



University College Dublin

Quality Improvement Plan

UCD English, Drama and Film Studies

23 February 2015

Categories

1. Recommendations concerning academic, organisational and other matters which are entirely under the control of the unit
2. Recommendations concerning shortcomings in services, procedures and facilities which are outside the control of the unit
3. Recommendations concerning inadequate staffing, and/or facilities which require recurrent or capital funding

Timescale

- A. Recommendation already implemented
- B. Recommendations to be implemented within one year
- C. Recommendations to be implemented within five years
- D. Recommendations which will not be implemented

Report	RG Recommendation	Category (see list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (see list above)
ORGANISATION AND MANAGEMENT				

2.16	<p>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.</p>	1	<p>The new Head of School will convene a meeting of the School in February 2015 to draw up a strategic plan for the School. This plan will align itself with newly articulated university objectives. (Note: The President has given new directives about such plans in light of the overall university strategic plan into which the School had input in Autumn 2014). The Strategic Planning process will be led by the Head of School in full consultation with the School. It is hoped that the process will be complete by June 2015, and that the Plan will outline our vision to 2020</p>	A + B + C
2.19	<p>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 oversight rather than striving to involve everyone in decision-making.</p>	1	<p>The decision-making processes in the School are under review by the new Head of School especially with regard to enhancing the role of the School Executive. There will be a weekly “open door” meeting where staff may meet with the Head and Deputy Head to discuss any matter. Strategic and policy questions will be referred on to the Executive and/or School as appropriate. The membership of the Executive will be slightly streamlined, and will meet at least three times per semester, and additionally as required.</p>	A + B
2.21	<p>The Review Group strongly recommends that the College clarify the relationship between the School and the Programme</p>	1, 2, 3	<p>The School actively liaises with the Programme Office with issues that arise. A good working relationship exists between School staff and staff in the College and Prog</p>	B + C

	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.		Office despite the heavy workloads in both these areas. The University has appointed a new Dean of Arts who is currently working on reviewing various areas of activity at the College. Several members of the School have joined sub-committees set up by the current Dean which aim to review and reform aspects of the BA programme.	
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.	1, 2	Administrative roles have been rotated in some areas and the School will in the future review this on a regular basis. The workload of the administrators in the School is currently under review by the new Head of School with a view to lessening the burden of administration on academic colleagues in some strategic areas. It should be possible to streamline some activities in the School and to significantly reduce paper flow. However, this will have an implication for existing School administrative staff who are currently stretched and under resourced (see recommendation 3.24).	A + B + C
2.20	Film and Drama must be proportionately represented on the Executive and in strategic decision-making.	1	Subject Heads of Film and Drama have always been members of the School Executive, so they are fully part of decision-making processes and are proportionately represented. Film Studies and Drama Studies are also represented on some School committees, but this could be improved. The decision-making structures in the School will be reviewed as part of the discussion of the School strategic plan in January 2015. Committee structures and workloads will also be reviewed in parallel by the incoming Head of School and realigned and rationalised where possible.	A+B
STAFF AND FACILITIES				
3.19	The Review Group recommends that at a minimum the current staffing complement should be maintained.	2 + 3	The School welcomes and supports the recommendation by the Review Group that existing staffing levels should be maintained by the School and will seek, in discussion with and support of the College of Arts and Celtic Studies, to maintain these levels. Recent and impending retirements render this urgent and critical.	B+C+D
3.20	The existing temporary positions in Creative	2 + 3	A permanent appointment has been made in Drama Studies in August 2014 and	B+C

