



University College Dublin

Periodic Quality Review

UCD School of English, Drama and Film

February 2014

Accepted by the UCD Governing Authority at its meeting on 21 October 2014

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Appendix One: UCD School of English, Drama and Film Response to the Review Group Report

Appendix Two: Schedule for Review Site Visit to UCD School of English, Drama and Film

1. Introduction and Context of UCD School of English, Drama and Film

Introduction

- 1.1 This Report presents the findings of a quality review of UCD School of English, Drama and Film, at University College Dublin (UCD), which was undertaken in February 2014.

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, international good practice (e.g. Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2007) and informed by the Qualifications and Quality Assurance (Education and Training) Act 2012. 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 change and/or increased resources.
 - To identify, encourage and disseminate good practice.
 - To identify challenges and address these.
 - 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

and informed by the Qualifications and Quality Assurance (Education and Training) Act 2012.

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 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) based on the Review Group 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 English, Drama and Film was as follows:

- Dr Maeve Houlihan, UCD School of Business (Chair)
- Professor Patrick Lonergan, UCD School of Agriculture and Food Science (Deputy Chair)
- Professor Elizabeth Butler Cullingford, University of Texas at Austin
- Professor Josephine McDonagh, King's College London

1.6 The Review Group visited UCD from 25-28 February 2014 and held meetings with School staff on an individual or group basis, student and staff representatives from across the University, employers and external stakeholders. The site visit schedule is included as Appendix 2.

1.7 In addition to the Self-Assessment Report and its appendices, the Review Group considered documentation, provided in hard copy by the School during the Site Visit.

Preparation of the Self-Assessment Report

1.8 UCD School of English, Drama and Film established a Self-Assessment Co-ordinating Committee that included a postgraduate representative. The members of the Co-ordinating Committee were:

- Dr John Brannigan
- Professor Danielle Clarke
- Professor Mary Clayton
- Professor Nicholas Daly
- Ms Treasa de Loughrey

- Dr Porscha Fermanis
- Professor Anne Fogarty, Head of School and SAR Chair
- Dr Eamonn Jordan
- Professor Margaret Kelleher
- Dr Anne Mulhall
- Professor Diane Negra
- Mr James Ryan
- Ms Pauline Slattery
- Dr Nerys Williams

1.9 The Co-ordinating Committee (SARCC) oversaw the preparation of the SAR and individual members took responsibility for preparing different sections of the report. All staff had an opportunity to contribute to the report and the strategic objectives of the School through School meetings, questionnaires, and discussing/commenting on report drafts.

The University

1.10 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 (133 hectare), about 4km to the south of the centre of Dublin.

1.11 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 organised into 38 Schools in seven Colleges;

- UCD College of Arts and Celtic Studies
- UCD College of Human Sciences
- UCD College of Science
- UCD College of Engineering and Architecture
- UCD College of Health Sciences
- UCD College of Business and Law
- UCD College of Agriculture, Food Science and Veterinary Medicine

1.12 As one of the largest universities on the island of Ireland, UCD supports a broad, deep and rich academic community in Science, Business, Engineering, Health Sciences, Agriculture, Veterinary, Arts, Law, Celtic Studies and Human Sciences. There are currently more than 24,000 students in our UCD campus (approximately 15,500 undergraduates, 8,000 postgraduates and 2,000 Occasional and Adult Education students) registered on over 70 University degree programmes, including over 6,100 international students from more than 121 countries. The University also has over 5,400 students studying UCD degree courses on campuses overseas.

- 1.13 The University is a national leader in research funding, and has established five major interdisciplinary research themes that match Ireland's needs and current global challenges. These are Agri-food; Culture Economy & Society; Health; Information, Communications and Computing; Energy and the Environment.
- 1.14 The University accounts for over 30% of international students within the Irish education sector, over 25% of all graduate students and almost 28% of all doctoral enrolments across the seven Irish Universities.

UCD School of English, Drama and Film Studies

- 1.15 The UCD School of English, Drama and Film Studies is the largest of eight schools within the College of Arts and Celtic Studies.
- 1.16 The current School structure was established in 2007 with the amalgamation of the Film Studies Centre with the School of English and Drama (established in 2005 following extensive management re-structuring within the University). Prior to 2005 the School operated as the Department of English.
- 1.17 The School currently has 36 academic staff with FTEs of 34 that include 5.5 FTEs on temporary contract. The School also has one post-doctoral fellow funded by the Irish Research Council. Two third of academic staff are female, one third male.
- 1.18 The School has a writer-in-residence, jointly funded by the School and the Arts Council, and three adjunct professors. The School also shares the three-year post of Ireland Professor of Poetry with TCD and QUB.
- 1.19 Tutors and occasional lecturers are employed to provide small group support to core lecture modules.
- 1.20 The School is supported by professional staff of 3.5 FTEs, all female.
- 1.21 The School offers undergraduate courses in the three subject areas of English, Film, and Drama, with the main entry routes through the CAO pathways of BA, Single Honours English, BA Joint Honours, English with Drama, and English with Film. The School also contributes to the interdisciplinary Irish Studies programme and the part-time evening BA degree.
- 1.22 There is strong demand for entry to the School's programmes and the overall School numbers are the highest within the College. The School also provides and supports non-standard entry routes of Mature, Access and Disability.
- 1.23 The School currently offers 12 postgraduate programmes with 70 students enrolled in the current academic year. In addition the School has 39 PhD students.

- 1.24 The School is research active with a strong presence in many areas such as Anglo-Saxon Studies, Medieval Literature, Renaissance Literature, Romanticism, Victorian Literature, Film Studies, Drama Studies, Irish Literature, World Literature and Ecology, Twentieth-Century English Literature, Literary Theory and Gender Studies. The School is ranked in the Top 100 in its subject in the QS World Rankings 2013.

