

## UCD SPIRe Quality Implementation Programme 2014

### Categories:

1. Recommendation under control of the School
2. Recommendation outside the control of the School
3. Recommendation requires additional funding

### Timescale

1. Recommendation already implemented
2. Recommendation to be implemented within 12 months
3. Recommendation to be implemented within five years
4. Recommendation which will not be implemented

Para	Recommendation	Category	School Response	Timeframe
<b>Organisation and Management</b>				
2.8	Minutes of the meetings of the Executive Committee should be taken and a summary of the outcomes of the meeting should be circulated to staff. In addition, the minutes should be retained centrally, so that staff may consult as needed.	1	The recording of minutes has been implemented. Their distribution has commenced as of 1/12/14. Where such minutes address HR and/or budgeting issues not appropriate for broad circulation, they will be redacted. Reports to School Board also set out all substantive issues discussed at Executive with formal recommendations from the Executive.	1
2.9	It will be important to engage in succession planning for the major administrative responsibilities taken on by staff, including Head of School, and to ensure that there is a generally shared expectation of the rotation of responsibilities.	1	Staff preferences are determined through a 'preferendum' of all staff using a single transferable vote. HOS decides final allocation based on Workload Allocation Model, historic staff profile and staff seniority., to ensure an appropriate distribution of tasks commensurate with seniority but also providing for	1/2

			<p>staff experience and profile at College and University level</p> <p>A process for Head of School succession is under consideration.</p>	
2.10	<p>Whilst the level of interaction and collegiality amongst academic staff is high, intra-School communication that includes postgraduate students needs to be improved, for example, by introducing opportunities for social interaction.</p>	1	<p>The School is already so engaged with weekly research seminars (Staff and PhD) with social meeting thereafter and seasonal social events. Additional innovation includes twice-semester meetings with Tutors.</p>	1
2.11	<p>There needs to be greater formalisation of procedures at School level, for example, to ensure transparency in how decisions are made, to provide details of induction process for new staff, to define the level of administrative support for academic staff and to standardise the system for instruction of new tutors across the School. The Review Group noted that new material for tutors relating to some particular modules is now available and recommends that this practice should be adopted by all module co-ordinators.</p>	1	<p>Tutor training and support has been standardised, as has been admin support to large undergraduate modules. HR has been requested to support staff training and induction. HOS has begun issuing all-staff emails following College Executive in addition to regular School Board reports.</p> <p>An annual school calendar is being developed which will institutionalise advanced School planning within the academic cycle.</p> <p>An SOP guide is also under development for all staff on School processes and procedures.</p>	2
2.12	<p>The Review Group noted that there seems to be a lack of awareness amongst staff of how FTEs for undergraduate and postgraduate teaching are allocated to the School. This may impact negatively on SPIRe's ability to make a strong case to the College and University for allocation of resources and replacement of staff FTEs. It is recommended that staff meet with the College of Human Sciences finance manager to understand the basis of FTE allocation at all levels (undergraduate, postgraduate taught and postgraduate research) and to build a profile of year-on-year changes in student FTEs.</p>	2	<p>Meeting with College Finance Manager on this point has been sought. This will feed directly into the School Strategic Plan commencing in AY 2015/16 and earlier budgetary negotiations and staff planning.</p>	2

2.13	The School needs to make the best use of data and to present its case for support in a more structured way. Whilst the Review Group acknowledges that the School has given consideration to how it wishes to develop, it is recommended that the School should compile a more objective and evidence-based strategic plan and identify clear priorities for teaching and research. The School should use the plan to inform the College and University of its priorities and of how these could be achieved. Please also refer to comments in Section 5.8.	1	School will pursue new Strategic Plan to commence AY 2015/16. It is intended that this plan will set out a clear developmental pathway for the School into AY 2020/21, inclusive of academic staff requirements, administrative and research supports, research-led teaching and physical infrastructure.	2/3
<b>Staff and Facilities</b>				
3.9	A clear system of mentoring needs to be introduced for younger staff. The current lack of an induction scheme for them should be raised with UCD Human Resources. The requirements and the roadmap towards tenure need to be set out clearly.	1	Mentoring programme for early-career staff academic colleagues has been introduced. Induction programmes have been raised with UCD HR and is being actively pursued. A tenure/probation workshop is being organised.	1
3.10	Consideration needs to be given to protecting new members of staff from an excessive workload, at least in the first year.	1	New colleagues are not given major School-level administrative responsibilities. At the same time, such responsibilities are required for staff development/promotion. A system has been devised to attempt balance these requirements (see 2.9 above).	1
3.11	If sabbatical leave continues to prove difficult, attention will need to focus more on compressing teaching into one semester so as to allow any given staff member at least one light semester every three years.	1	This is to be incorporated in the next iteration of the Workload Allocation Model.	2
3.12	Negotiation should be entered into with the College with an attempt to enlarge the administrative staffing beyond its current compliment of 2.1 FTE. One full time administrator in a school with this number of	3	HOS has initiated discussions with College on this point and a .5 FTE admin post has been agreed to support administration of graduate studies and general administration with IT and social	2/3

