University College Dublin

Periodic Quality Review

**UCD School of Irish, Celtic Studies,
Irish Folklore and Linguistics**

March 2012

Accepted by UCD Governing Authority at its meeting on 9 October 2012

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1. Introduction and Overview of the UCD School of Irish, Celtic Studies, Irish Folklore & Linguistics

Introduction

1.1 This report presents the findings of a quality review of the UCD School of Irish, Celtic Studies, Irish Folklore & Linguistics (SICSIFL), at University College Dublin. The review was undertaken in March 2012.

The Review Process

1.2 Irish Universities have collectively agreed a framework for their quality review and quality improvement systems, which is consistent with both the legislative requirements of the Universities Act 1997, and international good practice. Quality reviews are carried out in academic, administrative and support service units.

1.3 The purpose of periodic review is to assist the University to assure itself of the quality of each of its constituent units, and to utilise learning from this essentially developmental process in order to effect improvement, including:

- To monitor the quality of the student experience, and of teaching and learning opportunities

- To monitor research activity, including: management of research activity; assessing the research performance with regard to: research productivity, research income, and recruiting and supporting doctoral students.

- To provide an opportunity for units to test the effectiveness of their systems and procedures for monitoring and enhancing quality and standards

- To provide a framework within which the unit can continue to work in the future towards quality improvement

- To identify shortfalls in resources and provide an externally validated case for a reprioritisation and/or increased resources

- Identify, encourage and disseminate good practice

- To identify challenges and plan how to address them

- To provide public information on the University's capacity to assure the quality and standards of its awards. The University's implementation of its quality review procedures also enables it to demonstrate how it discharges its responsibilities for assuring the quality and standards of its awards, as required by the Universities Act 1997.

1.4   Typically, the review model comprises of four major elements:

- Preparation of a Self-assessment Report (SAR)

- A visit by a Review Group (RG) that includes UCD staff (independent of the School/College under review) and external experts, both national and international. The site visit normally will take place over a two or three day period.

- Preparation of a Review Group Report that is made public

- Agreement of an Action Plan for Improvement (Quality Improvement Plan - also made public) based on the RG Report's recommendations; the University will also monitor progress against the Improvement Plan

Full details of the review process can be found on the UCD Quality Office website: www.ucd.ie/quality.

1.5   The composition of the Review Group for the UCD School of Irish, Celtic Studies, Irish Folklore & Linguistics was as follows:

- Professor Michael Doherty, UCD School of Veterinary Medicine (Chair)

- Dr Deirdre Hurley-Osing, UCD School of Public Health, Physiotherapy & Population Science (Deputy Chair)

- Professor Mícheál Mac Craith, National University of Galway (Emeritus)

- Professor Jim McCloskey, UC Santa Cruz, USA

- Dr Stiofán Ó Cadhla, University College Cork

- Professor Gregory Toner, Queen's University Belfast

1.6   The Review Group visited the School from 20-23 March 2012 and held meetings with School and University staff, including: UCD SICSIFL academic and administrative staff members; the College Principal, UCD College of Arts and Celtic Studies; Head of School; representatives of School teaching and learning, research, newly appointed staff members; UCD Dean of Arts, College Finance Officer; representatives from UCD Library and UCD IT Services; students, graduates and employers.

1.7   Unfortunately, the Head of School suffered an unexpected illness which resulted in him being unable to participate in the formal review site visit. In view of this unprecedented situation, the Chair and Deputy Chair of the Review Group met with the Head of School, on his return to UCD, to discuss issues raised during the review site visit. In addition, two extern members of the Review Group participated in a telephone conference with the Head of School, which was chaired by the Review Group Chair and facilitated by the UCD Quality Office.

1.8   In addition to the Self-assessment Report, the Review Group considered documentation provided by the School and the University, including the School's Library Journal and Database Prioritisation Report; UCD IT Services Work Programme 2012; UCD Teaching and Learning Guide to Module Design and Enhancement; Curriculum Trend data; School Graduate Research data; School External Examiner data.

Preparation of the Self-assessment Report

1.9   The members of the School SAR Coordinating Committee (SARCC) were:

- Professor Liam Mac Mathúna, Head of School (Chair)
- Bairbre Ní Fhloinn, Lecturer, Irish Folklore (Deputy Chair)
- Dr Dewi Evans, Lecturer, Welsh
- Anna Germaine, School Administrator
- Professor Patricia Kelly, Head of Subject, Early Irish
- Professor Patricia Lysaght, Head of Subject, Irish Folklore
- Gearóid Mac Suibhne, Tutor/Postgraduate Student, Modern Irish
- Professor Máire Ni Annracháin, Head of Subject, Modern Irish
- Dr Máire Ní Chiosáin, Head of Subject, Linguistics
- Eimhear Ní Dhuinn, Stiúrthóir, An Teanglann
- Dr Jenny Rowland, Head of Subjects, Welsh, Celtic Civilization

1.10   The Committee was established by the Head of School with a view to providing a representative grouping of the different subject-areas and of the various grades of staff within the School. The Committee met on six occasions, in addition to one general School meeting at which the only item on the agenda, was the Quality Review process and the content of the Self-assessment Report. The UCD Quality Office provided guidance on the structure and format of the SAR, emphasising the importance of constructive critical self-reflection rather than a broad description of functions.

1.11   The Self-assessment Report was drafted by the Co-ordinating Committee after initial meetings between the SARCC and the UCD Quality Office. Advice was also sought from a member of the UCD School of Archaeology, who was invited to address the Committee on his School's recent experience of the Quality Review process. The UCD School of Social Justice also provided valuable assistance. The logistics of preparing the Report in a multi-subject School were discussed by the Committee at some length. Eventually it was decided that, in the case of chapters 4, 5, 6 and 9 of the Report, members of the Committee should write about their respective subject-areas and that these contributions would then be collated under each chapter-heading, along with introductory and closing comments. A number of Committee members volunteered to carry out this editing work on the given chapters. Other chapters of the Report were written by individual Committee members. The content of the Report was discussed by the Committee with their School colleagues at regular intervals.

1.12   An initial draft of the Report was circulated to all School members with responsibility for teaching and related matters, followed by a School meeting where staff were invited to

comment on the Report. Staff were also encouraged to make email submissions with their observations and suggestions. The document was subsequently revised, and a second draft was circulated to School members. A meeting of the School Executive was then convened in order to discuss the Report. In writing the Self-assessment Report, the School adhered to most of the relevant guidelines in the UCD Quality Office documentation and found them to be generally helpful. In consultation with the UCD Quality Office, the School adapted the SAR in order to make it more reflective of the structure and needs of the School. Bord na Gaeilge provided valuable assistance in providing Irish versions of the Self-assessment Report (SAR) and other quality review documentation.

The University

1.13   University College Dublin (UCD) is a large and diverse university whose origin dates back to 1854. The University is situated on a large, modern campus, about 4km to the south of the centre of Dublin city.

1.14   The University Strategic Plan (to 2014) states that the University's Mission is:

"to advance knowledge, to pursue truth and to foster learning, in an atmosphere of discovery, creativity, innovation and excellence, drawing out the best in each student, and contributing to the social, cultural and economic life of Ireland in the wider world".

The University is currently organised into 38 Schools in seven Colleges;
- UCD College of Agriculture, Food Science and Veterinary Medicine
- UCD College of Arts and Celtic Studies
- UCD College of Human Sciences
- UCD College of Health Sciences
- UCD College of Engineering and Architecture
- UCD College of Science,
- UCD College of Business and Law

1.15   As one of the largest universities on the island of Ireland, UCD supports a broad, deep and rich academic community in Science, Engineering, Medicine, Veterinary Medicine, Arts, Celtic Studies and Human Sciences. There are currently over 24,500 students (15,800 undergraduates, 6,900 postgraduates and 1,900 Occasional and Adult Education students) registered on University programmes, including over 4,600 international students from more than 120 countries.

1.16   UCD is an autonomous public University, which operates within a legislative and regulatory framework established by the Universities Act, 1997. While the University enjoys absolute autonomy in academic matters, and in general operates independently within its budget, as with other Irish Universities, it operates under important constraints with regard to financial and human resource issues. The ongoing national economic crisis, for example, has required (and will continue to require) very significant reductions in public expenditure. Since 2008, the University has experienced a 16% reduction in core funded academic staff (from 1,122.6 in December 2008 to 943.7 in December 2011), has increased its student population by 10.6%

(from 22,264 in 2007-08 to 24,625 in 2010-11) and has managed to maintain or enhance its provision to support students.

UCD School of Irish, Celtic Studies, Irish Folklore and Linguistics

1.17   The UCD School of Irish, Celtic Studies, Irish Folklore and Linguistics (SICSIFL) / Scoil na Gaeilge, an Léinn Cheiltigh, Bhéaloideas Éireann agus na Teangeolaíochta, COBÁC, was formed within the UCD College of Arts and Celtic Studies in 2005 by bringing together the Departments of Nua-Ghaeilge (Modern Irish), Early Irish, Welsh, Irish Folklore and Linguistics, together with the National Folklore Collection. SICSIFL is one of eight constituent Schools in the UCD College of Arts and Celtic Studies.

1.18   The School is unique in the Republic of Ireland in its range of subjects (Linguistics, Irish Folklore, Celtic Civilisation) and a particularly broad range of Celtic languages (Modern Irish, Old Irish, Welsh, Scottish Gaelic and Breton). It aims to maintain this rich and broad range of subject areas within a research-intensive ethos and, while respecting the independence of all subject areas, to develop interdisciplinary programmes of study that would take advantage of the synergies possible between the various subjects.