Methodology

- 1.25 The Review Group would like to thank the School and its associates for making them welcome, and for the openness and constructive dialogue with which the review process was met.
- 1.26 Prior to the site visit the Review Group considered the activities of the School as defined in the Self-Assessment Report and its appendices. Additional data were requested during the course of the visit. The Self-Assessment Report provides a clear insight into the workings of the School and the extent and variety of its activities and responsibilities. The Review Group sought to draw the School into further analysis of these data and reflection on priorities for strategic development.
- 1.27 The site visit allowed the Review Group an opportunity to evaluate and verify the data outlined in the Self-Assessment Report. Over the course of three and a half days and thirty-five hours of collaborative work time, the Review Group met with around 100 people, individually and in small and larger groups. These meetings involved a wide spectrum of key stakeholders, including academic and administrative staff from within the School and wider University. (For a detailed schedule of these meetings and participants, see Appendix 2.) All members of the Group attended all discussions and meetings. This Report has been written, read and approved by all members of the Group.
- 1.28 The Review Group met with postgraduates, undergraduates, and research students from across the School. These meetings were detailed and frank, reflecting the students' engagement in both the School and their subject area. They were positive and appreciative of the experiences afforded them by School.
- 1.29 The Review Group met external stakeholders: employers, research and teaching partners from other universities and units, senior figures from a range of arts and cultural organisations, and graduates of the School. Their level of engagement with the review process was extremely high. Stakeholders conveyed exceptional esteem for the School, and investment in its success.
- 1.30 The Review Group was taken on a comprehensive tour of the School's dispersed offices and teaching/performance spaces across the Belfield campus, including the new LG practice space. The Review Group had an opportunity to observe film classes in progress in The Observatory, and rehearsals underway for a forthcoming performance module show. The Review Group also met tutors and postgraduates at work in their shared office space.

1.31 At the exit presentation the Review Group provided an overview of their initial comments.

2. Organisation and Management

2.1 The School is the largest unit in the College of Arts and Celtic Studies and has the highest number of students. It is led by the Head of School who carries a considerable workload, supported by Subject Area Heads and Centre Directors, a Deputy Head of School, and an elaborate governance structure of nominated service roles.

2.2 The School's tripartite structure -- English, Drama and Film -- is a product of UCD's restructuring in 2005 and 2007. The Review Group found that while the disciplines plan and operate separately to some degree, this structure appears to function quite well. At the same time, the Review Group recognised the challenge of several conjoined areas operating as one unit.

2.3 At a physical level, the School is distributed across several different office and teaching locations on campus. Although academic staff generally report themselves content with their current locations, the Review Group perceived this physical dispersal as a challenge for the administrative team in particular, and possibly for the structural and cultural integration of the School.

2.4 The School sits within the College of Arts and Celtic Studies. The Review Group perceived the relationship between the School, the Programme Office and the College to be somewhat at arms length, with scope for greater interaction and mutuality of exchange.

2.5 The procedures currently in place mean that the School has relatively little autonomy within the College with regard to budgeting, staffing and planning. However it nevertheless has more scope for strategic decision-making than it currently exercises.

2.6 The College's relationship with its Schools is handled by a small College administrative team, and by a centralised Programme office for the main Bachelor of Arts degree. The latter arrangement appears to be working less than optimally. The Review Group discovered that the separate roles of the Programme and School offices were not clearly delineated, which has led to considerable work overlap and frustration. In addition, the opening hours of the Programme Office are limited. While the staff need periods of uninterrupted working time to be effective, this limitation has led to duplication of effort in dealing with queries at both School and Programme level. Confused students frequently turn for answers to academic staff, increasing their busy workload.

2.7 The School enjoys a collegial culture with a collaborative and team-based approach to teaching delivery.

2.8 The School's elaborate governance structure entails a high volume of committee work and numerous administrative positions. This structure has been adopted partly because of the collegial culture, partly in response to the need for administrative roles as part of career progression, and partly to mirror the College structures. The School has done a good job of explicating all the roles and tasks that are required in the running of its affairs, but the Review Group suggests some reduction and rationalisation of these roles, especially in a context of diminishing time and resources.

- 2.9 The Review Group was concerned about the School's occasional practice of assigning relatively junior colleagues to posts of responsibility and leadership. This has been done so as to meet University requirements for promotion, yet it has created an imbalance of workloads detrimental to junior colleagues.
- 2.10 The organisation of roles, tasks and workflow tends to follow historical practice. The Review Group observed, however, that the School Office and certain academic and administrative staff are over-burdened. For example, the Head of School performs the timetabling. It is difficult to achieve strategic oversight when undertaking such detailed tasks.
- 2.11 The School could put more focus on data gathering and analysis to support and build its Strategic Plan. The Review Group found that academic staff were not necessarily clear on key facts such as the numbers of students, modules and hours they taught. Hours and expectations should be clarified, and the workload document that already exists could be used more effectively. There also seemed to be a perceived lack of information about budgetary matters among academic staff. When asked to reflect on what they knew about the cost and revenue structure of the School, some staff members said that financial information was not available to them. The School and College are clear that this information is intended to be transparent and routinely shared.
- 2.12 A key quality of the School is its collaborative culture; many colleagues praised the collegial and supportive work environment. This is a real strength, but the School should pay close attention to workload management and protecting its human resources, so that well-intentioned and hard working individuals do not undertake too much teaching or service. The School could find ways of working more effectively rather than multiplying tasks and increasing workloads.

Commendations:

- 2.13 The School's multidisciplinary structure, comprising English, Film, Drama and Creative Writing, offers opportunities for the development of synergies and collaborations in teaching and research, both internally and externally. It is a source of strength for the School, the College and the wider University.
- 2.14 A key virtue of the School is its collegial culture, which should be nurtured.
- 2.15 The School operates very effective succession planning, and has in place a Head of School designate, enabling good strategic role transition and continuity.

Recommendations:

- 2.16 The School does not currently have a clearly articulated Strategic Plan and would benefit from adopting a longer-term articulation of its goals over the next 5 years. The School needs to develop a clear vision and identify a strategy that encompasses both the tradition of excellence in research-led teaching, and the potential opportunities for interdisciplinary research. It should set realistic targets and appropriate benchmarks for student recruitment, research income, and outputs. The plan should also encompass future staffing requirements, in the light of potential retirements.
- 2.17 As part of developing the Strategic Plan the flow of information within the School should be improved. All staff should be apprised of pertinent operational data such as the costs and

returns on income generating activities, and the School budget. This will help the School to make informed choices about resourcing and realise its potential for income generation in a more effective way than at present.

- 2.18 As part of the strategic planning process the School should undertake a review of its committee structure, tasks and workflows and, where possible, rationalise or streamline committees or activities. Committees and committee chairs should also be supported in carrying out their roles effectively with clear role briefs / terms of reference.
- 2.19 The School Executive should be an active, central, strategic decision-making body working closely in tandem with the Head of School to develop and implement School strategy. To save staff energy and time it would be beneficial to authorise and task this group with strategic over-sight rather than striving to involve everyone in decision-making.
- 2.20 Film and Drama must be proportionately represented on the Executive and in strategic decision-making.
- 2.21 The Review Group strongly recommends that the College clarify the relationship between the School and the Programme Office, so as to avoid the duplication of tasks. The Programme Office needs better resources, longer opening hours, and a clearer sense of its role. The School also requires more support from the College in such areas as marketing, admissions, and website maintenance.

