elsewhere.
- The Panel recommends that the introduction of formative assessment with feedback be considered across all PGT modules before the final assessment.
- The Panel encourages the School to advance the Postgraduate Diploma in Sign Language Interpreting, while recognising the resource constraints within the School and the CDS.
- The Panel urges caution with regard to the addition of the CELTA to the MPhil in ELT and recommends that those students wishing to pursue a CELTA only do so after completion of the dissertation.

## **Research activity and impact**

Research was discussed in the meeting with the members of the School Executive and explicitly in the meeting with the Trinity Centre for Asian Studies, as well as in the



meetings with post-doctoral research fellows and research students. It was also discussed indirectly in other meetings, particularly in relation to the barriers to carrying out more research (e.g. workload, time pressures, and administrative loads). These pressures notwithstanding, the School is in a strong position in terms of the quality and quantity of its research and is recognized as a leading research institution in Ireland and internationally. The School offers education and research in areas that are internationally unique and of the highest quality. It was clear in discussions with students that they had been attracted to the School on the basis of its research reputation and the unique expertise of various members of staff. Post-doctoral researchers we met are either embedded in a project with the accompanying supports or are based in a centre and are supported by their mentor. Researchers we met all felt they had the support and resources necessary to carry out their project and develop their career. We met with a range of postgraduate research students at varying stages of their PhDs, from very new students to those in their final year. Those in receipt of College bursaries reported feeling supported and many were involved in teaching.

- The Panel recommends that the School consider the establishment of a regular School doctoral seminar where students can share their own research and share information across the centres.
- The Panel recommends the School consider the opportunities for sustainable research funding resources and their long-term strategy for this, given the time it takes to apply for funding and manage funding.
- The Panel recommends that the School consider the development of a strategy for establishing partnerships for funding from, e.g., the health and/or private sectors. The school could build on existing successful cases, for example in Speech Pathology.

## **Resources**

The School is in a positive position with regard to its financial situation. This is primarily the result of increased recruitment, in response to the incentivization model adopted by the College a number of years ago, as well as careful financial management and other initiatives. Far from being complacent about this, the School is keen to stabilize the financial situation and to balance the need for income growth with the sustainability of that growth. Space came up in a number of discussions with various groups as a barrier to growth and the smooth running of the School. While physical space is certainly an impediment, the School might also explore growth through additional online and international initiatives.

- The Panel recommends that the School should work actively with Trinity Global to diversify the market for their PGT programmes, given the volatility of the global political situation and the reliance on a small number of markets.
- Given the unfortunate constraints and allocations of space the School has to deal with, the Panel recommends that the School might, in partnership with the College, reconsider some of the spatial arrangements, in particular of the social spaces for students and staff to meet and interact informally. In the long term, the School should continue to engage with the relevant authorities in the College to work towards a cohesive space for working together and socialising across centres. The opportunity to do so has been voiced unanimously across all centres as one of the key factors to community building within the School as one of their strategic priorities (*Culture*) and goals (*Foster a culture where staff and students strive*).

## Recommendations

1. The Panel recommends that the School should work actively with Trinity Global to diversify the market for their PGT programmes, given the volatility of the global political situation and the reliance on a small number of markets.
2. The Panel recommends that the School might, in partnership with the College, reconsider some of the spatial arrangements, in particular of the social spaces for students and staff to meet and interact informally.
3. The Panel recommends the School consider the opportunities for sustainable research funding resources and their long-term strategy for this, given the time it takes to apply for funding and manage funding.
4. The Panel recommends that the School consider the development of a strategy for establishing partnerships for funding from, e.g., the health and/or private sectors. The school could build on existing successful cases, for example in Speech Pathology.
5. The Panel recommends that the School consider the establishment of a regular School doctoral seminar where students can share their own research and share information across the centres.
6. The Panel recommends that the introduction of formative assessment with feedback might be considered across all PGT modules before the final assessment.