1.19   Although the National Folklore Collection was not formally included in this review, the Review Group wishes to make the following points:

1.19.1   In the National Folklore Collection (NFC), the Dialect and Folk Music archives, the School hosts several nationally significant archival holdings and one world class facility. These are held in separate locations in less than ideal conditions in some cases and with limited professional staffing. As a result of this, the opening times of the National Folklore Archive are extremely limited. In spite of this and through much professional and personal dedication, the Director and staff of the NFC have continued to provide an excellent service.

1.19.2   The National Folklore Collection is an irreplaceable national resource over which the University has been given stewardship. The Review Group recommends that a process of careful and sensitive planning with regards to the NFC be initiated, including: the NFC's relationship with the School, the University and, if appropriate, external bodies. This planning process should also take cognizance of key operational issues e.g. governance, funding, staffing and physical infrastructure.

1.19.3   The Review Group recommends that this process should begin at an institutional level working closely with staff and crucially, stakeholders. As part of this larger effort, the University could assist the NFC in identifying funding for the transcription and digitisation of the collections.

1.19.4   The Review Group recommends that consideration be given to making the NFC more readily accessible, perhaps extending the opening hours and/or facilitating greater access to stakeholders from outside the School.

1.19.5 The National Folklore Collection is considered one of the greatest resources of the country by students, academics, external stakeholders and the wider community, but its limited access and low visibility location within the School and UCD renders it not widely known to the wider staff and student body in the University, nor society at large. A huge opportunity for maximising external relations at national and international level is being missed.

1.19.6 It is recommended that the National Folklore collection receive appropriate investment and support to provide the required staffing and digital archiving of materials to enable the raising of its international profile, and the widening of its availability for scholars and the general public alike for the benefit of the School and UCD.

2. Organisation, Management and Governance

2.1 The School is a complex and diverse structure, which is supported by excellent administrative staff, Heads of Subject and committed officers (Teaching and Learning, Graduate Officer, Research and Innovation, and Student Support) as well as officers who very ably represent the School at college and higher University level (College Vice-Principal for Teaching and Learning and Deputy College Principal). Thanks to significant efforts by all members of the School and the leadership shown by the Head of School, the School budget is in credit.

2.2 While the Review Group recognises the challenges of addressing complexity within the School, they believe that there is a lack of clarity around the inter-relationships of the School's organisational and administrative sub-units, as well as around the process of decision-making and general lines of communications. The Review Group considers that there is significant scope to improve the sense of loyalty, collegiality or community among the staff of the School. Furthermore, it was clear that the quality of communications could be improved. There appears to be a high degree of dysfunctionality in at least two subject areas within the School that is impeding staff from confronting issues that are of vital importance to the School's future. The Review Group takes no position on the historical origins of these issues and assigns no blame. However, the Review Group is clear that the issues need to be addressed. While applauding the decision to have a training half-day in the near future on the proper conduct of School meetings, and while the Review Group believes that it could well be for the benefit of the School if all members sign up to a written code of conduct, such solutions would only be very preliminary steps on the road to creating a real sense of collegiality. The School must aim at creating an atmosphere where all members of staff feel free to express opinions and promote initiatives, harnessing the wisdom and experience of the senior members of the School with the enthusiasm and dynamism of its newer members. This is critical to the future development of the School and the disciplines cultivated by the School. Consequently the Group strongly recommends that the School engage external mediation services to improve the quality of communication, interaction and implementation of decisions within the unit, as well as the promoting of exchanges based on dignity and respect. There needs to be a clear enunciation of a shared common purpose in the best interests of all areas in the School and the creation of an atmosphere of increased collegiality.

Commendations:

2.3   In response to the proposed resource allocation model (RAM), the Head of School, with the support of all the academic staff, increased student numbers and brought the School budget into credit.

2.4   The School is very ably represented at the level of the College of Arts and Celtic Studies and at the higher levels of University management.

2.5   There is excellent administrative support for the School.

2.6   The School should be complimented on the work already carried out on the development of a School workload model.

Recommendations:

2.7   The Review Group strongly recommends that the School engage external mediation services to improve the quality of communication, interaction and implementation of decisions within the unit, as well as the promoting of exchanges based on dignity and respect.

2.8   The Review Group recommends that the School might benefit if all School staff members agree to a written code of conduct in the context of School meetings.

2.9   The Review Group recommends that the School addresses the system of rotation of the Head of School as a matter of urgency.

2.10   The Review Group recommends that the School undertake the development of a new strategic plan, taking cognisance of UCD's strategic plan.

2.11   The Review Group recommends that as a component of this strategic plan, the organisation of the School, its structures, relationships with the College and the inter-relationships of the various academic/administrative units and committees, is represented in a clear diagrammatic form. The Review Group believe that the creation of such an organisational chart (organogram) would prove helpful in the identification of those areas where there is lack of clarity in terms of communication and line management.

2.12   The Review Group recommends that the School begins the process of implementation of the workload model.

2.13   The Review Group recommends that the School define its relationship with the National Folklore Collection more clearly.

2.14   The Review Group recommends that the School Executive composition and functioning be reviewed to increase its effectiveness in terms of communications.

2.15   The Review Group recommends that the School create Teaching & Learning, Postgraduate and Research & Innovation committees under the Chair of relevant officers to enhance interdisciplinary collegiality and communication both within the School and between School and College.

3. Staff and Facilities

3.1   With funding of €2.5 million from the Dept of Arts, Heritage and the Gaeltacht for the period 2008-13, *Lárionad de Bhaldraithe do Léann na Gaeilge* has been developed as a centre of excellence for Irish language duties in national bodies, private and public, and the European Union, focusing on the linguistic training and up-skilling of Graduates in Irish in areas such as Journalism, Translation and Interpreting, Editing and Copy-editing, Administration, Translation and Law.   The Graduate programmes are underpinned by support for group teaching in undergraduate modules. This initiative has been a major success, but there is now an urgent need for clarification of the funding arrangements beyond 2013.

3.2   The Dialect Archive, *Cartlann na gCanúintí*, urgently requires careful professional curation, as some significant items were reported to be unaccounted for. It is of the utmost importance that a fully trained member of staff is provided for all archival holdings. Staff with the requisite language and archival skills could facilitate the further use, development and strategic planning for such facilities.   The full potential of such rich archives could be explored further in consultation with the staff, with *Comhairle Bhéaloideas Éireann* in the case of NFC, and with the responsible individuals in others. It would also be of great benefit if the intimate knowledge of the archivists was harnessed in this regard or that those currently in the best position to impart their knowledge were facilitated in doing so.

3.3   Overall the School and its staff have access to excellent facilities but need to take stock of them and seriously consider the crucial elements in both strategic and disciplinal terms.   It is acknowledged that the School has been hampered by the testing economic conditions and this inevitably leaves its mark upon the facilities within the School. Staff members are generally open to innovation in the provision of modules and the success of a first year stream in folklore was a hopeful sign.

3.4   In some cases, the teaching rooms (e.g. linguistics teaching room) and archives are unsuitable and in others, in need of renovation or updating. The absence of elements such as ambient temperature control in archives puts valuable material at grave risk. This situation is worrying and should be remedied as soon as possible. The School has an innovative language laboratory with excellent and dedicated staff but it is not serviced centrally and this impedes its functionality and takes up much time.

Commendations

3.5   The Review Group highly commends the degree to which individuals have maintained the archival holdings. The personal dedication, interest and time given by individuals in the upkeep

of personal and professional services in the case of the National Folklore Collection was obvious to the Review Group.

3.6   The Review Group commends staff generally for the excellent manner in which they continue to provide a full array of programmes and modules in the face of increased student numbers, large staff reductions and the recessionary financial situation of the University.

3.7   The Review Group commends the School for successfully managing to balance its budget in these difficult circumstances.

3.8   The Review Group commends the state of the art *Teanglann* and urges that the best possible use be made of it.

3.9   The positive experience of many of the students was noted, and this is in itself a positive reflection upon the teaching and learning experience within the School in general.

3.10   The Review Group commends on-going work to develop an attractive web page and increase the visibility of the School.

Recommendations

3.11   The funding arrangements (beyond 2013) for the *Lárionad de Bhaldraithe do Léann na Gaeilge*, should be clarified as a matter of urgency.

3.12   The Review Group recommends that the dialect archive or *Cartlann na gCanúintí* be curated and that appropriate professional care and maintenance of its holdings be arranged. These holdings appear to be at risk and there is a lot of concern in the School about their future.

3.13   The Review Group recommends that teaching rooms be fully supported and serviced. The *Teanglann* should be fully integrated within the remit of the central IT support services.

3.14   All archival collections of the School, including the National Folklore Collection, require proper curation including ambient temperature monitoring, and secure storage, to help them realise their full potential and encourage wider accessibility.

3.15   The Review Group recommends that appropriate arrangements for support should be put in place for non-academic staff members who have been over-extended by the demands of several units within the School.

3.16   The Review Group recommends that the School develop new signage internally to increase visibility and access within the Newman Building.

4. Teaching, Learning and Assessment

4.1   There are many examples of good practice in teaching and learning within the School and it is to be hoped that these are effectively shared across the School as a whole. There are clear examples of reflection on teaching, learning and assessment, with strides being made to improve delivery where possible. With respect to the teaching of Modern Irish, efforts have been made to introduce innovative teaching methods with the *Siollabus Nua*, but there is some reluctance to extending this to the second and third year. In the context of the *Siollabus Nua*, while there is an understandable scepticism about new methods and genuine concern about the possible detrimental effects of abandoning a grammar-driven approach, lecturing staff should consider whether they are confident the traditional approach is effective for the majority of students.