	students is clearly insufficient. The Review Group heard from several undergraduates that their emails were not answered promptly and in some cases, not at all. Evidence clearly shows that the Office is working hard to keep abreast of a very demanding workload and the Review Group notes that it is inevitable that more gaps will emerge as the workload continues to increase.		media skills. Improved communication and support systems for student enquiries have also been introduced.	
<b>Teaching Learning and Assessment</b>				
4.7	At the undergraduate level, the Review Group strongly encourages the offering of tutorials in Stage 3 modules; as the School does not have the financial resources for such offerings, the College ought to make funds available, so as not to dilute further the quality of the undergraduate learning experience.	3	This is a critical issue and will be central to a business case which will be made to the College in next budgetary round	3/4
4.8	Within the School, academic staff should provide guidance to students on module choice, especially at the end of Stage 1; open office hours at select times could, for instance, provide an opportunity to get advice on academic and career paths.	1	The School's experience is that these office hours are posted and then not attended. Many staff have either an open door policy or else make appointments on request. The possibility of workshops for Stage 1 students will be proposed to the T&L committee.	2
4.9	The Review Group also suggest that the School investigate other means of connecting with its best undergraduate students – for instance, offering a small seminar to select students or involving undergraduates in research activities.	1	This is already an established feature of the UG programme with a Level Three Advanced Seminar module introduced for this purpose some years ago. Further initiatives are being considered within the current Curriculum Review and in partnership with University of Maryland.	1/2
4.10	The Review Group also encourages the School to consider means of increasing interaction among master's and doctoral students; attendance at research seminar presentations is a great start, but other avenues also ought to be explored.	1	This has been referred to Staff Student Liaison Committee for consideration.	2

4.11	<p>The School should request that PhD student office space, which is allocated by the College, be organised by discipline – so that political science and international relations students share space with others from their own School.</p> <p>In terms of interaction with academic staff, collaborative or co-authored work offers many benefits (mentoring, publications prior to degree completion) to doctoral students. The Review Group urges the School's staff to consider how graduate students might therefore be involved more directly in their research efforts; providing small amounts of funding via the Research Committee budget is a good beginning. The Review Group also hopes that PhD students will be informed of, and encouraged to apply for, University-level funding for conference travel and presentation.</p>	1	<p>Accommodation issue has been referred to Graduate Studies Committee for pursuit with Graduate School, College of Human Sciences.</p> <p>Staff-Student research engagement has been referred to Research Committee for action.</p> <p>Research Committee has established and operates support fund for graduate research students.</p> <p>PhD students are regularly notified of funding opportunities at College and University level and other such external notices are routinely distributed through a dedicated email distribution list.</p>	2
4.12	<p>The School also should provide better guidance to PhD students in regard to what the Doctoral Studies Panel (DSP) is supposed to do; many students are unaware of how to engage with this body. At the same time, the DSP should provide timely feedback at the transfer point; more generally, the Head of School should provide staff with a clear set of guidelines regarding the duties of supervisors and other members of DSPs.</p>	1	<p>SPIRe has now implemented early appointment of DSP members for incoming PhD students. The PhD Handbook already has sections on the roles of all concerned: PhD students, DSPs and supervisors. Information will be added to make clearer the timetable. Further guidance will be added to clarify who should convene meetings of the DSP and at what intervals, and to sharpen up guidelines for staff as well as for students. The scheduling and requirements of Transfer Assessment Committees will be confirmed earlier in each academic year.</p>	2
4.13	<p>At all three levels (undergraduate, masters, doctoral), there is a need for better and earlier training in the use of statistical methods. While learning these methods can be daunting for students without maths backgrounds, they also are very important not only for conducting research, but also for evaluating work in both the policy and the academic sphere. Indeed, the Review Group heard from students at all three</p>	3	<p>This is desirable and commendable from an academic point of view and is part of current curriculum review. It may also be possible to institutionalise this within new u/g programme(s) . There are some preliminary plans to set up a separate-entry degree programme – especially if this were to be a four-year programme.</p> <p>There are serious obstacles to instituting this at BA level that</p>	3