	Writing, Drama, Film Studies, and American Literature should be made permanent.		a further permanent appointment in Old and Medieval English was made in November 2014. Permanent appointments are planned in Creative Writing, Film Studies, American Literature, and Anglo-Irish Literature over the next 3-5 years. These appointments are only now feasible because of a change in government policy about hiring in the public sector, but depend on budgetary decisions at university and college level.	
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.	1	In relation to the term “junior academic staff” it should be noted that all of the staff to whom this refers have considerable experience and enjoy international reputations as scholars and teachers, and are not in need of top-down mentoring. The School is represented on a newly formed College committee reviewing how mentoring is implemented in the College of Arts and Celtic Studies. This committee will seek feedback from all the Schools in the College early in 2015 about the kinds of mentoring that might be effective and at what stage of their careers colleagues might make use of such a scheme. In addition, the School plans to provide workshops giving advice regarding career paths, promotions, etc, and the Head of School will continue to invite relevant bodies and persons to present on, e.g. funding opportunities.	A+B
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	1 + 3	<p>The replacement-orientation of our appointments financed from core funding results from current directives beyond our control. Any replacement posts are always aligned with our strategic plans and are never made casually and without careful consideration and planning. However, the School strategic plan will outline 8-9 key posts essential to the School’s development over the next 5 years. We will focus on increasing non-Exchequer income so that we can develop and consolidate, whilst remaining mindful of the potential pitfalls of non-exchequer funding.</p> <p>Replacement of Staff in the area of American Literature. Two permanent appointments in this area will be made in Spring or Summer 2015 as soon as the permission has been granted by the University and College for them. Further replacement posts are imminent and critical in Media Studies and Anglo-Irish Drama. Plans for these appointments are being drawn up.</p> <p>The Review Group highlighted the relatively new field of Digital Humanities and opportunities for cross collaboration, particularly a Digital Humanities specialist</p>	A+B+C

			in the area of Medieval Literature (Global Middle Ages). The School would welcome a new appointment in medieval literature and digital humanities and will actively seek such a post if a mechanism opens up within the University whereby funding can be earned for strategic posts of this nature.	
3.23	Succession planning should be undertaken to replace the current Director of Creative Writing and the Professor of Drama/Writer in Residence	1 + 3	<p>Succession planning per se is not permitted in the University as new appointments can only be made after a member of staff has retired, however, the new Head is actively seeking to identify suitable candidates, and to secure funding.</p> <p>A staff plan has been drawn up with the College Principal and the College Finance Manager in April 2014 in which retirements in the area of Creative Writing and all other areas of the School have been provided for.</p> <p>A strategic appointment of the current Professor in Creative Writing will be sought but he does not retire for four more years. The Director of Creative Writing has secured funding for a Laureate in Fiction, a new international position co-funded by UCD, New York University, and the Arts Council. This appointment was made in December 2014 and will enhance the prestige of the Creative Writing programme. The Laureate will teach Creative Writing in the School for as part of her/his duties.</p>	A+B+C
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.	1 + 3	Due to the imminent retirement of one of the administrators in the main office, some administrative reorganisation will take place in spring 2015. In the longer term, the School will advocate for an additional 1.0 administrative post, although the precise configuration of duties will be a matter for the School as a unit to decide. The new Head of School will encourage collaboration where feasible. The planned digitization of record keeping should enable a reconsideration of duties for all administrators in the School.	A+C
3.25	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 though improving systems and	1	The new Head of School plans to address some of these issues by (1) revisiting workload models; (2) by encouraging staff to participate fully in School decision making and strategic planning; (3) by attempting to encourage work-life balance; (4) by streamlining administrative tasks where possible (see 3.24 and 8.10 below)	A+B

	workload management. Priority must be given to staff wellbeing across the School.			
3.27	Some basics need attention: in particular, all the teaching rooms need adequate audio-visual equipment, and all should be networked	2	A review of the Newman Building is currently under way by UCD Buildings. Colleagues in Film Studies have advised on the equipment that they require in lecture theatres that were refurbished in August 2014.	B+C
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.	2	NT2, a dedicated teaching and rehearsal space for Drama Studies, was further enhanced in August and October 2014 through the addition of drapes and lighting bars. Head of Subject in Drama Studies, colleagues in Drama Studies, and outside experts on lighting and theatre design were fully involved in all aspects of these installations. Further development is limited due to lack of resources.	C + D
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.	2	This is undoubtedly a resourcing issue that lies outside of the School’s control, beyond continuing advocacy on this point, but we would like to explore the possibility of using the Clinton Auditorium.	C + D
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.	1 + 2	Drama Studies colleagues have lobbied about LG1 but currently the University has other plans for it. The new Head of School will continue to push for this space to be used for its intended purpose, i.e. as a shared resource for the whole School, Ad Astra Performing Arts Academy and for special DramSoc events.	B + C
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	1 + 2	Further work has been done on the website but development of a new website is constrained by the School’s budgetary situation. Work on the website will proceed in Spring 2015. It is also proposed to appoint a member of the School with specific responsibility for internal and external Communications.	B