4.2   It is evident that serious consideration is being given, not just to how many students the School recruits, but to the nature of the education that they are receiving and the long-term benefit to the student and the disciplines. There is considerable evidence of divergent Teaching and Learning practice among the different units of the School, for example, in relation to attendance. However, this divergence may, in many cases, be justifiable in terms of differing demands and differing student cohorts.

Commendations

4.3   There is clear evidence of the commitment of staff to teaching and to the students

4.4   The one-day preparation for *Gaeltacht* course is an example of good practice, which could be adopted more widely outside UCD.

4.5   Teaching and assessment in the BA *Nua-Ghaeilge* in the target language is a central element of delivery here and is to be commended.

4.6   The School uses a rich and varied programme of assessment including group projects, portfolios and presentations.

4.7   There is ample evidence of reflection and debate on teaching practice, for example, on the dangers of over-assessment.

4.8   The explicit teaching of study skills in Celtic Civilization is an example of best practice that could be applied more widely.

4.9   The inclusion of a practical element in Folklore (guided fieldwork) is to be commended as it provides students with insights both into the practice of collection and the nature of existing collections.

4.10   The requirement that students on the BA *Nua-Ghaeilge* take a mixture of contemporary and historical modules will ensure that graduates of UCD have a broad-based knowledge of Gaelic literature and an appreciation of its diversity and historical importance and diversity.

4.11   The Review Group welcomes the adoption in first year of the national *Siollabas Nua* for the teaching of Irish at undergraduate level, and urges all staff members of *Nua-Ghaeilge* to engage with it in a positive manner.

4.12   The Review Group supports the decision to raise the entry requirements to the MA in *Nua-Ghaeilge* and the MA in *Scríobh agus Cumarsáid na Gaeilge* to a 2:1.

4.13   The Review Group commends the inclusion of an *ab initio* course in Irish to provide instruction in Irish for a wider cross-section of the student body.

Recommendations

4.14   The number of impending retirements within the School has grave implications for the future delivery of its programmes. Given the current economic climate and the embargo on posts within the third level sector, the School needs to engage in strategic planning to prepare for the future. Strategic planning entails thinking at School level and 'outside the box' of individual disciplines, and may entail interdiscplinary appointments to serve the best interests of the School. The School needs to understand that the University Management Team does not consider the uniqueness of its individual disciplines as a sufficient criteria for allocation of posts. Given this situation, the Review Group recommends, as stated earlier in this Report, that the School commence this strategic planning as soon as possible, prioritising its future needs while remembering that the case for future posts needs to be bolstered by an economic plan. The Review Group understands that there are support services available within the University to help the School in this process.

4.15   The employment of tutors throughout the School without any pedagogical training is a cause of concern. The Review Group recommends that the School seek the support of UCD Teaching and Learning to develop a Teaching Assistant module for its postgraduate students who are engaged in teaching. This will also allow the postgraduate students to gain some credit for their contribution.

4.16   There should be a reasonable limit on the number of teaching hours a full-time postgraduate student is allowed to undertake.

4.17   The lack of sustained language teaching across the BA *Nua-Ghaeilge* is of grave concern and the Review Group strongly recommends that the language be be taught in each semester of all years of the undergraduate programme. This is the norm in comparable university programmes. Staffing and timetabling issues need to be addressed accordingly and should not present significant difficulties. The additional modules need not be linked to a *Gaeltacht* course.

4.18   The shortness of the period spent in the *Gaeltacht* by students of Modern Irish is a matter of concern. While recognising the considerable additional cost requirements for both School and students, and that practice varies considerably across institutions, the Review Group recommends that the *Gaeltacht* experience be included in the programme from first year

onwards and that the School consider methods of introducing longer periods in the *Gaeltacht* into its Irish-language programmes.

4.19   While the Review Group recognises that 'Blackboard' is widely used in the School, the Review Group recommends that staff should discuss how it may be more effectively used so that it supports learning without adversely affecting attendance.

4.20   The Review Group recommends that the School maintain contact with its students during their time abroad on Erasmus programmes and that a substantial amount of work be set for language students to enable them to maintain and develop their Irish, for example, essays, translations and literary reviews.

4.21   The first-year programme in Irish should be reviewed with a view to making it as contemporary as possible in order to attract further students.

4.22   Since plagiarism is a problem across the third-level sector, the School needs to remain vigilant and proactive in addressing this issue.

5. Curriculum Development and Review

5.1   The School is working hard to come to terms with problems commonly experienced at third-level institutions: the need to recruit and retain students; problems of attendance and submission of work; a mismatch between what is taught in secondary schools and what is required at university; inadequate staffing levels and the need to conform to University systems and procedures. There are some excellent examples of flexibility and innovation and most modules are recruiting very well.

5.2   The School provides a wide range of modules in each of the disciplines involved. The Review Group commends the staff's engagement with module enhancement and the restructuring of its programmes to fit in with the Horizons model. Curriculum review is carried out at subject level and the Review Group views this as appropriate given the nature of the School, provided that there is sufficient strategic overview at School level. It is hard to avoid the impression that each of the disciplines functions as an autonomous unit within the School structure. Greater integration and collaboration would allow the School to harness the various synergies within the individual subject areas, in order to provide further interdisciplinary programmes, and thus strengthen the commitment to the School, while simultaneously providing a much richer education for the students.

5.3   The School has a particular responsibility as the largest provider of Irish-language and folklore teaching nationally and internationally, to ensure that the disciplines are well served for the future. Serious consideration needs to be given, therefore, to the manner and extent to which it can support the teaching of less widely taught curricula, particularly early language and Celtic Studies which are under threat in other universities. There is a clear commitment among staff to continue teaching difficult and sometimes unpopular topics, and the School should find structures to ensure that those subjects that are of vital national interest remain sustainable.

Commendations

5.4   The School has shown itself in many instances to be adaptable, innovative and flexible in its response to changing University systems and the wider socio-economic environment. It is noteworthy that many modules offered by the School are popular among international and elective students, as well as the School's own students.

5.5   The School offers a considerable variety of programmes, many unique on the island of Ireland.

5.6   The School is providing several innovative programmes, responding to needs of society and which recruit well, for example, the MA *i Scríobh agus Cumarsáid na Gaeilge.*

5.7   The MA in *Nua-Ghaeilge* has been restructured to offer both literary and linguistic strands in response to market needs and the necessity of preparing students for further research.

5.8   There is some evidence of developments and collaborations within the School, particularly in Celtic Civilization. The Review Group commends the innovative thinking associated with the introduction of the MA in Medieval Celtic Languages and Literatures, combining Early Irish and Welsh, and the planned interdisciplinary BA in Celtic Studies.

Recommendations

5.9   Given UCD's plans to exploit the American market, the Review Group recommends that the School engage in a serious manner with the MA in Irish Studies.

5.10   While outside pressures are probably primarily responsible for some fall in the last year in demand for the MA *i Scríobh agus Cumarsáid na Gaeilge*, the Review Group recommends that staff engage in a vigorous recruitment campaign to ensure it becomes sustainable, particularly in light of the uncertainty over its future funding.

5.11   More thought should be given to market research to ensure that the planned BA in Celtic Studies and the BA in Celtic Civilization do not compete with and undermine each other.

5.12   At least one School meeting at the beginning and end of each academic year should be given over to brainstorming and sharing views for future programmes.

5.13   While totally endorsing *Nua-Ghaeilge*'s commitment to teaching through Irish, the Review Group is aware of the tremendous possibilities offered to students of *Nua-Ghaeilge* if modules on Linguistics and Folklore were available to them. The Review Group recommends that the staff of *Nua-Ghaeilge* explore the possibility of formal co-operation with the other disciplines within the School, to provide an enhanced programme to their students. Could Linguistics and Folklore consider the provision of one module each through Irish, in order to enhance the provision in the BA in *Nua-Ghaeilge,* just as staff in *Nua-Ghaeilge,* offer some teaching in English for Celtic Civilization?

5.14   The School should examine the timetable to avoid clashes and so ensure that as many interdisciplinary pathways as possible are available from among its various offerings. The School should liaise with UCD Registry (Administrative Services), to explore an approach that would allow students to take both Irish Folklore and Linguistics, both currently in the same subject group and, as a result, frequently timetabled at the same time.

5.15   The School needs to pay close attention to the dangers attendant on a relatively free system under which students can choose modules. The SAR reports 'gaps and overlaps in the modular degrees' and the Review Group found evidence of students from elsewhere in the University taking modules at an inappropriately high level, leading to some 'dumbing down' in the delivery of those modules and frustration both for more qualified students and for staff. The Review Group recommends, therefore, that prerequisites be demanded for modules where students on the BA programmes have gained prior experience and knowledge at lower levels. The School should also address the issue of students in some disciplines being able to progress to Level 2, with as few as 10 credit points in the subject.

6. Research Activity

6.1   There is a diverse, eclectic and interesting range of research under way in the School, and in many areas its staff is undertaking world-class research. In some areas, the School is well established as a centre of international importance.

6.2   However, it is striking, judging by the evidence made available to the Review Group, how uneven the record in research is across individuals and subject areas. Some members of the School appear to be research inactive and the extent to which others are productive in research is very uneven. It is also notable that for some members of staff, there has been a reduction in research activity in recent years.