	<p>levels a plea for statistical training. Students perceive that such training improves not only their ability to evaluate theoretical arguments, but also their employment prospects after degree completion. The Review Group therefore recommends the offering of a module in research methods (research design, statistical methods) at the undergraduate level, ideally in Year 1.</p>		<p>would require resolution at college/university level:</p> <ul style="list-style-type: none"> <li>- We have large numbers at u/g level and too few staff to teach intensively in the way that would be required. The very tight limits on the School's tutorial budget would make it impossible to provide the small-group lab classes that would be required to teach stats methods, advise students, and correct homeworks etc.</li> <li>- We are under pressure to keep up our u/g numbers, not reduce them. Compulsory stats would certainly deter some proportion of students who take Politics as a humanities discipline</li> <li>-</li> </ul> <p>As regards graduate teaching, please see 4.14 below</p>	
4.14	<p>It is also recommended that master's level students – those interested in policy careers as well as in doctoral studies – should take core courses in research methods. The Review Group acknowledges that this would effectively eliminate the distinction between MA and MSc variants of programmes, but would have the benefit of simplifying the range of courses on offer.</p>	2	<p>Strengthened graduate research training provision is under active consideration.</p> <p>The implication of this recommendation – acknowledged in final sentence thereof – is that Introduction to Research Design should be compulsory for all students, and perhaps also that Introduction to Quantitative Methods should also be compulsory.</p> <p>Such requirements would deter a significant proportion of our current Masters students and would draw into question current provision in Political Theory, Human Rights, and other law/philosophy oriented programmes.</p> <p>The suggestion would also likely entail a significant drop in graduate taught numbers consistent with a narrower range of offerings. This would contradict current strategy agreed with Registrar and Bursar.</p>	4

			Intro to RD is currently taught as a seminar class for MSc students. If it were to be mandatory for all, it would either need to be taught three or four times in seminars, or be delivered in a lecture format, with small-group follow-up; either option would be resource-intensive in ways that would compromise other current staff commitments.	
4.15	At the doctoral level, the TCD-taught quantitative methods course draws on TCD's strengths in that area. As such, it should be taught at TCD each year (rather than alternating with UCD). To address concerns about the level at which the TCD course is taught, the School should offer an optional "math boot camp" (a refresher/introductory course, over a few days prior to the start of the first semester) to prepare doctoral students. At the same time, the School should offer a qualitative methods course (perhaps also jointly listed with TCD); this course should be offered in-house, and it should focus not on broad philosophy of social science or research design considerations, but on specific, practical methods (e.g. interviews, archival research, focus groups, ethnography).	2	<p>The division of labour between UCD and TCD has changed over time, depending on the skills and interests of those available to teach. The current system has evolved to permit specialists in each university teach advanced stats on a rotating basis.</p> <p>The suggestion of a quants boot camp is welcome and has been referred to Graduate Studies Committee.</p> <p>The need for a school-based qualitative research methods course for PhD students is acknowledged. Staff losses have thus far precluded its re-introduction. While access to the College of Human Sciences PhD course in qualitative methods has been welcome, its limitations are acknowledged. This is under active consideration by the Graduate Studies Committee.</p>	2/4
4.16	Within undergraduate courses, there is a need for consistency in practices related to module descriptions and tutorial activities. Students should be provided with clear descriptors for each module. At the same time, tutors should be given training in pedagogy, as well as in practical matters such as using the relevant course management software. Module coordinators should ensure that tutor guides are developed and distributed, and that tutors receive materials (recently developed) related to essay writing, feedback, and plagiarism.	1	Under consideration within Curriculum Review process. Newly introduced training for tutors also addresses some of these points.	2