7. The Panel would encourage the School to advance the Postgraduate Diploma in Sign Language Interpreting, while recognising the resource constraints within the School and the CDS.
8. The Panel urges caution with regard to the addition of the CELTA to the MPhil ELT and recommends that those students wishing to pursue a CELTA only do so after completion of the dissertation.
9. The Panel recommends that the School explore greater use of technology to help with workload and administration and to manage flow of information and email etc.
10. The Panel recommends that the School work with the College to ensure that sign language interpreters are available exclusively on a permanent basis to the members of the Centre for Deaf Studies, recognizing current resource constraints.
11. The Panel recommends that the School consider filling the role of director of CELLT to lead this unit which is of strategic importance to the School and the College.
12. The Panel encourages all measures a) to raise awareness throughout the School of the need for sustainable academic life and b) consideration of some kind of continuous management for their sustainability efforts.
13. The Panel encourages the School to further explore, establish and streamline formats of blended and online teaching and provide technological and strategic support for their staff in this endeavour.



## **Response from the School of Linguistic, Speech and Communication Science to the Reviewer's Report**

In response to the Panel's report, we would like to thank the members of the review team for their thoughtful insights and commendations. The School is committed to implementing their recommendations, all of which align with our strategy and ambitions. We are pleased the panel recognized that the School is operating at a high level across all areas reviewed (C1).

We would firstly like to express our thanks to the reviewers for their strong commendations. We recognize that the achievements referenced in their report are the result of teamwork, shaped by an ambitious School strategic plan and research strategy, and facilitated by very effective collaboration between our School's teaching and professional staff. In one commendation, this is described by the review team as a "collaborative and fruitful partnership between professional and academic staff in the School, which clearly contributes to its overall smooth running" (C6). The School has benefitted from excellent management (C2) as well as the strengths represented by the diversity of our staff members in terms of our backgrounds, nationalities, and expertise (C8).

As referenced in the reviewers' report, the collaborative and collegiate atmosphere (C3) is underpinned by clear lines of communication, good levels of transparency, a commendable degree of autonomy, and supportive guidance. The description of our team as "being competitive for the School" was also referenced in the commendations, along with mention of our "entrepreneurial and flexible operating model, which has its academic project at the heart of its activities" (C4).

The report references how the School has grown its income over the last number of years, despite a challenging national and institutional financial situation, alongside managing and reducing costs as necessary. The commendation (C5) regarding the measures in place for management of finances makes mention of inclusivity and an open culture of decision-making vis-à-vis distribution of resources, which the reviewers describe overall as transparent and fair.

The School community was very pleased to read the commendation regarding the "quality of its students and the very positive study culture and environment", that our "students feel that they have a very good relationship with teachers and professors and feel supported, that they know how to voice any concerns and feel that staff are responsive to these" (C7). Our staff were also encouraged to read the commendation regarding the quality of our research and our international standing (C8), based on the profile, reputation, and the unique expertise of the different centres within the School.

Turning to the recommendations, we are committed to the following actions to address the areas identified by the panel. We will actively collaborate with Trinity Global to diversify the market for our PGT programmes, addressing the current volatility in global political situations and reducing our reliance on a limited number of regions (R1).

In partnership with the relevant officers in College, including the AHSS Dean and Bursar, we will evaluate and seek to create social spaces where students and staff can engage informally, fostering a more collaborative environment. We will continue to seek also how to bring the School together to a single site (R2). We recognize the importance of sustainable research funding and will explore opportunities for long-term strategies that facilitate funding applications and management processes. Working with Trinity Development and Alumni and other areas in College, and building on existing successful cases within the School, we will explore opportunities for partnerships in the health and private sectors (R3, R4). We will prioritize the establishment of regular School doctoral seminars to