6.3   The reasons, at least in part, for this pattern became clearer in the course of the site-visit. One of the more concerning aspects of that visit was the lack of emphasis that the Review Group encountered in discussions with various individuals and groups on research and on the importance of a School-internal culture, which would encourage research productivity. With some notable exceptions, the conversations the Review Group had focused almost exclusively on matters of curriculum, matters of administration, and on issues of collegial interaction. Judging by what the Review Group was told in the various meetings, School and subject-area meetings are also more or less exclusively concerned with routine administrative matters.

6.4   The Review Group thinks it crucial, both in principle and in terms of the School's ability to make a case for the staff resources that it needs, that this be changed and that research be placed at the heart of the School's activities and culture.

6.5   It was not evident to the Review Group that a School research strategy is in place. It was noted that the differences among the units out of which the School was assembled, make it challenging to construct a single strategy that would be helpful for all. However, it should be possible to develop such strategies, either within subject areas or in those intellectual areas,

which naturally span different subject areas. And given that the School has within it reserves of expertise, in many of its central areas that are unparalleled anywhere in the world, there is an enormous opportunity here.

6.6   There are no doubt challenges to be met in making progress in this crucial area. One of these has to do with the methods of evaluation. If the staff members are to engage actively in research, there must be a system of evaluation in place by which the merits of that research can be fairly and accurately assessed. The methods currently in place in the University are appropriate for the large and well-funded sciences, but they do not seem to provide an accurate or fair way of assessing research merit for most of the disciplines represented in the School.

6.7   Another crucial issue in this area is that of research-leave. Occasional release from teaching and administration is surely necessary, especially for those engaged in larger and long-term projects. No evidence was provided that a School policy about who might be granted research leave and under what circumstances it might be granted, exists. The issue is obviously most difficult for the small subject-areas, where the need to provide modules with a small number of staff makes it difficult to consider research-leave requests. But even in the areas where this is not an issue, the Review Group found a lack of clarity and transparency on the question of what the School policy regarding research leave is, or if there is such a policy.

6.8   With regard to research funding, there are obvious difficulties to be faced, in that opportunities are limited in some disciplines represented in the School, as compared with others. This situation became worse with the significant reduction in funding provided by IRCHSS (the Irish Research Council for Humanities and Social Sciences). Furthermore, some of those most actively engaged in research and in external research funding applications reported bureaucratic issues with University offices supporting funding applications.

6.9   Despite these difficulties, there are real opportunities. There is funding available within the European Science Foundation for language-related research of many kinds and those working on Celtic languages in other EU countries have obtained this type of funding. There is also funding available currently for documentation efforts focused on threatened and endangered languages.

6.10   It was a striking fact when the Review Group met with the graduate students of the School as a body, that it was the first time that most of them had met each other. The students expressed concern about their lack of contact with their colleagues in other subject areas within the School and made some suggestions about how the situation could be improved, suggestions which the Review Group pass on and endorse.

Commendations

6.11   It was in the area of graduate student supervision that the Review Group made some of their most impressive and encouraging findings. The students the Review Group met with clearly felt well supported and that their work was valued and encouraged. They reported that they had very good and very regular access to their advisors and that they received the kind of mentoring that they needed. Seminars available in a number of subject areas were highly valued and the

Humanities Institute is also regarded as an extremely valuable resource. The Review Group commends the staff of the School for their dedication and good work in this area, and in this context the Review Group recommendations are intended principally to make a good situation better, rather than to 'fix something broken'.

Recommendations

6.12   The Review Group recommends that the new Head of School, when appointed, take it as an urgent priority to construct a research strategy – consulting widely, paying due attention to the diversity of research-cultures that the School embraces, but also actively seeking out possibilities for collaboration and synergy. This imperative is one aspect of the larger imperative to actively construct a sense of common identity and common purpose for the School, and such an exercise could perhaps contribute to the effort to construct such a shared sense. Such conversations might also serve to gradually ease some of the difficulties in interaction that currently challenge a number of the subject-areas within the School.

6.13   The Review Group recommends that all members of staff fully engage in the UCD Research Management System (RMS).

6.14   The Review Group recommends that matters of research should appear regularly and prominently as agenda items in staff meetings and in discussions between officers of the School (heads of subject and Head of School) and individual staff members and groups of staff members. This is particularly important in the case of probationary staff and new researchers.

6.15   The Review Group recommends that the Head of School initiate a series of regular meetings with staff members to discuss their research progress and to provide encouragement, support, and mentoring.

6.16   The Review Group recommends the creation of a School research committee chaired by the School Officer for Research and Innovation. This committee could coordinate a dedicated School research day or research seminar, in which staff could report to colleagues about the research they are engaged in, and get feedback and advice. Collaborative possibilities and synergies which are at present hidden from view, might well emerge from such an exercise, and the effort of explanation and outreach that would be required might improve the quality of professional interaction in the School and contribute to the forging of the kind of shared intellectual identity and purpose which is so lacking at present.

6.17   The Review Group recommends that the School actively propose a discipline-specific metric by which the research output in its areas can be fully and fairly assessed. This would presumably involve constructing a list of the principal peer-reviewed journals in the various areas, hopefully in collaboration with other bodies concerned with the same issue (such as the Royal Irish Academy and the Dublin Institute for Advanced Studies). It also needs to be remembered in the assessment, that since many of the School's disciplines are concerned with the Irish language and with Irish cultural production, many of the most selective and prestigious journals are necessarily going to be journals based in Ireland.

6.18   The Review Group recommends strongly that the problem regarding research-leave be remedied and that there be a policy which is known to all and which is transparent in its operation, in the way it is communicated to staff, and in how it is implemented.

6.19   The Review Group recommends that the School Officer for Research and Innovation be given the charge of: liaising with UCD Research; exploring what opportunities and resources for research funding that are available; making opportunities and resources known to staff; reminding potential applicants about approaching application deadlines; and, providing encouragement and support in a general way to those who are eager and able to make use of the opportunities that are available.

6.20   The Review Group recommends that opportunities be created for graduate students throughout the School to get together, discuss their research projects and learn from one another. Some such meetings could be largely social and informal. Others, however, might involve issues of professional development, which are common to all disciplines or are common to most or all of the disciplines represented in the School. Group mentoring and collaborative learning are among the most effective ways of passing on useful skills and expertise. Such meetings might then serve practical purposes at the same time as they formed one strand in the larger effort to create the needed sense of shared purpose within the School.

6.21   Graduate Students expressed some frustration that they and their research activity had no presence on the website of the School. Since the new website is about to go live, now would be an excellent time to rectify this situation. In the research-oriented departments and schools that the Review Group is familiar with, it is a universal practice to feature graduate students and graduate student research prominently on the website of the school or department. If the School were to do this, it would enhance the visibility of the students and also enhance the image of the School as a community in whose life research has a central place. The Review Group recommends that the School implement this suggestion from the students.

6.22   At a more practical level, although students expressed themselves in general as well satisfied with the kind of support that they receive within the School, they expressed some dissatisfaction with the absence of funding to help them travel to conferences, especially conferences outside Ireland, and even to those conferences at which they are presenting papers or posters. The Review Group recognises, of course, that the current financial situation means that it will be difficult to make progress in this area, however, the School has indicated that some funding is available for students to attend conferences and the Review Group recommends that the School communicate this more clearly to the students.

6.23   While it is laudable that staff across the School teach to their strengths, if more staff members undertook an undergraduate course every three-four years outside her/his specialist area, this could create a certain amount of useful flexibility within the School to deal with emergencies and also facilitate sabbatical leave.

7. Management of Quality and Enhancement

7.1   Issues relating to the management and enhancement of the quality of research and teaching are specifically addressed in the sections relating to these areas. The External Examiner reports provided for each component of the School were broadly positive and the School has fully engaged with UCD's Module Enhancement Programme. The large and diverse menu of modules offered by the School is a positive aspect but one which could also represent a threat in terms of quality of delivery.

Commendations

7.2   The Review Group commends the staff of the School as the students generally found them approachable and passionate about their subjects.

7.3   The Vice Principal for Teaching and Learning represents the School well at the level of the College and the University, which adds to the enhancement of teaching and learning.

7.4   Library resources are generally good and the School is well represented at the Library by the School Liaison Officer.

Recommendations

7.5   To ensure professional delivery and assessment of modules by occasional lecturers and tutors, the Review Group recommends that the Module Co-ordinator provide more formalised methods of training.

7.6   While each discipline within the School has its own particular needs, the Review Group recommends that a common marking policy be adopted across the School, including shared marking criteria and a common policy on double marking, in particular when occasional lecturers and tutors are involved.

7.7   The Review Group recommends the creation of a School Teaching & Learning Committee, chaired by the School Officer for T&L to facilitate review of curricula at Subject, interdisciplinary and School level.

7.8   The Review Group recommends that formal procedures for the involvement of external stakeholders in curriculum review and development should be developed.

7.9   The Review Group recommends that the School explore opportunities for use of multi-media technologies to enhance quality and student engagement, for example through Teaching & Learning resources and funding.

7.10   The Review Group recommends that the School continue to encourage recently appointed staff to have input into the curriculum review process.

8. Support Services

8.1   The School is supported by three administrative staff – two at subject level and one at School level. One member of administrative staff has been on a career break and has been replaced on an ad hoc basis by a number of administrators on short-term contracts. Unfortunately, this has resulted in a lack of familiarity with the University's online support systems.

8.2   The School Administrator also provides support for updating the current School website, which will become the responsibility of subject areas once the new website is finalised.