4.17	Module coordinators should take responsibility for entering grades into Gradebook. This task should be completed by the academic staff, rather than by the administrative staff.	1	This has been, and continues to be, the policy of the School. Responsibility for entering grades lies with relevant academic staff.	1
4.18	Practices related to the hiring of tutors should be transparent and standardised. The Review Group encourages the School to investigate whether its tutorial budget and assignments can be rationalised in a way that would allow greater use of tutorials and tutor attendance at lectures, as well as greater consistency over time. Tutor hiring and assignments should be made annually, rather than each semester.	1	A new Graduate Scholarship scheme has been introduced which directs limited funding to the School's graduate students. This entails a substantial element of tutoring as part of their professional training. Tutoring posts are also advertised openly and selected on the basis of School need and applicant profile/skills. A comprehensive system of tutor supports has also been introduced.	1
<b>Curriculum Development and Review</b>				
5.6	The Review Group strongly encourages the School to consider in a holistic sense its offerings at the master's level. Offering new programmes provides some benefits, but doing so also generates costs. And not all of the FTEs generated by master's programmes accrue to the School. While the Review Group understands that fee-paying graduate students offer revenue in a time of pronounced fiscal constraints, the Review Group worries that offering such a range (in terms of substance, levels, and structure) of programmes dilutes the brand identity of these graduate degrees. Indeed, data on actual enrolments suggest that the majority of master's students are concentrated in Development and in International Relations.	1	<p>Programmes with relatively low enrolment levels are not a drain on the School – no module runs with small numbers. Since all modules are open to all students across all programmes, the 'flat' programme structure allows a high level of differentiation in certified outcomes.</p> <p>The areas in which the School runs programmes are ones in which we believe there is student demand: Development and IR, also Human Rights, Political Theory, Nationalism and Ethnic Conflict, MEconSc in European Affairs (a more professionally-oriented programme), and a new European Politics programme; plus the 'generic' MA. Each has a part-time and a full-time option and most have a separate graduate diploma entry point. This differentiation gives rise to more module codes than actual subject-areas.</p>	4

			The School's graduate programmes are designed a) to profile research strengths of School as well as to maximise graduate fee income – in agreement with Registrar and Bursar. While a newly designed web presence has clarified the shape of our graduate offerings, we do not agree that their narrowing or specialisation would serve either the pedagogic ends or financial needs of the School.	
5.7	A smaller set of programmes, focused on the core research interests of the School (as identified on p.18 of the SAR), would create a more coherent identity. To this end, the School's 2013 strategic plan document "noted the agreed School objective of recasting it as a centre of excellence in international politics while maintaining its teaching provision in core areas of the discipline such as comparative politics (including Ireland and the EU) and the political theory." (p.26 of SAR). This coherence is useful not only for encouraging connections between teaching and research, but also for improving the prospects of students seeking positions after degree completion and guaranteeing that all taught master's students (regardless of academic background or intended career path) are rigorously trained. Moreover, reducing the number of programme options will reduce confusion among potential master's degree applicants.	1	<p>The merits of this recommendation are not clear to us. If we were to focus only on 'international politics, comparative politics, and political theory', we would lose high-profile areas such as European politics, human rights, conflict resolution, IR and IPE. Not to mention development.</p> <p>Our experience has been that students look for more differentiated rather than more generic programmes at Masters level so as to mark them out in an exceptionally competitive jobs market. Similarly, among Irish universities leveraging income from PGT programmes is one of few sources of additional income leading to proliferation in programmes and need – once more – to offer greater rather than less differentiation.</p>	4
	Academic staff, as well as undergraduate students, have expressed concerns about the effects of flattened Level 2 on learning outcomes. Academic staff have not, however, presented this case to the Programme Board. The Review Group is sympathetic to the claim that a flattened Level 2 is undesirable for Politics and International Relations students, and the Review Group encourages the Head and the School to make this claim (supported by data, see 5.8) at the College level.	2	Review of flattened stage is underway.	2

5.8	<p>In the review documentation and in the Review Group meetings, various claims were made about recent changes in the undergraduate population and in undergraduate learning outcomes. These claims are, thus far, anecdotal in nature. While the data to assess them systematically are available, these data have thus far not been collected or presented. The Review Group strongly recommends the collection of information, for use in curriculum review, on (a) the median qualifications of BA students (to what extent has the CAO points at entry of the median student changed over time?); (b) performance of students over time (to what extent have grades in the same modules, and taught by the same staff, fallen, remained the same, or increased?); and (c) comparisons of grades between Year 2 and Year 3 students in Level 2 modules (to what extent do Year 2 students taking what would be Level 3 modules do worse than their Year 3 colleagues?). The general point is that the data needed to assess claims about student characteristics and outcomes are available and should be consulted; doing so will allow the School to make its claims more forcefully.</p>	2	<p>This is largely a BA programme-level issue over which the School has no control. However, the School is actively engaged in these College-level discussions.</p> <p>The School is also actively considering means, through its curriculum review process, for strengthening the education, skills and training of undergraduates within the BA as well as opportunities to introduce new undergraduate programmes which will serve to profile excellence in our undergraduate provision.</p> <p>The Review Group's points on data analysis of our undergraduates is well taken and this will feed directly into our curriculum review and most especially the 2015-2020 Strategic Plan. As noted, this Strategic Plan will address evolving needs of a research intensive, teaching focused School.</p>	2
5.9	<p>Some graduate students are concerned that they are not trained in writing for an academic audience, or in an analytic style. Given that master's-level students come from a range of disciplinary and national backgrounds, offering early guidance in writing is central. Instruction in and feedback on writing should therefore come very early in the M.A. curriculum.</p>	1	<p>Module coordinators are advised to set writing assignment(s) within the first four weeks of each semester, with prompt review and feedback. This will avoid the danger of leaving essay assessment until much later in the semester. This will be more strongly flagged from 2015 entry.</p>	1
5.10	<p>The School should ensure that there is consistency in assessment across modules. The requirements, such as the amount of written work for modules should be broadly consistent and regularly monitored.</p>	1	<p>Under consideration as part of the ongoing Curriculum Review</p>	2