	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.	1	The University does not provide separate social spaces for Schools. Members of the School belong to the Common Room and regularly meet there. However, the new Head will investigate the possibility of providing some facilities for staff to make tea and coffee (and provide these for small research events and meetings), and to store and keep food for lunch. There are issues to be overcome, relating to space, and to cleaning.	B
TEACHING, LEARNING AND ASSESSMENT				
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	1	The School will review its teaching programmes as part of the discussion of its strategic plan in spring 2015. The new Head of School will review and rationalise the number of modules in the BA programme in Spring 2015 as part of the planning process for 2015-16, in conjunction with the School T&L committee's planning curriculum review. A curriculum review of the BA programme has also been instituted by the Registrar for Spring 2015. The School has already actively participated in discussions about deficiencies in current structures. A review of MA offerings has also been undertaken by Registry and the School is participating in this review. Particular attention will be given to modes of delivery, student retention, and defining graduate attributes.	B

	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.	1 + 2	<p>There was a rise in numbers in most of the MA programmes in the School in 2014-15. A number of new bursaries created at School and College level has assisted in this rise in registrations at MA level.</p> <p>Actions Planned: The School is actively involved in the drive by the International Office to recruit more non-EU students for 2015-16 and beyond. The School will continue to explore means of sustaining and enhancing these bursaries through external funding.</p>	A +B + C
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	1 + 2	See 2.6/2.21 and 4.16 above	A +B +C

	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 recommend that the issue of collaboration is taken up at College and University level, with a view to facilitating the more extensive exchange of teaching.	2	The School already has a high number of collaborative arrangements in teaching with other university partners (Queens University Belfast and NUI Maynooth) and with other subject areas in the university particularly in the area of Irish Studies and Gender Studies.	A + B + C
CURRICULUM DEVELOPMENT AND REVIEW				
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.	1	See 4.16 above	A + B
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.	1	A meeting of the graduate board in the School will review these discrepancies. However, some of the variations are due to the several MA programmes, such as Drama Studies and Creative Writing, in the School which have practice-based modules and so have different academic requirements.	B + C
5.11	The Review Group recommends that the School look to develop even more	1 + 2	See 4.19 above. The School regularly partners with the Humanities Institute and the Clinton Institute in the organisation of conferences, workshops, seminars,	A + B + C

	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.		and occasional lectures. It aims to continue these strong existing relations. Where practicable, the School will seek out additional partnerships, such as the collaboration between NUIM, IADT and UCD on “Console-ing Passions Conference on TV, Audio, New Media and Feminism”, a major international conference being hosted by UCD in 2015	
5.12	The Review Group also sees collaborations in teaching with external (non-HE) organisations as a way of potentially enhancing student employability.	1 + 2	The School is participating in a pilot Career Mentoring scheme organised by the UCD Career Development Centre and UCD Foundation in which alumni will mentor students. The scheme goes into effect in February 2015. It is to be hoped that this will allow us to start to build a database of potential mentors and/or providers of work experience	A + B + C
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.	1	Many of these proposals will be addressed in the Strategic Plan, particularly in the implementation phase of that Plan.	A + C
RESEARCH ACTIVITY				
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	1	Research Priorities will be established as part of the process of drawing up a School strategic plan in January 2015, and these will be aligned with the College Research Strategy as well as the University Strategic Plan. The School Research Committee will be responsible for drafting a 5 year research plan for approval by the School	A + C
6.19	The School should continue to identify and build on previous successes in securing grant funding. The University Research Office	1 + 2	Four members of the School have ERC, Marie Curie or HERA funding applications in train. One member of the School was recently short-listed for an ERC starter grant and although not successful was deemed fundable. She has	B + C

	should be drawn upon to support and create a track record for smaller national grants, building to more ambitious European Research Council grants.		won a grant on those grounds from the Irish Research Council to reapply in 2015. The School plans to build on this success.	
6.20	Mentoring should be made available for staff who require additional research support.	1 + 2	The UCD Research Office provides very comprehensive support for applicants for research grants. Regular meetings are held at School level to ensure that everyone is apprised of the opportunities available. Several such meetings took place during March-May 2014. Further meetings are planned for 2015.	A + B + C
6.21	The School should review the current composition and operation of the Research Committee	1	A new research committee will be appointed by the Head of School early in 2015	A
6.23	The School should continue to seek bursaries for graduate students	1	Six new bursaries were secured for the MA programmes for the three year period 2014-16 in the School due to the concerted work of Professor Margaret Kelleher. The School was also successful in winning 3 of the new College of Arts and Celtic Studies bursaries. Further developments in this area are in train.	A + B + C
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.	1	PhD and postdoctoral students are integrated into the weekly research seminar. The School has been involved in the plans by the Research Office to create a full career development programme for postdoctoral students, which will also integrate more effectively into the School and University. Part of the Strategic Plan will be devoted to enhancing the postgraduate culture of the School, by focussing specifically on targeting postdoctoral scholars (an area where the School could do better). The English Graduate Society does excellent work in this area; and the return of New Voices to UCD is a welcome enhancement to postgraduate activity.	A + B + C