3. Staff and Facilities

Academic Staff

- 3.1 As the largest School in the College of Arts and Celtic Studies, and the guardian of a crucial area of the University's mission – the production of highly literate close readers and sophisticated critical thinkers, who will drive Ireland's intellectual and economic recovery – the School is in urgent need of strategic and focused attention from the College and the University. We heard high praise for the School from senior administrators, but while it is gratifying to know that the efforts of the staff are appreciated, there is a danger of complacency.
- 3.2 The academic staff of the School of English, Drama and Film are performing heroically to keep their classes taught well and to maintain the core integrity of their discipline despite diminishing numbers of permanent posts, uncertainty about future hiring, and the precarious situation of people on fixed term contracts.
- 3.3 The Review Group is aware of the poor financial climate at UCD. The core state grant fell from €126m in 2008 to €65m in 2013, and the increase in the student contribution is not sufficient to compensate. The School's financial position is perilous, and the majority of its budget is consumed by teaching-related staffing, leaving a small non-pay budget for the management of non-teaching activities, stimulation of research, and maintenance of the School's good working climate.
- 3.4 While the Review Group understands that conditions are difficult throughout the University, especially in light of the constraints imposed by the Employment Control Framework, it is

convinced that staffing in several areas of the School has already reached a crisis point, while some currently stable and potentially revenue-generating areas are threatened by impending retirements. As academic staff struggle to maintain a full range of activities, there is less time for curricular innovation and the rejuvenation of subject areas, and less time to think about developing new activities that could generate income.

- 3.5 In addition, the School's reliance on temporary staff, occasional lecturers and graduate student teachers is too high, and inevitably threatens the quality and consistency of the curriculum.
- 3.6 Since 2009 both academic and administrative staff have absorbed a series of salary and staffing cuts by resolving, like Boxer in Orwell's *Animal Farm*, "I will work harder." While the School is the largest unit in the College, teaching 784 FTE students this year, permanent staff positions have been reduced from 32 to 30, and administrative staff have lost a .5 position. The status of the 6 staff on temporary contracts is problematic. The high level of uncertainty regarding their renewal until a very late stage in the academic year is an obstacle to satisfactory forward planning, and creates poor conditions for the training and support of early career academics. The Review Group observed counterproductive levels of stress and anxiety that will soon take their toll on the high standards of excellence that have been maintained for the last five years.
- 3.7 Taking the example of the English subject area, its academic staff/student ratio of 1:24 is considerably higher than that of international competitors, although we understand that it is at the average for University College Dublin. For disciplines that operate primarily through lecture courses and machine gradable examinations, 1:24 is acceptable. But seminar numbers in many of the English subject area's most popular third-year modules are too high for a discipline that emphasises guided discussion and student writing, and requires time-consuming grading and individual feedback. The core first and second-year courses are taught as large lecture sections of 400 -- 500 students, which is efficient; the staff, however, also teach and grade in some of the workshops attached to these large lectures, and the level of administrative work required of the co-ordinators of these ten large classes is substantial.
- 3.8 Similar concerns exist within the Film and Drama areas. With regard to Subject Area Heads, the question of succession is more difficult, given the smaller pool of senior staff from whom to draw. While representation of all three domains is a priority, particular care should be taken to ensure staff in smaller subject areas are not over-burdened with administrative roles and tasks, in the interests of their research output and well being.
- 3.9 While some rationalisation of the curriculum may help to address these problems (see 4.2) the Review Group feels that the current level of activity is not sustainable without additional permanent staff, and immediate attention to patterns of retirement. At present, popular areas with revenue generating potential, such as Creative Writing, Drama, Film Studies, and American Literature, are significantly understaffed, and face further diminution in the near future.
- 3.10 The current approach to staffing is replacement oriented rather than strategic. The School needs to prioritize its future hiring requests strategically, taking into account economic as well as academic considerations. From conversations at all levels the Review Group understands the necessity of generating revenue throughout UCD's operations. Yet the large numbers of undergraduates who take modules with the School already provide a robust

base, which should not be neglected. Although as a result of the recession and the concomitant emphasis on vocational training, undergraduate numbers in the Humanities are dropping worldwide, this is not at worrying levels within the School, but it needs to be carefully watched. The decline in MA numbers, on the other hand, has been precipitous. The School should be able to contribute financially through attractive offerings at the MA level, but these offerings are naturally dependent on adequate staffing.

- 3.11 The recent hire of the first female Chair of Anglo-Irish Literature was an excellent move towards strengthening one of the most important areas of the School. UCD's programme in Anglo-Irish Literature has long been the most distinguished in the world, and it is crucial to renew its energies and restore its numbers at the MA level. We note that several bursaries have already been secured for graduate students. Since one reason for the dropping numbers is certainly the loss of funding from the county councils, the pursuit of alternative resources for Irish students is essential.
- 3.12 The rapidly expanding demand for MA and MFA places in Creative Writing suggests that a succession plan for the present director needs to be in place very soon, and the temporary position currently occupied by the distinguished appointee should be secured. As the proliferation of literary Summer Schools and the ubiquity of literary references throughout the culture demonstrate, its prominent writers and artists uniquely define Ireland's "brand". As one of the graduate students trenchantly put it, "Ireland has exploited the soft power of the arts for centuries." Globally, Creative Writing is a growth area, and the School needs to consolidate its position as a leader in the field.
- 3.13 Presently, the Professor of Creative Writing straddles the programmes in Drama, English, and Creative Writing, and contributes enormously to the international visibility of the School. As his retirement approaches, a similarly high profile appointment (which may take some time to negotiate) should be a strategic priority.
- 3.14 The once flourishing area of American Literature has shrunk to 1.5 permanent staff, augmented by 1.5 temporary positions. Not only does this entail a reduction in the number of undergraduate modules and an increase in their size, but also a shrinkage in the number of MA places. The viability of the MA is threatened.
- 3.15 In the twenty-first century, Ireland has become increasingly identified with Information Technology. In the global academy, the relatively new field of Digital Humanities is creating interdisciplinary alliances across Colleges, as computer scientists collaborate with professors of literature, languages, and history. Whether Digital Humanities scholars write code or use code written by others, whether Digital Humanities is defined as a field of study or a tool that has already transformed the methods of literary research, and will undoubtedly transform them further, we are undergoing a revolution as profound as that ushered in by the Gutenberg Era. The School of English, Drama and Film has recognized that it needs to be at the forefront of that revolution, and individual professors are already making large contributions to the field. A specialist in Digital Humanities who also has an interest in Medieval Literature, perhaps someone interested in the new focus on the Global Middle Ages (which has a strong Digital Humanities component) could serve both tradition and innovation at the same time.
- 3.16 A legacy issue that we encountered during our interviews was the recent promotions round, which had a significant impact on morale in the School. We acknowledge that steps are

underway to address this, and we would urge the administration to secure a system of promotion by benchmarks, rather than make promotions an internal competition.