5.11	Collecting information on graduates, either at the School or College level, would allow the School to track both the career paths and the academic experiences of students. Such surveys could provide a useful complement to course evaluations or surveys of current undergraduate and/or graduate students. Course evaluations tend to have low response rates, and the response rates also vary significantly across modules. Moreover, students may have a better sense of how useful modules were after they have finished their education and entered the workforce or a graduate degree program.	1	Project on this has been launched.	2
<b>Research</b>				
6.9	Given the paucity of funding, PhD's and indeed staff, need to be encouraged to play a prominent role in Europe based conferences such as University Association for Contemporary European Studies (UACES), British International Studies Association (BISA), and the European Consortium for Political Research (ECPR).	1	Staff and PhD students currently participate in these conferences. SPIRE has made available scarce, ring-fenced funding to PhDs through the Research Committee to supplement other funds for conference attendance.	1
6.10	External examiners and others who visit the University for administrative purposes should be encouraged to address research seminars, i.e. at no extra net cost.	1	External researchers are invited to present a research seminar.	2
6.11	Visitors to the School from other countries are to be encouraged, but they should also be expected to contribute to the School, for example, by payment of a bench fee, offering a seminar or mentoring graduate students.	1	Revised guidelines are being drafted by the research committee for approval by the School board which will incorporate these suggestions.	2
6.12	Thought should be given to the possibility of publishing between staff members and PhD students to mutual benefit.	1	Supervisors will be encouraged to jointly publish with PhD students, where appropriate. Limited funding has been made available to support PhD research assistance activity on research projects.	1, 2

6.13	In the interest of getting more University support for SPIRe, a dialogue should be opened within the School on the way in which the University's major research themes are promoted by the work going on in the School.	1	SPIRe research committee is engaging, through the College of Human Sciences, with broader University research themes, particularly in the context of Horizon 2020.	2
6.14	Staff should be required to list on the website at the end of each academic year all the publications in that period and conference presentations delivered.	1	This is current practice. The Director of Research is responsible for ensuring compliance.	1
<b>Management of Quality and Enhancement</b>				
7.5	A student-staff committee needs to be established to give students a forum to provide feedback to academic staff. The meetings should take place at least once a semester, with information to the students on what actions are taken as a result of feedback.	1	First meeting of reconstituted staff-student meeting scheduled for current semester	1
7.6	A forum needs to be put in place so that Masters students can engage with staff on issues relating to the course and can voice any concerns they may have.	1	Currently programme directors liaise directly with their students. This proposal has been referred to Graduate Studies Committee for consideration.	2
7.7	Forum should also be put in place for PhD students to air concerns and issues.	1	Currently the PhD Director liaises directly with doctoral students. This proposal has been referred to Graduate Studies Committee for consideration.	
<b>Support Services</b>				
8.5	Feedback from staff indicated that the School has experienced a number of issues in relation to different IT systems within UCD (Blackboard, Gradebook, Online registration, for example). It was reported to	2	Discussions with Director of IT Services and Head of Registry are ongoing	2