8.3   The School is engaging with all IT support services and systems at individual, subject area and school level and has representation on the College IT steering group. Training is available to academic and administrative staff on its various systems.   The School does not have any dedicated in-house Technical support for its IT support needs and accesses UCD IT support services for minor technical problems. School staff members have reported good support from IT helpdesk, but some delays in the response time to personal callouts for technical difficulties in classrooms.

8.4   The School acknowledges that its website does not reflect the progressive nature of its activities and is currently working towards its upgrading revision. The Review Group had an opportunity to see the work in progress and commends the School on this important initiative and encourages the School to complete the work on the content side as soon as possible. The IT support services in UCD have been working with the School in developing this, but are not in a position to develop a more elaborate site with full multilingual content representing all facets of the School. They have suggested that this may require going to the preferred supplier list.

8.5   There are good Library structures in place to support the School's activities. The School and the Library have both reported a very positive and effective relationship, with good liaison between the School and the Liaison Librarian on an ongoing basis, including participation in School meetings, and promoting the use of UCD Special Collections. The print book collections relevant to the School [Customs, Folklore 390-398.9; Language and Linguistics 400-499.992; Traditional Music 789.209415; Celtic and Irish Literature 891-891.62] are held in the James Joyce Library. The data presented by UCD Library during the review demonstrated there has been over a 50% decline in borrowing from all the collections in 2010/2011, compared to the overall borrowings over the life of the collections, as well as a slight drop in the number of interlibrary loans. The Library supported the School by providing group study room space for students taking part in the UCD Pilot Writing Support Clinics, and there has been a doubling of use of the James Joyce Library's group study rooms by students from the School between 2008/09 and 2010/11. There has been a trebling of Laptop loans by students from the School over the same time period. The UCD Librarian reported at the Review Group meeting that these patterns reflect international trends in library usage.

8.6   The School is supported by the College Finance Manager who met with the Review Group. The School's engagement with the PMDS system has resulted in some new training opportunities for individuals and the staff as a whole; the Head of School advised the Review Group that a half

day course in Meeting Facilitation for all staff has been arranged with UCD Human Resources (Training and Development).

8.7 Undergraduate students were familiar with the procedures for extenuating circumstances. The School does not currently operate a Staff Student committee as required by University Statute 6. The supports provided to students beyond the level of the School were not evident during the review process but were reported as positive in the SAR.

Commendations

8.8 The School administrative staff are commended by the Review Group for their collegiality and excellent support provided to the staff and students, the subject areas, the website and the National Folklore Collection.

8.9 The School is commended on its state-of-the-art language laboratory *An Teanglann*, a valuable resource, which is used to maximum capacity for teaching Modern Irish.

8.10 The Review Group had an opportunity to see the work in progress on the School website and commends the School on this important initiative and encourages them to complete the work on the content side as soon as possible.

8.11 There are good Library structures in place to support the School's activities and the School has a good relationship with the Liaison Librarian.

8.12 None of the subscriptions to journals ranked by the School in the recent review of resources were stopped and overall, most of the journals the School accesses have not been affected by cuts.

8.13 The School reports good support from the College HR partner and is engaging with the PMDS system.

8.14 The undergraduate and postgraduate students reported receiving good support from both the academic and administrative staff in the School throughout their studies.

Recommendations

8.15 There is a high reliance on IT support for laptops and the language software in the *Teanglann*, which is currently provided by a separate contract with an external vendor. It is recommended that the School explore options with UCD IT Services for the provision of dedicated IT support for its teaching space.

8.16 It is recommended that the School finalises the multilingual content of the website as a priority.

8.17 The Review Group recommends that the School creates, as a matter of urgency, a staff-student committee, as this is required by University statute 6 and supported by the undergraduate student body.

9. External Relations

9.1   The School, with its range of interlinked constituent disciplines, the National Folklore Collection and the Dialect archives, is well positioned to be the national and international University leader in its fields. However, from reading the SAR and during the Review Group meetings, it was not evident that the School has this shared vision of itself in this regard. The lack of a coherent approach to the promotion of external relations and internationalisation within the School was evident during the review process.

9.2   The School is participating in UCD Junior Year Abroad and UCD Study Abroad Programmes, including the new Study Abroad Humanities programme, and is in a strong position to capitalise on the international appeal of its distinctly Irish and Celtic subject areas to appeal to current and future international students. The School has already attracted a number of international students in Linguistics and Irish Folklore and several international interns (National Folklore Collection). It was not evident during the review process that the attraction of international students was a strategic priority for the School.

Commendations

9.3   The School is commended on its positive relationships with several units within UCD, particularly in other related disciplines, History, Archaeology, English, Modern Languages, Literature, as well as wider areas such as Linguistics and Cognitive Science.

9.4   New opportunities were identified, for example, in offering Breton to French but were hindered by barriers related to FTEs.

9.5   The School is commended on its range of strong links with the wider community and external agencies in all subject areas particularly at national level in Modern Irish, Celtic Studies and Irish Folklore where a good relationship with the contemporary Irish scene was reported during the RG meeting with External Stakeholders. Activities include public lectures, membership of editorial boards, state agencies, translation services in Dáil, Law courts, Brussels, consultancy and advisory boards.

9.6   All subject areas within the School are commended on their academic collaborative links with other Irish institutions, and many international universities through external examination, visiting professorships, and international conference organisation, with Linguistics being particularly strong in international research collaboration. Notable recent international funding includes a member of staff on an Ireland-Canada University Foundation Visiting Professor and a current postgraduate being awarded a Fullbright Scholarship.

9.7   The School is commended on the number of Erasmus programmes in Celtic Studies, Irish Folklore and Linguistics which were positively endorsed by students.

9.8   The School has a very positive and mutually beneficial relationship with UCD *Bord na Gaeilge*. It is represented on the board of UCD *Bord na Gaeilge* by the Head of School. Furthermore, the academic module, '*Scileanna Cumarsáide',* specifically designed for students of the UCD *Bord na Gaeilge* residence scheme is offered in association with the School and the company *Gaelchultúr Teoranta*. This module, coordinated by a School staff member has been praised as innovative by the University Registrar who believes that it offers a template for other modules across the University.

Recommendations

9.9   The use of Irish as the working language of Modern Irish was identified by the subject academic team as a possible barrier to attracting students external to the School. It is recommended that the School explore strategies to widen access to Modern Irish, for example, by developing a Modern Irish and Linguistics module.

9.10   It is recommended that the School work to overcome barriers in timetabling, language and FTEs to develop new intra and interschool collaborations.

9.11   Students in some disciplines were not aware of Erasmus opportunities and it is recommended that these opportunities be more actively promoted within the student body to increase student uptake.

9.12   It is recommended that a member of staff take responsibility for consolidating internationalisation initiatives across all the School's subject areas to further maximise these opportunities, and to develop linkages with support services within the University, i.e. UCD International.

9.13   It is also recommended that market research be undertaken to identify opportunities for maximising internationalisation within current offerings.

9.14   Participation in UCD Summer School would be a good opportunity for further developing external relations with prospective students.

9.15   It is recommended that the School prioritise the completion of the website as a priority for maximising external relations with all stakeholders.

10. Summary of Commendations and Recommendations

10.1   The School is a large, complex and diverse structure, which in supported by excellent administrative staff and committed officers. The School has a great history and great potential with evidence of world class research and unique resources such as the National Folklore Collection and dialects archive. The School is clearly committed to its teaching and to its impressive cohort of students, and the Review Group commend staff for the manner in which they continue to provide a full array of programmes and modules in the face of increased student numbers, large staff reductions and the recessionary financial situation of the

University. Thanks to significant efforts by all members of the School and the leadership shown by the Head of School, the School budget is in credit and the Review Group commends the School for successfully striving to balance its budget in very difficult economic circumstances.

10.2   There is a high degree of dysfunctionality within the School which is impeding staff from confronting issues of huge importance to the future of areas within the School. The Review Group recommends strongly that the School engages external mediation services to improve the quality of communication, interaction and implementation of decisions within the unit as well as promoting open exchanges on dignity and respect. There needs to be a clear enunciation of a shared common purpose in the best interest of all areas of the School and the creation of an atmosphere of increased collegiality. Issues to be faced include retirement, student recruitment and the impending funding gap from the MA *Scríobh agus Cumarsáid/Lárionad de Bhaldraithe do Léann na Gaeilge*. Furthermore, transparency is needed in the organisation of the School and the decision-making process to promote participation, ownership and implementation.

10.3   All the Review Group recommendations need to be viewed within the context of the 16% reduction in core academic staff across UCD, an accompanying increase in student numbers and the fact the institution is in deficit. Officers of the University have made it clear, that the University is in the unfortunate position that the uniqueness of the School is not a criterion for argument for allocation of new resources.

10.4   The School needs to engage in strategic planning to prepare for the challenges of the future. The case for future posts needs to be underpinned by a plan which demonstrates an economic case for those posts. The School must prioritise its needs, and think outside the context of individual disciplines in order to serve the best interests of the School as a whole. This may entail consideration of cross-disciplinary posts. The School should be proactive in accessing support structures within the College and beyond to enable it to tackle these challenges, for example in the realm of international recruitment. All archival collections require proper curation and wider accessibility to realise their potential.

10.4   The School requires a real strategy to support teaching and learning and research. In light of these challenges, the appointment of the next Head of School is crucial and should be conducted in as open, transparent and inclusive way as possible. The success of future School strategy will be contingent on achieving a sense of unity and purpose.