Administrative Staff

- 3.17 At present 3.5 dedicated administrators support 36 permanent staff and numerous hourly and fixed term teachers. The Review Group talked to them at length, and found that since the reduction in their numbers, their jobs have become tremendously stressful. Their phrase was “on a treadmill.” It can even be difficult for staff to take appropriate break times and holidays given the shortage of cover. The restoration of a .5 administrator to the School office and the appointment of a .5 administrator in the office of Film and Drama Studies are both high priorities. But there are other things the School could do immediately to relieve the pressure on staff. Clarifying and simplifying the relationship between the School and the Programme Offices with regard to student needs and problems could prevent overlapping and alleviate some of the stress being absorbed by the professional staff team; the digitizing and streamlining of administrative record-keeping is essential.

Commendations

- 3.18 The School is lucky to have a hard-working, loyal, and dedicated academic and administrative staff, who are surmounting adverse working conditions with determination and ingenuity. Despite these conditions, a spirit of co-operation prevails.

Recommendations:

- 3.19 The Review Group recommends that at a minimum the current staffing complement should be maintained.
- 3.20 The existing temporary positions in Creative Writing, Drama, Film Studies, and American Literature should be made permanent.
- 3.21 The Review Group was impressed by the talent and commitment of the junior academic staff members. It was concerned that they should receive good mentoring, and that junior workloads should be protected in order for them to manage their careers in the most constructive way possible.
- 3.22 The School should, as part of its five-year strategic planning process, prioritize its future hiring requirements, taking into account economic as well as intellectual considerations. As part of this planning process the School should give due consideration to existing gaps in areas such as American Literature, and the consolidation and exploitation of growth areas such as Creative Writing, Film, Drama and Digital Humanities
- 3.23 Succession planning should be undertaken to replace the current Director of Creative Writing and the Professor of Drama/Writer in Residence.
- 3.24 Restoration of the 0.5 administrator position in the School office and appointment of a 0.5 administrator in Film and Drama Studies is a high priority. So too is devising a system of breaks and collaboration that works well for the administrative team and supports them as a unit.

- 3.25 Finally, we noted that while collegiality remains one of the most remarkable features of the School, there is among some staff members a level of stress that is not reasonable. This should be addressed through improving systems and workload management. Priority must be given to staff well being across the School.

Facilities

- 3.26 The Review Group understands that the Newman Building is universally acknowledged to be in need of refurbishment, that major plans (the Newman-Joyce Precinct) have been drawn up, but that funding has not yet been identified. Realistically, this is likely to take some time.

Recommendations:

- 3.27 In the interim, then, some basics need attention: in particular, all the teaching rooms need adequate audio-visual equipment, and all should be networked.
- 3.28 Drama and Film have special performance and screening needs that have only partially been met by the beautiful O’Kane arthouse cinema in the Magnetic Observatory and the new drama room NT2. External stakeholders confirmed to the Review Committee that UCD’s Drama programme will lose MA students if its basic facilities cannot compete with those offered by other Irish universities.
- 3.29 The large introductory film courses require proper projection and audio equipment in the big lecture halls. The O’Kane building can accommodate only the third-year cohort of 38 Film and English students.
- 3.30 The Review Group particularly requests that the storage room LG1, which is next to the new drama room, NT2, be restored to its original purpose. This room was once a black box theatre and already has lights and curtains. We understand that it lacks heating, but it is a terrible waste to have a theatre going unused.
- 3.31 The Review Group also learned that the Head of School is working with IT providers on a new website, which it is hoped will be livelier than the present one. The website is the public face of the School, and it should be kept fresh by a stream of constantly renewed and relevant content, with a news feed and mini-podcasts by the staff, an up-to-date calendar of events, links to social media, and fully populated mini-sites for all the staff.
- 3.32 The Review Group recommends that an area or office (however small) could be converted into a coffee room, with a kettle, a fridge, and if possible a sink. The lack of any social space particular to the School undermines morale and collegiality.

4. Teaching, Learning and Assessment

- 4.1 The School’s teaching programmes at BA and MA level reflect the broad range of research specialisms of its staff: from early medieval to contemporary English and Anglo-Irish literature; American and postcolonial; literary theory; drama; creative writing; and film.

Staff also contribute to the multidisciplinary BA in Irish Studies. The quality of teaching is high and despite the difficult circumstances noted above there is much evidence of innovation within the curriculum, notably in the introduction of digital humanities; the development of student-centred learning modules; and in the development of collaborative arrangements especially at MA level. The School is an efficient teaching unit, delivering courses to large numbers of students (currently total of 784 FTE), particularly in the lower levels of the undergraduate programme. Not surprisingly, however, in the current financial circumstances, the School is over-stretched in its attempts to sustain such a broad range of activity.