	the Review Group that queries need to be raised by a Head of School before a response is forthcoming – the 2Review Group is of the opinion that this is inappropriate. Responsiveness of IT services to staff queries and difficulties needs to be improved.			
8.6	School staff noted that access to IT systems is problematic, in particular for new staff. There needs to be clarity in how users should access systems for the first time. It is recommended that SPIRe should provide new staff with a Standard Operating Procedure (SOP) which details for new staff the list of systems to which they will need access and provides instructions of how to go about getting that access. This document should also include a database of key contacts within each of the relevant areas within UCD.	1	This document is under construction	2
8.7	To facilitate access to systems and to ensure that the appropriate people can access Blackboard, at the start of each semester and before tutorials commence, module coordinators need to provide a list of tutors to Blackboard Support in UCD.	2	School has had recent experience on this point. Following intense discussion with the Director of IT Services and the Blackboard support teams, new systems have been put into place to address this is requirement in a timely and effective manner for next and future semesters	1
8.8	In relation to the support available from UCD Research, the Review Group noted that there is some confusion among academic staff. There is also a lack of awareness regarding the availability of funding opportunities within the University and not all members of academic staff are receiving the bulletins with details of those opportunities that are sent out by UCD Research. Again, it is recommended that SPIRe ensure that new staff members are made aware of these bulletins upon joining the School. This information could be provided in the SOP. In addition, a workshop should be set up for academic staff and PhD students with the Research Office so that greater clarity on what the UCD Research Office do can be achieved.	2	Document at 8.6 will incorporate this point.  UCD Research has been reminded of need to ensure that all-staff communication is required for their notifications.  The proposal of the suggested workshop is under active consideration and has been referred to the School's Research Committee for action.	2

8.9	While the valuable assistance of the College HR Partner is acknowledged by SPIRe, there have been significant difficulties experienced by the School in setting up new staff and new staff being provided with the correct information on different policies and systems within UCD. UCD Human Resources (UCD HR) should engage with newly appointed staff before they commence employment in UCD, providing them with a welcome package outlining the relevant information that they will require when their employment commences. UCD HR should provide clear guidance and all necessary information to support staff in their applications for required visas and work permits before they arrive in Ireland.	2	This has been raised with UCD HR	3
8.10	Induction of new staff needs to be formalised. When new staff members commence employment, UCD HR should meet with them and should be available to help with the inevitable queries that will arise. UCD HR should also provide these new staff with information and details of the relevant training courses that will aid them in the commencement of their duties.	2	This has been raised with UCD HR	2
8.11	The induction of new PhD students should also be formalised so that PhD students are aware of the various Support Services that they might need to access while at UCD, in particular UCD Registry and UCD Assessment.	2	<p>An orientation briefing for all incoming PhDs is held at the start of the academic year as well as a meeting between new and current PhD students. The graduate handbook provides detailed directions on support and venues for assistance. PhD orientation at College level also identifies avenues of assistance and support.</p> <p>This point has been referred to the Graduate Studies Committee for further action.</p>	2

8.12	All newly-appointed staff should expect to receive their contracts in a timely manner and the Review Group recommends that UCD HR review their current procedures to ensure that this happens.	2	This has been raised with UCD HR	2
<b>External Relations</b>				
9.8	The School should consider whether it needs to take a parsimonious approach towards its links with other universities. There will always be temptations to develop exchange programmes or to teach abroad, but the opportunity costs in terms of research are considerable, just as they are always more administratively complicated than one foresees.	1	The School is under significant pressure to engage actively and substantively with the College and University's internationalisation programme. To date the School has done so in a deliberate and strategic manner. A 'parsimonious' approach would not be appropriate and would potentially undermine the School's relationships with key internal stakeholders. The point is however, carefully noted.	4
9.9	The cooperation with TCD over research training needs clarifying and reorganising so as to ensure a more effective division of labour, particularly with respect to quantitative methods.	1	With the reservation at 4.5 above, the joint modular programme with TCD is under active review and has been referred to the School's Graduate Studies Committee.	2
9.10	While the Junior Year Abroad students are a current income stream, there is little awareness at present of their presence within the School. Their numbers could conceivably be increased without damaging consequences, so long as an effective filtering is maintained via the GPA prerequisites.	2	There are as yet no exclusive structures for School-level interaction with North American JYA students. This has been referred to the T&L committee for consideration and action.	2
9.11	The School should be discriminating in terms of its contact with other universities and ensure that any collaboration is in line with key research themes and University policy on collaboration.	1	The School does not have institutional research engagement with other institutions. Its role is to facilitate and enable colleagues and groups of colleagues to so engage, either formally through the three research centres or more informally in ad hoc initiatives. Discrimination is, of course, key.	1
9.12	The School should build on its external and international research links to generate consortia that might bid for future Horizon 2020 projects.	1	The School does not have institutional research engagement with other institutions. Its role is to facilitate and enable colleagues and groups of colleagues to so engage, either formally through the three research centres or more informally in ad hoc initiatives.	1