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

foster interdisciplinary collaboration as well as the introduction of more formative assessment, especially in our PGT modules, in order to enhance student learning experiences. Further exploratory work on blended and online teaching formats will be undertaken, along with providing necessary support for staff (R5, R6, R13). We will explore the means and opportunities in Deaf Studies to offer a Postgraduate Diploma in the future, while being mindful of the significant resource constraints and demands on staffing. We agree with the panel's recommendation regarding the inclusion and ordering of a CELTA option in the M.Phil. in English language teaching, prioritising dissertation and academic focus (R7, R8). We will explore greater use of technology to streamline workload, administration, and information flow within the School, availing of developments in the wider College community (R9). We will work with the Provost and College Officers to seek the institutional and financial support necessary to ensure that sign language interpreters are available on a permanent basis for members of the Centre for Deaf Studies, whilst recognising current resource limitations locally (R10). Similarly, the director role for CELLT will be considered a key priority due to its strategic importance for the School and College (R11). Finally, we will explore and examine the advice regarding measures to raise awareness about sustainable academic practices throughout the School and consider how to implement continuous management strategies for sustainability efforts. We will work with the VP for Biodiversity and Climate Action in this regard (R12).

We appreciate the Panel's commendations and recommendations, and as a School we would like to thank them for their time during the visit and the considerations in their comprehensive report.

Yours faithfully,

An tOllamh Lorna Carson, FTCD  
Ceann na Scoile  
Scoil na nEolaíochtaí Teangeolaíochta, Urlabhra agus  
Cumarsáide

Prof. Lorna Carson, FTCD  
Head of School  
School of Linguistic, Speech and Communication Sciences



## Response from the Faculty Dean to the External Reviewers' Report on the School of Linguistic, Speech and Communication Sciences

Following the recent external quality review of the School of Linguistic, Speech and Communication Sciences, I am pleased to report that the findings clearly affirm the School's strength and high performance across all areas under review. The Review Panel provided a highly positive assessment, recognising the School's outstanding leadership, its strong culture of collaboration between academic and professional staff, and its commitment to excellence in teaching, research, and student support.

I was particularly impressed by the reviewers' commendation of the School's collegial, transparent, and inclusive working environment, which reflects a shared dedication to its academic mission. The emphasis placed on the accessibility and responsiveness of staff, and the positive relationships they foster with students, speaks to the quality of the educational culture within SLSCS. It is clear that students, both undergraduate and postgraduate, feel supported, respected and engaged.

The School's entrepreneurial and adaptable operating model was also recognised as a key strength, especially given ongoing national and institutional financial constraints. The way the School has grown its income while maintaining the integrity of its academic mission is impressive. Innovations in teaching such as flipped classrooms, online research modules, and expanded capstone projects demonstrate the School's responsiveness to student feedback and its commitment to research led, inclusive pedagogy.

In response to the Panel's recommendations, the School has submitted a thoughtful and ambitious plan of action. This will pave the way for an action oriented approach in the months and years ahead. It includes working with Trinity Global to diversify PGT student markets, exploring improvements to physical and social spaces in collaboration with the Faculty and College, and developing long-term strategies for sustainable research funding. It is encouraging that the School intends prioritising the establishment of doctoral seminars, greater use of formative assessment in postgraduate programmes, and continued development of blended and online teaching formats, supported by appropriate resources and staff training.

The School is also engaging seriously with structural and strategic challenges. Plans are being developed to review the leadership of CELLT, ensure consistent access to sign language interpretation for staff in the Centre for Deaf Studies, and embed sustainability more explicitly into daily practice and governance. The School's commitment to engage with the Vice-President for Biodiversity and Climate Action is welcome. Within the Faculty, I am mindful of the need to support leadership succession planning as highlighted in the report, help the School manage growth while maintaining its supportive culture, and advocate for long-term solutions to ongoing issues such as physical space constraints and sustainable funding for interdisciplinary research.

I am encouraged by the School's openness to reflection and its readiness to implement these recommendations in alignment with its wider strategic goals. This review confirms the School's reputation as a centre of academic excellence and a vibrant, inclusive academic community. I would like to commend the Head of School, School Manager and all staff and students for their deep engagement with the review process, and to sincerely thank the review panel for their collegial and constructive feedback.



# Coláiste na Tríonóide, Baile Átha Cliath Trinity College Dublin

Ollscoil Átha Cliath | The University of Dublin

The Faculty remains committed to supporting the School of Linguistic, Speech and Communication Sciences as it addresses these challenges and builds upon the recommendations, strengthening its reputation as a leading institution in linguistics, communication, and speech sciences education and research. I look forward to seeing the positive developments that will result from this review.