- 4.2 Overall, the Review Group felt that in this range of activity, as in other aspects of its organisation, the School suffers from a lack of clear strategy for dealing with the demands of a wide curriculum in the context of diminishing resources, and a reluctance to prioritise needs.
- 4.3 English, including film and drama, at undergraduate level is the most popular subject in the College, attracting large numbers of students in the first year. Student numbers drop in the second and third years of the programme, and this enables the School to support lively and high quality cohorts of single and combined honours students. There is clear progression through the degree, and students are steered through broad introductory survey modules in the first year, to highly specialised advanced modules in third year. The emphasis on specialisation, combined with a degree structure that requires all students to take six modules a semester, has created a multiplicity of 3rd year options, and while students appreciate the range, the number of options may not be sustainable as staff numbers diminish. The School currently offers a total of 190 modules; of these 15 recruit more than 100 students, while 90 recruit 15 or less. While these figures contain resit modules, nevertheless the large number of low-recruiting modules is a point of concern.
- 4.4 An emphasis on staff research shapes both the curriculum and teaching methodologies. A feature of the programme is the first year 'enquiry based learning' modules, which from an early stage inculcate a spirit of independent learning. During the visit we met many articulate, confident, and engaged students, who expressed a high degree of identification with the School and strong appreciation of their teachers. Students have a clear understanding of staff expectations, and student workloads appear to be appropriate.
- 4.5 The School is supported by a subject specialist librarian, with whom individual staff members work closely to deliver modules. There is evidence of good collaborative practices in building the collection and supporting student learning. Staff avail themselves of the University's virtual learning platform, Blackboard, and some staff have introduced innovative technology enhanced modules, particularly in the medieval area.
- 4.6 The School has developed a diversity of assessment methods, ranging from traditional examinations to more innovative techniques. All seem appropriate and have been highly praised by external examiners.
- 4.7 Although all students are enrolled on a common BA Arts programme, with options for multidisciplinary exchange through the 'Horizons' programme, at the same time there are also a confusing array of specific programmes in single and combined honours. In this, as in other areas, the Review Group wondered whether the School and College are compliant in their objectives for undergraduate programmes (see below). Overall, the Review Group felt that this has produced an overly complex taxonomy of regulations and requirements.

The possibility of specialisation in English or one of its subfields (film or drama at UG level), however, is what drives teaching and learning in the School, from both the staff and student point of view, and while rationalisation of programmes is necessary, it should not be at the expense of allowing the development of strong subject specialism. The Review Group also notes that potential growth in drama and film, for which there is strong academic rationale as well as student demand, is currently blocked by the fact that these are designated ‘option concentrations’, rather than ‘majors’.

- 4.8 Concerns were raised by both students and staff regarding a compulsory first year module in the BA Arts, ‘Intro to Arts’. The extraordinarily high failure rate suggests that the course is not fit for purpose.
- 4.9 In line with national and international trends, the numbers of MA students have been steadily falling over the last few years, and the Review Group felt that the number of MA programmes and modules recruiting very small numbers of students may not be sustainable. Students remarked that classes in which the number of voices is restricted to two or three students can be unsatisfying. Moreover the Review Group noted the lack of a common structure across the School’s MA programmes, which is confusing and inefficient. Recruitment at postgraduate level is largely from home students, and maintained by a healthy conversion between BA and MA. Furthermore, staff members have identified potential for growth in postgraduate numbers in the OS market, and efforts to secure bursaries for Brazilian students lead the way in opening up these possibilities in a sustainable way. The Review Group notes that collaboration with other universities could be a way of providing attractive programmes, and sharing resources across institutions. Small scale collaborations already exist at MA level between UCD and Maynooth, and UCD and QUB. The use of Skype and technology-enhanced learning could offer a way of expanding this effectively and cheaply. Given the School’s strong collaborative relationships with cultural organisations (especially in the areas of drama and creative writing), such relationships might be developed in relation to MA, increasing their attractiveness especially for overseas students, and enhancing their ability to train students for future employment.
- 4.10 No statistics were provided on graduate employment, however a lively meeting with a wide range of city-based and national stake holders indicated that the UCD English, Drama and Film graduates are well prepared for the employment market and go on to play leading roles in the cultural and creative industries, as well as in secondary and higher education.

Commendations

- 4.11 The School of English, Drama and Film is strongly committed to teaching, and provides an exceptionally broad curriculum to large numbers of students. Its teaching practices, and its record of success, are warmly praised by external examiners. Moreover, its students are fulsome in their praise of the School of English, suggesting that staff have created a happy and stimulating learning environment.
- 4.12 Staff members in the School are committed to innovation in teaching practice, developing new methods of delivery (e.g. ‘enquiry based learning’), further developing the curriculum in line with new research (e.g. introduction of digital humanities modules), and developing

technology-enhanced learning. The strong relationship with the subject librarian should also be commended, as well as the support offered to students from the Library.

- 4.13 The School has developed an effective means of using PhD students to provide good quality teaching to staff the large first year modules. Graduate Teaching Assistants are trained and conscientiously monitored so as to ensure standards across the board.
- 4.14 The School has already established inter-collegiate collaborations at MA level. Although small scale, these offer a sensible model for developing further collaborative relationships at MA level.
- 4.15 Drama and Film subject areas have identified further collegiate opportunities with other universities and institutions. The UCD-IADT memo of understanding offers potentially fruitful grounds for deepened collaboration and strategic extension of offer and student base, to which both subject areas are well disposed.

Recommendations

- 4.16 While the School is currently delivering high quality teaching across a wide array of programmes, with a clear and effective commitment to innovation, the long-term sustenance of such extensive activity will be challenging without considerable investment. Given that in the current financial squeeze such investment is unlikely, the Review Group recommends that the School undertakes a full review of its teaching programmes, with a view to rationalising structures, so as to minimise administrative support; directing resources in the most effective way; and concentrating efforts in a way that will enable the School to build a sustainable model for growth. Staff losses and patterns of future retirements mean that the areas of American Literature, Medieval Literature, and Creative Writing, are all facing significant and urgent challenges that will have an impact on the ability to deliver teaching programmes. The School needs to take a realistic view on ways of sustaining research and teaching across these areas in a climate in which running small MA programmes may not necessarily be the key to active research areas (see also Section 5.3).
- 4.17 While falling numbers of students at MA level is an international phenomenon, the Review Group felt that there is room for enhancing numbers at UCD, through effective promotion of the MA programmes, and developing bursaries. The Review Group recommend that the School takes forward and expands the work it is doing in raising funds for bursaries through charitable donations. It also recommends that the College provide more support to the School in developing its website, so as to be able to compete internationally for postgraduate students.
- 4.18 The Review Group recommend that the School and College work together more closely to achieve common goals. For example, relating to student support and general academic skills modules; and to the future planning of the BA programme in general. The Review Group also recommends that some attention be paid at College level to the possible growth of drama and film at BA level.
- 4.19 The Review Group recommends that the School further develop collaborative arrangements in teaching with institutes and subject areas within UCD, with intercollegiate partners, and with external organisations, especially at the postgraduate level. Some barriers to collaboration exist within the University, such as for instance, in timetabling, or

the disbursement of fee income. The Review Group recommends that the issue of collaboration is taken up at College and University level, with a view to facilitating the more extensive exchange of teaching.