A. National Folklore Collection

10.5   Although the National Folklore Collection was not formally included in this review, the Review Group wishes to make the following points:

Commendations:

A.1   In the National Folklore Collection (NFC), the Dialect and Folk Music archives, the School hosts several nationally significant archival holdings and one world class facility. These are held in separate locations in less than ideal conditions in some cases and with limited professional

staffing. As a result of this, the opening times of the National Folklore Archive are extremely limited. In spite of this and through much professional and personal dedication, the Director and staff of the NFC have continued to provide an excellent service.

A.2   The National Folklore Collection is considered one of the greatest resources of the country by students, academics, external stakeholders and the wider community, but its limited access and low visibility location within the School and UCD renders it not widely known to the wider staff and student body in the University, nor society at large. A huge opportunity for maximising external relations at national and international level is being missed.

Recommendations:

A.3   The National Folklore Collection is an irreplaceable national resource over which the University has been given stewardship. The Review Group recommends that a process of careful and sensitive planning with regards to the NFC be initiated, including: the NFC's relationship with the School, the University and, if appropriate, external bodies. This planning process should also take cognizance of key operational issues e.g. governance, funding, staffing and physical infrastructure.

A.4   The Review Group recommends that this process should begin at an institutional level working closely with staff and crucially, stakeholders. As part of this larger effort, the University could assist the NFC in identifying funding for the transcription and digitisation of the collections.

A.5   The Review Group recommends that consideration be given to making the NFC more readily accessible, perhaps extending the opening hours and/or facilitating greater access to stakeholders from outside the School.

A.6   It is recommended that the National Folklore collection receive appropriate investment and support to provide the required staffing and digital archiving of materials to enable the raising of its international profile, and the widening of its availability for scholars and the general public alike for the benefit of the School and UCD.

B. Organisation, Management and Governance

Commendations:

B.1   In response to the proposed resource allocation model (RAM), the Head of School, with the support of all the academic staff, significantly increased student numbers and brought the School budget into credit.

B.2   The School is very ably represented at the level of the College of Arts and Celtic Studies and at the higher levels of University management.

B.3   There is excellent administrative support for the School.

B.4   The School should be complimented on the work already carried out on the development of a School workload model.

Recommendations:

B.5   The Review Group strongly recommends that the School engage external mediation services to improve the quality of communication, interaction and implementation of decisions within the unit, as well as the promoting of exchanges based on dignity and respect.

B.6   The Review Group recommends that the School might benefit if all School staff members agree to a written code of conduct in the context of School meetings.

B.7   The Review Group recommends that the School addresses the system of rotation of the Head of School as a matter of urgency.

B.8   The Review Group recommends that the School undertake the development of a new strategic plan, taking cognisance of UCD's strategic plan.

B.9   The Review Group recommends that as a component of this strategic plan, the organisation of the School, its structures, relationships with the College and the inter-relationships of the various academic/administrative units and committees, is represented in a clear diagrammatic form. The Review Group believe that the creation of such an organisational chart (organogram) would prove helpful in the identification of those areas where there is lack of clarity in terms of communication and line management.

B.10   The Review Group recommends that the School begins the process of implementation of the workload model.

B.11   The Review Group recommends that the School define its relationship with the National Folklore Collection more clearly.

B.12   The Review Group recommends that the School Executive composition and functioning be reviewed to increase its effectiveness in terms of communications.

B.13   The Review Group recommends that the School create Teaching & Learning, Postgraduate and Research & Innovation committees under the Chair of relevant officers to enhance interdisciplinary collegiality and communication both within the School and between School and College.

C. Staff and Facilities

Commendations

C.1   The Review Group commends the School for successfully managing to balance its budget in these difficult circumstances.

C.2   The Review Group commends the state of the art *Teanglann* and urges that the best possible use be made of it.

C.3   The positive experience of many of the students was noted, and this is in itself a positive reflection upon the teaching and learning experience within the School in general.

C.4   The Review Group commends on-going work to develop an attractive web page and increase the visibility of the School.

Recommendations

C.5   The funding arrangements (beyond 2013) for the *Lárionad de Bhaldraithe do Léann na Gaeilge*, should be clarified as a matter of urgency.

C.6   The Review Group recommends that the dialect archive or *Cartlann na gCanúintí* be curated and that appropriate professional care and maintenance of its holdings be arranged. These holdings appear to be at risk and there is a lot of concern in the School about their future.

C.7   The Review Group recommends that teaching rooms be fully supported and serviced. The *Teanglann* should be fully integrated within the remit of the central IT support services.

C.8   All archival collections of the School, including the National Folklore Collection, require proper curation including ambient temperature monitoring, and secure storage, to help them realise their full potential and encourage wider accessibility.

C.9   The Review Group recommends that appropriate arrangements for support should be put in place for non-academic staff members who have been over-extended by the demands of several units within the School.

C.10   The Review Group recommends that the School develop new signage internally to increase visibility and access within the Newman Building.

D. Teaching, Learning and Assessment

Commendations

D.1   There is clear evidence of the commitment of staff to teaching and to the students

D.2   The one-day preparation for *Gaeltacht* course is an example of good practice, which could be adopted more widely outside UCD.

D.3   Teaching and assessment in the BA *Nua-Ghaeilge* in the target language is a central element of delivery here and is to be commended.

D.4   The School uses a rich and varied programme of assessment including group projects, portfolios and presentations.

D.5   There is ample evidence of reflection and debate on teaching practice, for example, on the dangers of over-assessment.

D.6   The explicit teaching of study skills in Celtic Civilization is an example of best practice that could be applied more widely.

D.7   The inclusion of a practical element in Folklore (guided fieldwork) is to be commended as it provides students with insights both into the practice of collection and the nature of existing collections.

D.8   The requirement that students on the BA *Nua-Ghaeilge* take a mixture of contemporary and historical modules will ensure that graduates of UCD have a broad-based knowledge of Gaelic literature and an appreciation of its diversity and historical importance and diversity.

D.9   The Review Group welcomes the adoption in first year of the national *Siollabas Nua* for the teaching of Irish at undergraduate level, and urges all staff members of *Nua-Ghaeilge* to engage with it in a positive manner.

D.10   The Review Group supports the decision to raise the entry requirements to the MA in *Nua-Ghaeilge* and the MA in *Scríobh agus Cumarsáid na Gaeilge* to a 2:1.

D.11   The Review Group commends the inclusion of an *ab initio* course in Irish to provide instruction in Irish for a wider cross-section of the student body.

Recommendations

D.12   The number of impending retirements within the School has grave implications for the future delivery of its programmes. Given the current economic climate and the embargo on posts within the third level sector, the School needs to engage in strategic planning to prepare for the future. Strategic planning entails thinking at School level and 'outside the box' of individual disciplines, and may entail interdiscplinary appointments to serve the best interests of the School. The School needs to understand that the University Management Team does not consider the uniqueness of its individual disciplines as a sufficient criteria for allocation of posts. Given this situation, the Review Group recommends, as stated earlier in this Report, that the School commence this strategic planning as soon as possible, prioritising its future needs while remembering that the case for future posts needs to be bolstered by an economic plan. The Review Group understands that there are support services available within the University to help the School in this process.

D.13   The employment of tutors throughout the School without any pedagogical training is a cause of concern. The Review Group recommends that the School seek the support of UCD Teaching and Learning to develop a Teaching Assistant module for its postgraduate students who are engaged in teaching. This will also allow the postgraduate students to gain some credit for their contribution.

D.14   There should be a reasonable limit on the number of teaching hours a full-time postgraduate student is allowed to undertake.

D.15   The lack of sustained language teaching across the BA *Nua-Ghaeilge* is of grave concern and the Review Group strongly recommends that the language be be taught in each semester of all years of the undergraduate programme. This is the norm in comparable university programmes. Staffing and timetabling issues need to be addressed accordingly and should not present significant difficulties. The additional modules need not be linked to a *Gaeltacht* course.

D.16   The shortness of the period spent in the *Gaeltacht* by students of Modern Irish is a matter of concern. While recognising the considerable additional cost requirements for both School and students, and that practice varies considerably across institutions, the Review Group recommends that the *Gaeltacht* experience be included in the programme from first year onwards and that the School consider methods of introducing longer periods in the *Gaeltacht* into its Irish-language programmes.

D.17   While the Review Group recognises that 'Blackboard' is widely used in the School, the Review Group recommends that staff should discuss how it may be more effectively used so that it supports learning without adversely affecting attendance.

D.18   The Review Group recommends that the School maintain contact with its students during their time abroad on Erasmus programmes and that a substantial amount of work be set for language students to enable them to maintain and develop their Irish, for example, essays, translations and literary reviews.

D.19   The first-year programme in Irish should be reviewed with a view to making it as contemporary as possible in order to attract further students.

D.20   Since plagiarism is a problem across the third-level sector, the School needs to remain vigilant and proactive in addressing this issue.

E. Curriculum Development and Review

Commendations

E.1   The School has shown itself in many instances to be adaptable, innovative and flexible in its response to changing University systems and the wider socio-economic environment. It is noteworthy that many modules offered by the School are popular among international and elective students, as well as the School's own students.

E.2   The School offers a considerable variety of programmes, many unique on the island of Ireland.

E.3   The School is providing several innovative programmes, responding to needs of society and which recruit well, for example, the MA *i Scríobh agus Cumarsáid na Gaeilge.*

E.4   The MA in *Nua-Ghaeilge* has been restructured to offer both literary and linguistic strands in response to market needs and the necessity of preparing students for further research.

E.5   There is some evidence of developments and collaborations within the School, particularly in Celtic Civilization. The Review Group commends the innovative thinking associated with the introduction of the MA in Medieval Celtic Languages and Literatures, combining Early Irish and Welsh, and the planned interdisciplinary BA in Celtic Studies.