Sincerely,

Professor Carmel O'Sullivan  
**Dean of Arts, Humanities and Social Sciences**



## Appendix 1: Terms of Reference

### Terms of Reference for the Quality Review of the School of Linguistic, Speech and Communication Sciences

#### Context

The [School of Linguistic, Speech and Communication Sciences](#) is one of twelve Schools within the [Faculty of Arts, Humanities and Social Science](#) (AHSS). Offering qualifications on Levels 8-10 of the National Qualifications Framework, the School comprises two academic disciplines, of which the:

- (i) [Department of Clinical Speech and Language Studies \(CSLS\)](#) is the longest established centre for the professional education of Speech and Language Therapists in Ireland. The Department offers an undergraduate degree in Speech and Language Therapy, accredited by CORU (the regulatory body for Health and Social Care Professional in Ireland) and by IASLT (Irish Association of Speech and Language Therapists). The department also offers postgraduate courses for qualified Speech and Language Therapists as well as Continuing Professional Development and research.
- (ii) [Centre for Language and Communication Studies \(CLCS\)](#) provides teaching and research across the field of Linguistics, including theoretical linguistics, applied linguistics, and phonetics and speech science. It offers a Joint Honours undergraduate in Linguistics, four taught Masters courses, university-wide undergraduate and postgraduate language modules and an extramural programme. There are three specialist centres under the auspices of CLCS:
  - a. The [Centre for Deaf Studies](#), offering Ireland's only bachelor degree in Deaf Studies as well as training, outreach and research in Irish Sign Language;
  - b. The [Trinity Centre for Asian Studies](#), an interdisciplinary and cross-Faculty teaching and research centre, offering an M.Phil. in Chinese Studies as well as a range of credit-bearing and extramural Asian language modules;
  - c. [Centre for English Language Learning and Teaching](#), providing pre-sessional, in-session and Structured Ph.D. modules in English for Academic Purposes.

Linguistics at Trinity College Dublin is ranked in top 101-105 universities in the world (QS 2022) and 48<sup>th</sup> in Europe (QS 2022). Full details of the School's courses can be found the School website, [www.tcd.ie/slscs](http://www.tcd.ie/slscs) (see [Undergraduate](#); [Postgraduate](#) and [Evening Courses](#)).

#### Purpose of a School Review is to:

- (i) to provide a structured opportunity for a School to reflect critically on its activities and plans for development in the context of the School and College strategic plans and other strategic initiatives;
- (ii) to benefit from a constructive commentary by external reviewers to College who are experts in their field at a senior academic level;
- (iii) to ensure that quality and standards in teaching, research and administration are being maintained and enhanced, and that any areas of concern are identified and addressed;
- (iv) to promote the enhancement of the School's provision as part of a strategy for continuous quality improvement.





## **Terms of Reference for the Review of the School of Linguistic, Speech and Communications Sciences**

The Review Team is invited to assess and make recommendations to the University under the following categories:

1. School Strategy in terms of its fitness-for-purpose to respond to College strategies, the internal and external environment, emergent risks and opportunities in its disciplines nationally and internationally.
2. Quality Assurance and benchmarking of qualifications and education provision of the three undergraduate courses provided by the Centre for Language and Communication Studies against those provided by comparator institutions.
3. Quality Assurance and benchmarking of the postgraduate qualifications and education provision provided by the School, specifically the M.Sc. and postgraduate diploma in Clinical Speech and Language Studies and the five M.Phil. programmes offered by the Centre for Language and Communication Studies.
4. Quality Assurance and benchmarking of qualifications and education provision provided by the Centre for English Language Learning & Teaching in the context of Ireland's International Education Mark.
5. School's use of currently available resources to deliver on its academic mission (Financial, Facilities, Human) and potential opportunities for the School to grow these resources, taking account of the challenging financial environment that Irish HEI operate in.