5. Curriculum Development and Review

- 5.1 As noted in Section 4, the School has developed a broad curriculum in English literary studies, with due emphasis on chronological range, and the full panoply of genres and forms of literary expression in English and Anglophone literature. There is a strong culture of review, which includes full-blown curriculum review, and annual reflection on modules and programmes, taking into account the external examiners' reports. External reports are strong, indicating that the degree maintains high standards, which are internationally respected.
- 5.2 There is much evidence that curriculum design and content are informed by recent developments in teaching and learning, as well as research and scholarship. The School's emphasis on research-led teaching has produced a wide array of specialised modules at level 3; and a range of innovative core courses at level 1 that prepare students to become independent learners. All this is commented on above in section 4.
- 5.3 The Review Group also noted with some alarm the profusion of modules and entire programmes especially at MA level with very small numbers of students. See 4.9. While the Review Group has some sympathy for the view expressed by academic staff, that the rationale for MA programmes is to sustain research activity, it also felt that there are more effective ways of building research culture (e.g. through developing doctoral programmes, or collaborative programmes of research).

Commendations

- 5.4 The Review Group commends the School's commitment to high quality teaching; its development of an excellent UG curriculum, with strong attention to progression; good practices of reviewing and updating courses; and robust quality assurance. All of these elements are warmly praised by external examiners.
- 5.5 The School shows excellent commitment to developing innovative teaching practices, especially in first year teaching. Its collaborative work with the library is commendable. The training and monitoring of graduate teaching assistants is noteworthy, and the printed documentation provided for part time teachers is exceptional.
- 5.6 The Review Group was impressed by the School's development of technology-enhanced learning. The addition of new modules in digital humanities is exciting, and provides a basis for further innovation and growth.
- 5.7 The Review Group was impressed by the collaborative arrangements established in the area of theatre and drama which enables students at UG and MA level to work with theatre professionals.

- 5.8 The Review Group was also impressed by the collaborative arrangements established at MA level with Maynooth (in Gender, Sexuality and Culture) and QUB (Renaissance Literature and Culture).

Recommendations

- 5.9 The School needs to review their own offerings in the light of staffing, with a view to maximising resources. The full range of UG level 3 modules may not be sustainable; nor indeed the full range of 11 MA programmes.
- 5.10 The Review Group noted considerable variety in the structure of MA programmes in terms of core and elective modules, research elements and ECTS weightings. For consistency of academic standards, and indeed to assist with transparency and equivalence of teaching workloads, it would be constructive to align these around a preferred School MA structure.
- 5.11 The Review Group recommends that the School look to develop even more collaborative arrangements with other Schools and Institutes in UCD (e.g. the Humanities Institute, and Clinton Institute for American Studies), and other institutions in the region, and beyond. This would provide an excellent way of pooling resources, but also sparking innovation. Any barriers to collaboration established within the University as a whole will need to be addressed centrally.
- 5.12 The Review Group also sees collaborations in teaching with external (non-HE) organisations as a way of potentially enhancing student employability.
- 5.13 All such initiatives should be grounded in a clear vision for the School and its disciplines involving agreed strategic goals and realistic resourcing and timelines. Drama, for example has begun to articulate a strategy for its next phase of development while Film has valuably articulated its strategy around the enhancement of digital literacy for the twenty-first century.

6. Research Activity

- 6.1 Considering the heavy teaching and administrative loads carried by a diminishing number of staff, the published scholarly and creative work produced by the School is strong in both quantity and quality.
- 6.2 Numerous books, edited collections, and articles are being brought out by good presses (Cambridge, Edinburgh, and Routledge, for example), and in prestigious peer reviewed journals like *English Literary Renaissance*, *Textual Practice*, and the *Review of English Studies*. While there does not appear to be any external benchmarking by the School, the Review Group feels that the rate of book production compares quite well internationally.
- 6.3 The School has hosted high quality international and local conferences; its staff also participate frequently in such conferences elsewhere.

- 6.4 The public engagement of the staff in the cultural life of the nation showcases the School's research and creativity. The high profile of the Professor in Creative Writing is exemplary in this respect, but our meeting with outside stakeholders demonstrated that many other faculty members make important contributions to the standing of the School. For example, frequent mention was made of the Scholarcast series, and the Arts Council/NYU collaboration in Creative Writing is a noteworthy achievement.
- 6.5 Five staff members have been extremely successful in winning grant money (over 100,000 each in the last three years), and 18 out of 30 staff have won smaller amounts. Given the limited grant opportunities in the Humanities, this is an excellent track record, and should be continued or even stepped up if possible.
- 6.6 The restoration of funding to the Library has been greeted with enthusiasm. Although the collections had been neglected for a few years, new money has begun to make up the deficit. UCD staff also have access to other major research libraries in the city of Dublin. The Arts Librarian acts as an excellent resource for both research and teaching.

Further considerations

- 6.7 The most precious commodity for an active researcher in the humanities is not usually money: it is time. Academic staff conveyed to the Review Group that the main impediment to the successful achievement of their research plans is not teaching, but administrative and support work that should more properly be handled by student advisers at the Programme level, or by the streamlining and automation of administrative processes.
- 6.8 Staff sabbatical leaves are crucial to research excellence. The current system should simply be called an unbalanced teaching load: it is not a genuine sabbatical. One consequence of diminishing numbers, or multiple retirements in particular areas is that some staff cannot contemplate a sabbatical leave without undermining curricular offerings. The new Strategic Plan should project (as far as possible) a five-year sabbatical plan.
- 6.9 Designating the whole School as a Research Committee is bound to be counter productive. No Committee of 36 people has ever achieved much in a timely fashion. The new Research Officer has outlined to the Review Group plans to establish sub-committees, which we think are sensible: we would advise that the "committee of the whole" be abolished in favour of a small standing committee.
- 6.10 Finally, the Review Group concluded that the strategic research priorities identified in the Self Assessment Report (p. 77), while relating to the University's overall priorities, are too ambitious and wide ranging to be really "strategic." In the new Strategic Plan a more realistic set of research priorities should be developed playing to the School's existing strengths rather than attempting to cover everything.

Graduate Students

- 6.11 Graduate student recruitment is hampered by the absence of any national or international marketing strategies generated by the College. Competition from other Irish universities for a dwindling number of English, Film, and Drama PhDs is intense. The Review Group noted, however, that several very satisfied MA students were planning to stay on for the PhD, and that the School creates warm loyalty among its graduate student population.