Recommendations

E.6   Given UCD's plans to exploit the American market, the Review Group recommends that the School engage in a serious manner with the MA in Irish Studies.

E.7   While outside pressures are probably primarily responsible for some fall in the last year in demand for the MA *i Scríobh agus Cumarsáid na Gaeilge*, the Review Group recommends that staff engage in a vigorous recruitment campaign to ensure it becomes sustainable, particularly in light of the uncertainty over its future funding.

E.8   More thought should be given to market research to ensure that the planned BA in Celtic Studies and the BA in Celtic Civilization do not compete with and undermine each other.

E.9   At least one School meeting at the beginning and end of each academic year should be given over to brainstorming and sharing views for future programmes.

E.10   While totally endorsing *Nua-Ghaeilge*'s commitment to teaching through Irish, the Review Group is aware of the tremendous possibilities offered to students of *Nua-Ghaeilge* if modules on Linguistics and Folklore were available to them. The Review Group recommends that the staff of *Nua-Ghaeilge* explore the possibility of formal co-operation with the other disciplines within the School, to provide an enhanced programme to their students. Could Linguistics and Folklore consider the provision of one module each through Irish, in order to enhance the provision in the BA in *Nua-Ghaeilge,* just as staff in *Nua-Ghaeilge,* offer some teaching in English for Celtic Civilization?

E.11   The School should examine the timetable to avoid clashes and so ensure that as many interdisciplinary pathways as possible are available from among its various offerings. The School should liaise with UCD Registry (Administrative Services), to explore an approach that would allow students to take both Irish Folklore and Linguistics, both currently in the same subject group and, as a result, frequently timetabled at the same time.

E.12   The School needs to pay close attention to the dangers attendant on a relatively free system under which students can choose modules. The SAR reports 'gaps and overlaps in the modular degrees' and the Review Group found evidence of students from elsewhere in the University taking modules at an inappropriately high level, leading to some 'dumbing down' in the delivery of those modules and frustration both for more qualified students and for staff. The Review Group recommends, therefore, that prerequisites be demanded for modules where students on the BA programmes have gained prior experience and knowledge at lower levels. The School

should also address the issue of students in some disciplines being able to progress to Level 2, with as few as 10 credit points in the subject.

F. Research Activity

Commendations

F.1　It was in the area of graduate student supervision that the Review Group made some of their most impressive and encouraging findings. The students the Review Group met with clearly felt well supported and that their work was valued and encouraged. They reported that they had very good and very regular access to their advisors and that they received the kind of mentoring that they needed. Seminars available in a number of subject areas were highly valued and the Humanities Institute is also regarded as an extremely valuable resource. The Review Group commends the staff of the School for their dedication and good work in this area, and in this context the Review Group recommendations are intended principally to make a good situation better, rather than to 'fix something broken'.

Recommendations

F.2　The Review Group recommends that the new Head of School, when appointed, take it as an urgent priority to construct a research strategy – consulting widely, paying due attention to the diversity of research-cultures that the School embraces, but also actively seeking out possibilities for collaboration and synergy. This imperative is one aspect of the larger imperative to actively construct a sense of common identity and common purpose for the School, and such an exercise could perhaps contribute to the effort to construct such a shared sense. Such conversations might also serve to gradually ease some of the difficulties in interaction that currently challenge a number of the subject-areas within the School.

F.3　The Review Group recommends that all members of staff fully engage in the UCD Research Management System (RMS).

F.4　The Review Group recommends that matters of research should appear regularly and prominently as agenda items in staff meetings and in discussions between officers of the School (heads of subject and Head of School) and individual staff members and groups of staff members. This is particularly important in the case of probationary staff and new researchers.

F.5　The Review Group recommends that the Head of School initiate a series of regular meetings with staff members to discuss their research progress and to provide encouragement, support, and mentoring.

F.6　The Review Group recommends the creation of a School research committee chaired by the School Officer for Research and Innovation. This committee could coordinate a dedicated School research day or research seminar, in which staff could report to colleagues about the research they are engaged in, and get feedback and advice. Collaborative possibilities and synergies which are at present hidden from view, might well emerge from such an exercise, and the effort of explanation and outreach that would be required might improve the quality of

professional interaction in the School and contribute to the forging of the kind of shared intellectual identity and purpose which is so lacking at present.

F.7   The Review Group recommends that the School actively propose a discipline-specific metric by which the research output in its areas can be fully and fairly assessed. This would presumably involve constructing a list of the principal peer-reviewed journals in the various areas, hopefully in collaboration with other bodies concerned with the same issue (such as the Royal Irish Academy and the Dublin Institute for Advanced Studies). It also needs to be remembered in the assessment, that since many of the School's disciplines are concerned with the Irish language and with Irish cultural production, many of the most selective and prestigious journals are necessarily going to be journals based in Ireland.

F.8   The Review Group recommends strongly that the problem regarding research-leave be remedied and that there be a policy which is known to all and which is transparent in its operation, in the way it is communicated to staff, and in how it is implemented.

F.9   The Review Group recommends that the School Officer for Research and Innovation be given the charge of: liaising with UCD Research; exploring what opportunities and resources for research funding that are available; making opportunities and resources known to staff; reminding potential applicants about approaching application deadlines; and, providing encouragement and support in a general way to those who are eager and able to make use of the opportunities that are available.

F.10   The Review Group recommends that opportunities be created for graduate students throughout the School to get together, discuss their research projects and learn from one another. Some such meetings could be largely social and informal. Others, however, might involve issues of professional development, which are common to all disciplines or are common to most or all of the disciplines represented in the School. Group mentoring and collaborative learning are among the most effective ways of passing on useful skills and expertise. Such meetings might then serve practical purposes at the same time as they formed one strand in the larger effort to create the needed sense of shared purpose within the School.

F.11   Graduate Students expressed some frustration that they and their research activity had no presence on the website of the School. Since the new website is about to go live, now would be an excellent time to rectify this situation. In the research-oriented departments and schools that the Review Group is familiar with, it is a universal practice to feature graduate students and graduate student research prominently on the website of the school or department. If the School were to do this, it would enhance the visibility of the students and also enhance the image of the School as a community in whose life research has a central place. The Review Group recommends that the School implement this suggestion from the students.

F.12   At a more practical level, although students expressed themselves in general as well satisfied with the kind of support that they receive within the School, they expressed some dissatisfaction with the absence of funding to help them travel to conferences, especially conferences outside Ireland, and even to those conferences at which they are presenting papers or posters. The Review Group recognises, of course, that the current financial situation means

that it will be difficult to make progress in this area, however, the School has indicated that some funding is available for students to attend conferences and the Review Group recommends that the School communicate this more clearly to the students.

F.13   While it is laudable that staff across the School teach to their strengths, if more staff members undertook an undergraduate course every three-four years outside her/his specialist area, this could create a certain amount of useful flexibility within the School to deal with emergencies and also facilitate sabbatical leave.

G. Management of Quality and Enhancement

Commendations

G.1   The Review Group commends the staff of the School as the students generally found them approachable and passionate about their subjects.

G.2   The Vice Principal for Teaching and Learning represents the School well at the level of the College and the University, which adds to the enhancement of teaching and learning.

G.3   Library resources are generally excellent and the School is well represented at the Library by the School Liaison Officer.

Recommendations

G.4   To ensure professional delivery and assessment of modules by occasional lecturers and tutors, the Review Group recommends that the Module Co-ordinator provide more formalised methods of training.

G.5   While each discipline within the School has its own particular needs, the Review Group recommends that a common marking policy be adopted across the School, including shared marking criteria and a common policy on double marking, in particular when occasional lecturers and tutors are involved.

G.6   The Review Group recommends the creation of a School Teaching & Learning Committee, chaired by the School Officer for T&L to facilitate review of curricula at Subject, interdisciplinary and School level.

G.7   The Review Group recommends that formal procedures for the involvement of external stakeholders in curriculum review and development should be developed.

G.8   The Review Group recommends that the School explore opportunities for use of multi-media technologies to enhance quality and student engagement, for example through Teaching & Learning resources and funding.

G.9   The Review Group recommends that the School continue to encourage recently appointed staff to have an input into the curriculum review process.

H. Support Services

<u>Commendations</u>

H.1   The School administrative staff are commended by the Review Group for their collegiality and excellent support provided to the staff and students, the subject areas, the website and the National Folklore Collection.

H.2   The School is commended on its state-of-the-art language laboratory *An Teanglann*, a valuable resource, which is used to maximum capacity for teaching Modern Irish.

H.3   The Review Group had an opportunity to see the work in progress on the School website and commends the School on this important initiative and encourages them to complete the work on the content side as soon as possible.

H.4   There are good Library structures in place to support the School's activities and the School has a good relationship with the Liaison Librarian.

H.5   None of the subscriptions to journals ranked by the School in the recent review of resources were stopped and overall, most of the journals the School accesses have not been affected by cuts.

H.6   The School reports good support from the College HR partner and is engaging with the PMDS system.

H.7   The undergraduate and postgraduate students reported receiving good support from both the academic and administrative staff in the School throughout their studies.

<u>Recommendations</u>

H.8   There is a high reliance on IT support for laptops and the language software in the *Teanglann*, which is currently provided by a separate contract with an external vendor. It is recommended that the School explore options with UCD IT Services for the provision of dedicated IT support for its teaching space.

H.9   It is recommended that the School finalises the multilingual content of the website as a priority.