MANAGEMENT OF QUALITY AND ENHANCEMENT

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	1 + 2	As indicated above, a strategic planning process will be initiated in spring 2015.	A + B
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	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.	1 + 3	Due to the high numbers, timetable restrictions and increased research success, tutors and part-time lecturers will always be needed by the School, and also provide crucial early career training for our graduate students. The number of staff employed on an hourly basis will be decreased for 2015-16. This is complex issue, and the School needs to be fully apprised of the budgetary constraints in order to set priorities. This will be a key part of the School's development in the next 5 years.	B + C
SUPPORT SERVICES				
8.8/8.9	Support structures for students, particularly at Programme Office level, should be reviewed. The issue of retaining students after Stage One should be reviewed.	1 + 2	Retention of students (that is, students who fail modules) has been flagged as a serious issue by the College and is currently being addressed at School and College level. The School of English, Drama and Film is actively involved in these discussions, in particular with the Dean under the auspices of the BA Programme Board	A + B
8.10	The School office should streamline administrative duties by moving to online recording/storage of data (including, for example, student report cards).	1	The new Head of School has reviewed data storage and compilation in the School. A pilot project to take record-keeping and student feedback online is being finalised with MSU/InfoHub. If successful, full implementation will take place in 2016-17	A + B+ C
EXTERNAL RELATIONS				
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	1 + 2	MA programmes were heavily marketed for 2014-15 leading to an increase in numbers, and this will be an ongoing feature of the School's operations, enhanced by a newly designed website, linked into Facebook and Twitter feeds. This will be overseen by a new post of Communications Officer in the School.	A + B+ C

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.	1 + 3	An upgrade of the website is in train but is hampered by lack of budgetary support; but the School is committed to increasing its online/digital/social media presence more broadly (see 9.8).	A + B
9.10	Create more formal relationships with external stakeholders (e.g., create more formal relationships with external stakeholders, including theatres and cultural organisations	1	The School is actively involved with numerous arts organisations and acknowledges and profiles work with them as appropriate. Many academics in the School serve on public bodies (e.g. the board of RTE, IFI, Rough Magic Theatre Group etc), and have close working relationships with stakeholders in the arts. There is certainly scope to work more closely with alumni, using the various university units, e.g. UCD Foundation and UCD Alumni	C
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.	1	Following the School’s involvement in the finalisation of the University strategic plan in semester 1 2014-15, the School will draw up a five-year plan in January 2015	A

10.5	<p>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.</p>	1 + 2 + 3	<p>A staffing plan has been drawn up with the College of Arts and Celtic Studies Office in April 2014, and the Head of School will continue to lobby strenuously for the restoration of “lost” posts (one in medieval, one in American, one in film), but also to put current arrangements onto a more stable, long-term footing. This depends on budgetary constraints, and increasing the School’s non-exchequer income through various means. It also requires us to work more systematically on student recruitment and retention.</p>	A + B + C
10.6	<p>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.</p>	1	<p>See 3.21 above</p>	A + B

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.	2 + 3	The CAO entry system is currently under review by the Registrar and this has involved on-going discussions about the combined degrees of English with Film and Drama. However, expansion in Film and Drama is currently constrained by lack of budget and resources.	B + C
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.	2 + 3	The use of LG1 is outside the control of the School. There are no current plans by the University to restore this to a black box theatre space. However, a performance space is envisaged as part of the plans for the Newman-Joyce development and members of the School have advised on the plans drawn up for this.	B + C
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.	1	The School will review its undergraduate provision as part of the Curriculum review instigated by the Registrar. Members of the School have already been actively involved in these discussions and have been making recommendations for improvement and change.	A + B

3. Prioritised Resource Requirements

This section should only contain a list, prioritised by the Quality Improvement Committee, of recommendations outlined in the Review Group Report, which require additional resources. The planned action to address each recommendation with an estimate of the cost involved should also be included:

1. Post in Medieval Literature and Digital Humanities
2. .5 Administrator
3. Budget to develop the School website
4. Budget to implement digital record storage system where appropriate.
5. Budget to improve current facilities (technical equipment and other resources in Drama and Film)