- 6.12 The abolition of County Council funding and the difficulty of winning IRC grants means that support for graduate students is poor. Although most of the current 40 PhD students are hired to teach Workshops for the first and second year Core Courses, the hourly pay for teaching and piecework pay for grading does not amount to a living wage. Not surprisingly, therefore, PhD numbers have fallen dramatically, from 60 in 2009 to 40 today.
- 6.13 The Review Group noted, however, that the energetic pursuit of bursaries for graduate students is beginning to pay off, and encourage the School to pursue external funding opportunities via the International Office and the Foundation Office.
- 6.14 Students were not aware of supports relating to the Careers Office or job placement patterns when asked. Career dialogues and guidance (including focus on non-academic careers) would be a desirable provision as part of a culture of mentoring and support for early career researchers.

Commendations

- 6.15 The Review Group commends the School staff on both the quantity and quality of their published scholarly and creative work.
- 6.16 Both students and external stakeholders praised the Staff's public engagement.
- 6.17 School staff have a strong track record in securing research funding despite limited grant opportunities in the Humanities.

Recommendations

- 6.18 The School should identify and develop a realistic set of research priorities as part of the strategic planning process, playing to its existing strengths.
- 6.19 The School should continue to identify and build on previous successes in securing grant funding. The University Research Office should be drawn upon to support and create a track record for smaller national grants, building to more ambitious European Research Council grants.
- 6.20 Mentoring should be made available for staff that require additional research support.
- 6.21 Sabbatical leave for staff is crucial for research excellence and needs to be supported and encouraged by the School and College.
- 6.22 The School should review the current composition and operation of the Research Committee.
- 6.23 The School should continue to seek bursaries for graduate students.
- 6.24 The Review Group recommends that the School should work to develop a stronger and more inclusive research culture for postgraduate students and postdoctoral personnel. For

example discussions suggested that more could be done to integrate the PhDs and the lone postdoc into the already-existing Staff/Student Research Seminar. A glass of wine funded by the staff (not, obviously, by the University, given the existing rule about expenditures on alcohol) might do much to increase attendance and sociability.

7. Management of Quality and Enhancement

- 7.1 The School is fortunate to have a dedicated and student-centric staff, which has demonstrated high levels of commitment to the management and enhancement of quality in the areas of teaching and research. Several instruments (student evaluations, external examiner reports, internal review) are in place to monitor and maintain the quality of teaching and research at School and Institution level.

Commendations

- 7.2 The revival of a staff-student committee is appropriate and will provide an opportunity for students to raise issues relating to overall curriculum structure and individual modules.
- 7.3 Staff in the School have established an excellent system to deal with plagiarism which is recognised as such by senior management in the University.

Recommendations

- 7.4 Lack of clear strategic planning in some areas is a weakness: it appears that staff, both academic and administrative, are fire-fighting or living hand-to-mouth rather than working to an agreed plan. One commendable exception to this, however, is the fact that the next Head of School has been identified and has considerable time to work into her brief.
- 7.5 It appears that there is an (unavoidable) over reliance on hourly paid staff to maintain course delivery. This has potential implications for the quality of teaching and for the University in terms of the Fixed Term Workers Act. Appointment of staff in key areas should be considered to alleviate this situation.

8. Support Services

- 8.1 Overall, internal provision of support services (such as InfoHub, SIS, SysDem) are working well but might be better utilised as supports. Staff may find it hard to make the time but it is likely to benefit the School considerably through increased commitment to and support of training and systems consultation from the University. As noted, in the case of the administrative staff this issue is heightened due to the lack of replacement of a staff member.
- 8.2 To alleviate this problem it is essential that as many administrative and record keeping tasks as possible should be automated. The School Office needs digital resources.
- 8.3 The School has a good working relationship with the Library, as evidenced in our meetings with the Library representative.

- 8.4 The Review Group noted in its discussions with students the practice of locking out from the library students who are in arrears on their fee payments. It appears that approximately 4,000 (or one-sixth) of UCD students are currently locked out, although they are still taking and incurring debt for courses for which they cannot access library resources. This, though not an issue limited to the School, seems like a serious financial and intellectual crisis, both for the University and its recession-crippled students.

Commendations

- 8.5 School academic and administrative staff are notably student-friendly and -focused.
- 8.6 The School has a good relationship with the International Office, Disability Support Services, and the Library. Indeed, the School hosts among the highest numbers of International students in UCD. Library staff actively participate in delivery of certain modules.
- 8.7 The College Finance Officer plays a key role in supporting the Head of School.

Recommendations

- 8.8 Support structures for students, particularly at Programme Office level, should be reviewed.
- 8.9 The issue of retaining students after Stage One should be reviewed.
- 8.10 The School office should streamline administrative duties by moving to online recording/storage of data (including, for example, student report cards).

9. External Relations

- 9.1 As one would expect, the School of English, Drama and Film has a very strong English core which is held in very high esteem internationally, something UCD should protect and nurture. The School is also internationally known for its work in Drama, especially Anglo-Irish drama, and its innovative work in Film and other screen practices. Its relationships with internationally regarded creative writers also increase the profile and reputation of the School as a whole.
- 9.2 The high standing and profile of many staff outside the University, as measured by a good range of metrics, is recognised. Staff serve on a wide range of public committees, boards, councils and steering groups which impact society in general. Staff in the School regularly organise major conferences at UCD.
- 9.3 English, Drama and Film enjoy a wide range of links with external stakeholders, as evidenced by those who met with the Review Group during the site visit. However, many of these links are on a one-to-one personal basis. A lot of current stakeholder engagement is opportunistic rather than strategic. The stakeholders highlighted the issue of space and that resources in some cases are limited and limiting.
- 9.4 It was felt that marketing of the School and its attributes could be better both within UCD and outside.

Commendations

- 9.5 External stakeholders speak highly of the School.
- 9.6 The School has a large and growing number of international students.
- 9.7 The Writer in Residence is currently funded by The Arts Council.

Recommendations

- 9.8 Improve marketing of the School's activities, particularly with regard to MA courses and in order to reinforce the positive public perception of the School
- 9.9 The website should be considerably enhanced to promote and communicate the work undertaken across the School of English, Drama and Film. A good example is Scholarcast, which brings together the written word and spoken voice – there is a great deal more scope (and need) for initiatives of this nature which harness and showcase the School's expertise and contribution.
- 9.10 Create more formal relationships with external stakeholders (e.g., create more formal relationships with external stakeholders, including theatres and cultural organisations).