H.10   The Review Group recommends that the School creates, as a matter of urgency, a staff-student committee, as this is required by University statute 6 and supported by the undergraduate student body.

I. External Relations

I.1   The School is commended on its positive relationships with several units within UCD, particularly in other related disciplines, History, Archaeology, English, Modern Languages, Literature, as well as wider areas such as Linguistics and Cognitive Science.

I.2   New opportunities were identified, for example, in offering Breton to French but were hindered by barriers related to FTEs.

I.3   The School is commended on its range of strong links with the wider community and external agencies in all subject areas particularly at national level in Modern Irish, Celtic Studies and Irish Folklore where a good relationship with the contemporary Irish scene was reported during the RG meeting with External Stakeholders. Activities include public lectures, membership of editorial boards, state agencies, translation services in Dáil, Law courts, Brussels, consultancy and advisory boards.

I.4   All subject areas within the School are commended on their academic collaborative links with other Irish institutions, and many international universities through external examination, visiting professorships, and international conference organisation, with Linguistics being particularly strong in international research collaboration. Notable recent international funding includes a member of staff on an Ireland-Canada University Foundation Visiting Professor and a current postgraduate being awarded a Fullbright Scholarship.

I.5   The School is commended on the number of Erasmus programmes in Celtic Studies, Irish Folklore and Linguistics which were positively endorsed by students.

I.6   The School has a very positive and mutually beneficial relationship with UCD *Bord na Gaeilge*. It is represented on the board of UCD *Bord na Gaeilge* by the Head of School. Furthermore, the academic module, '*Scileanna Cumarsáide',* specifically designed for students of the UCD *Bord na Gaeilge* residence scheme is offered in association with the School and the company *Gaelchultúr Teoranta*. This module, coordinated by a School staff member has been praised as innovative by the University Registrar who believes that it offers a template for other modules across the University.

I.7   The use of Irish as the working language of Modern Irish was identified by the subject academic team as a possible barrier to attracting students external to the School. It is recommended that the School explore strategies to widen access to Modern Irish, for example, by developing a Modern Irish and Linguistics module.

I.8   It is recommended that the School work to overcome barriers in timetabling, language and FTEs to develop new intra and interschool collaborations.

I.9   Students in some disciplines were not aware of Erasmus opportunities and it is recommended that these opportunities be more actively promoted within the student body to increase student uptake.

I.10   It is recommended that a member of staff take responsibility for consolidating internationalisation initiatives across all the School's subject areas to further maximise these opportunities, and to develop linkages with support services within the University, i.e. UCD International.

I.11   It is also recommended that market research be undertaken to identify opportunities for maximising internationalisation within current offerings.

I.13   Participation in UCD Summer School would be a good opportunity for further developing external relations with prospective students.

I.14   It is recommended that the School prioritise the completion of the website as a priority for maximising external relations with all stakeholders.

APPENDIX 1

UCD School of Irish, Folklore, Celtic Studies and Linguistics Response to the Review Group Report

Is mór le Scoil na Gaeilge, an Léinn Cheiltigh, Bhéaloideas Éireann agus na Teangeolaíochta an dua a chaith an Grúpa Athbhreithnithe le mionscrúdú ar imeachtaí na scoile, agus as an gcúram a rinneadar de gach ábhar dá cuid. I dteannta leis an tuarascáil féininiúchta, bunófar pleanáil acadúil agus straitéiseach na scoile ar mholtaí na tuarascála. Féachfar le buanna aitheanta na scoile a fhorbairt agus na laigí a leigheas trí phleanáil chúramach sa tréimhse dhúshlánach eacnamaíochta atá roimpi amach.

The School of Irish, Celtic Studies, Irish Folklore and Linguistics thanks the Review group for their detailed examination of the workings of the school, and for their attention to each individual subject area. Future academic and strategic planning will be based on the Group's recommendations, in conjunction with the Self-assessment Report. It is intended to build on the recognised strengths of the School and to address the weaknesses through careful planning in the challenging economic period ahead.

Schedule for Quality Review Site Visit to UCD School of Irish, Folklore, Celtic Studies and Linguistics

20-23 March 2012

Pre-Visit Briefing Prior to Site Visit: Tuesday, 20 March 2012

17.15-18.45	RG meet at hotel to review preliminary issues and to confirm work schedule and assignment of tasks for the following two days (RG and UCD Quality Office only)
19.30	Dinner hosted for the RG by UCD Registrar and Deputy President (RG, UCD Deputy President and UCD Quality Office only)

Day 1: Wednesday, 21 March 2012
Venue: A102 Newman (baseroom)

08.30-09.15	Private meeting of Review Group (RG)
09.15–10.00	RG meet with **College Principal**
10.00-10.15	Break
10.15-11.00	RG meet with **Members of the School Executive Committee**
11.00-11.15	Tea/coffee break
11.15-12.00	RG meet with **SAR Coordinating Committee**
12.00-12.30	Break – RG review key observations and prepare for lunch time meeting
12.30-13.30	Working lunch (buffet) **– meeting with employers and other external stakeholder**
13.30-13.45	RG review key observations
13.45-14.45	RG meet with **representative group of staff** concerned specifically with **Teaching and Learning, and Curriculum issues** (and other staff members nominated by the HoS)

14.45-15.00   RG tea/coffee break

15.00-15.30   **RG meet with** support staff representatives **(e.g. administrative/technical etc)**

15.30-15.45   Break

15.45-16.30   RG meet representatives from **Nua-Ghaeilge** – Parallel Meeting 1, Group 1 **(Venue: A102 Newman)**
                (RG Group 1: Professor Michael Doherty, Professor Mícheál Mac Craith, Professor Gregory Toner)

15.45-16.30   RG meet representatives from **Linguistics** - – Parallel Meeting 1, Group 2 **(Venue: An Cartlann, C215 Newman)**
                (RG Group 2: Dr Deirdre Hurley-Osing, Professor Jim McCloskey, Professor Stiofán Ó Cadhla)

16.30-16.45   Break

16.45-17.15   **Tour of facilities including:**
                (Second floor Newman Building)
                A207 Irish Folk Music Collection
                B205-B207 An Teanglann
                B210 Huxley-Whittaker Library of Early Irish
                B204 Linguistics Seminar room
                C215 Cartlann na gCánúintí
                Teaching/classrooms

                (Ground floor Newman Building)
                F003-F013 Delargy Centre for Irish Folklore and the National Folklore Collection

17.15-18.00   RG meet representatives from **Early Irish, Welsh, Celtic Civilization** – Parallel Meeting 2, Group 1 (**Venue: A102, Newman)**
                (RG Group 1: Professor Michael Doherty, Professor Mícheál Mac Craith, Professor Gregory Toner)

17.15-18.00   RG meet representatives from **Irish Folklore** – Parallel Meeting 2, Group 2 **(Venue: An Cartlann, G215 Newman)**
                (RG Group 2: Dr Deirdre Hurley-Osing, Professor Jim McCloskey, Professor Stiofán Ó Cadhla)

18.00-18.30   RG private meeting – review key observations/findings

18.45   RG depart

Day 2: Thursday, 22 March 2012
Venue: A102 Newman (baseroom)

08.30-09.00   Private meeting of the RG

09.00-09.40	RG meet representatives from **UCD Library** and **UCD IT Services**
09.40-09.55	Break
09.55-10.45	RG parallel meetings with representative groups of **postgraduate students** (taught and research) **and recent graduates** (PG and UG)

Postgraduate students (taught and research): Parallel Meeting 1 (**Venue: A102, Newman**)
(RG Group 1: Professor Michael Doherty, Professor Jim McCloskey, Professor Gregory Toner)

Recent graduates (PG and UG): Parallel Meeting 2 (**Venue: UCD College of Human Sciences Boardroom, G213, Newman**)
(RG Group 2: Dr Deirdre Hurley-Osing, Professor Mícheál Mac Craith, Professor Stiofán Ó Cadhla) |
10.45-11.00	RG private meeting
11.00-11.15	RG tea/coffee break
11.15-12.00	**RG meet with a** representative group of academic staff **concerned specifically with** Research and Innovation **(and other staff members nominated by the HoS)**
12.00-13.00	Lunch Break - RG review key observations (Review Group only)
13.00-13.45	RG meet with **representative group of undergraduate students**
13.45-14.00	RG private meeting - review key observations
14.00-14.45	RG meet with **College Finance Manager** to outline School's financial situation
14.45-15.00	Break
15.00-15.35	RG meet with **recently appointed members of staff**
15.40-16.15	RG meet with **Occasional Lecturers** and **Tutors**
16.15-16.30	Break
16.30-17.30	RG private individual meetings with staff
17.30-17.50	RG meet with **Director of the National Folklore Collection**
17.50-18.00	RG private meeting – review key observations/findings
18.00-18.10	RG private individual meetings with staff member

18.10-18.45	RG private meeting – review key observations/findings
18.45	RG depart

Day 3: Friday, 23 March 2012
Venue: A102 Newman (baseroom)

08.45-09.15	Private meeting of RG
09.15-10.00	RG meet with **Dean of Arts and Celtic Studies**
10.00-10.15	Break
10.15-10.30	RG meet with **Head of Modern Irish**
10.35-10.45	RG private individual meeting with staff member
10.45-12.30	RG continue preparing draft RG Report
12.30-13.15	Lunch
13.15-15.30	RG finalise first draft of RG Report and provide commendations/recommendations
15.30-16.15	Break
16.15	**Exit presentation (Venue: A105)** to all available staff of the School
16.45	Review Group depart