10. Unit's Overall Analysis, Strategic Objectives and Recommendations for Improvement

- 10.1 Overall, the Review Group was impressed and encouraged by the work underway within the School and its three primary disciplines. The review focused on the sustainability of current levels of contribution within the School in terms of the competing demands of teaching, research and service.
- 10.2 Our conclusions therefore are primarily concerned with the need for the School and the University to be more strategic in the management of resources, in order to build and strengthen the subject areas, while protecting and enhancing the reputation, legacy, and output of the School, and nurturing its considerable human assets. The Review Group saw opportunities for growth, should the University be willing to commit.
- 10.3 The School of English, Drama and Film is operating at a high level of activity. It contributes substantially to the work, reputation and revenue of the University, but is hampered by lack of resources. Care and investment is needed to enable the work of the School to continue at current levels.

Our recommendations centre on the following main priorities:

- 10.4 **Increasing Strategic Orientation:** Planning and strategic decision-making are key to the sustainability of the School's achievements, particularly in an adverse environment. The School should use the opportunity of this Quality Review process to think realistically about what it wants to achieve, building a five-year plan that includes the steps to make it happen, making the strategy a living thing not a paper exercise.

- 10.5 Staffing and Succession Planning: In order to plan a sustainable curriculum, with appropriate attention to innovation, academic quality, and student satisfaction, it is imperative that the School have a clear sense of staffing patterns. The current uncertainty about retirement patterns, replacement posts, and the over reliance on short-term appointments make the long-term development of the programmes impossible. The Review Group strongly recommends that the University provide the School with information about future appointment patterns. Conversion of fixed term posts into open-ended appointments would provide the stability necessary for planning.
- 10.6 The Review Group recommends increasing the support, mentoring and development for the School's remarkable group of younger faculty, whose abundant energy and potential for innovation should be carefully nurtured rather than exhausted.
- 10.7 The Review Group feel that the subject areas of Drama and Film each need particular support to flourish, as they are somewhat constrained by their small size in relation to their larger counterpart. The Review Group noted that there is capacity for expansion in student recruitment in these areas should the appropriate resources be made available.
- 10.8 The Review Group recommends that the University reviews infrastructure and facilities in areas used by the School, to ensure that these are fit for purpose and appropriately modernised. Modest investment will yield considerable returns. The Review group particularly requests that the storage room LG1, which is next to the new drama room, NT2, be restored to its original purpose as a black box theatre, and that media facilities in the large classrooms should be updated. We also note that all classrooms need to be networked.
- 10.9 The Review Group recommends that the School consider curriculum development and rationalization of module provision to support strategic plans while also protecting areas of research strength.
- 10.10 The School office should streamline administrative duties by moving to online recording/storage of data.

APPENDIX ONE

UCD School of English, Drama and Film Response to the Review Group Report

The UCD School of English, Drama and Film found the Quality Review process to be a beneficial and constructive process. Drawing up the Self-Assessment Report afforded us the opportunity to reflect on and review our structures and processes and to take stock of our common objectives and goals as a School. The conversations with the Review Group during the site visit were instructive as they pointed up the current achievements of the School and provided us with a context for examining the key logistical issues and challenges of delivering high quality teaching programmes and research in an environment in which resources are constrained.

We would like to thank the Review Group for their unflagging energy and openness during the considerable demands of the site visit and for the attention to detail, thoughtfulness and sagacity of their report. The School welcomes the commendations in the Review Group Report and will use them to inform our Quality Improvement Plan and School strategic plan/s over the next number of years.

APPENDIX TWO



Review Visit Timetable School of English, Drama and Film 25-28 February 2014

DAY 1: Tuesday 25 February 2014

Pre-Visit Briefing Prior to Site Visit

- 17.00-19.15 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 Deputy Director of Quality**
- 19.30 Dinner hosted for the RG by the Registrar and Deputy President or nominee – **RG, UCD Deputy President and UCD Quality Office representatives**

DAY 2: Wednesday 26 February 2014

Venue: Room/Building: J208, John Henry Newman Building

- 09.00-09.30 Private meeting of Review Group (RG)
- 09.30 – 10.15 RG meet with College Principal
- 10.15-10.30 Break
- 10.30 –11.15 RG meet with Head of School and Deputy Head
- 11.15 – 11.30 Tea/coffee break
- 11.30 – 12.15 RG meet with SAR Coordinating Committee
- 12.15-12.45 Break – RG review key observations and prepare for lunch time meeting
- 12.45-13.45 **Working lunch (buffet)** – meeting with employers (and/or other external stakeholders)
- 13.45-14.15 RG review key observations

14.15-15.30	RG meet with administrative staff representatives.
15.30-15.50	RG tea/coffee break
15.50-16.30	RG meet with representative group of academic staff with primary focus on Teaching and Learning and Curriculum issues
16.30-16.35	Break
16.35-17.05	RG meet Programme Dean of Arts
17.05-17.15	Break
17.15-18.15	Tour of facilities
18.15	RG depart

DAY 3: Thursday 27 February 2014

Venue: J208, John Henry Newman Building

08.45-09.15	Private meeting of the RG
09.15-09.55	RG meet College of Arts and Celtic Studies Liaison, UCD Library)
09.55-10.10	Break
10.10-11.00	RG meet with a representative group of postgraduate students (taught and research) and recent graduates (PG and UG)
11.00-11.15	RG tea/coffee break
11.15-12.15	RG meet with the School Research Committee
12.15-12.30	Break - RG review key observations
12.30-13.15	Lunch – Review Group only
13.15-14.00	RG meet with representative group of undergraduate students
14.00-14.15	RG private meeting - review key observations
14.15-15.00	RG meet with College Finance Manager and Head of School to outline School's financial situation
15.00-15.15	Break
15.15-16.15	RG meet with Heads of Subject
16.15-17.15	RG available for private individual meetings with staff

17.15-18.00 RG private meeting – review key observations/findings
18.00 RG depart

DAY 4: 28 February 2014

Venue: J208, Newman Building

09.00-09.30 Individual meetings with staff
09.30-10.30 (Optional) RG meet with Head of School and/or specified University staff to clarify any outstanding issues or begin preparing draft RG Report
10.30-10.45 Break
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 feedback commendations/recommendations
15.30-15.45 Break
15.45-16.00 RG meet with Head of School to feedback initial outline commendations and recommendations
16.15 Exit presentation to all available staff of the unit – usually made by an extern member of the Review Group (or other member of the Group, as agreed) summarising the principal commendations/recommendations of the Review Group
16.45 Review Group depart