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

THE FACULTY OF ARTS,
HUMANITIES AND SOCIAL SCIENCES

Faculty Quality Report

2022/23

1. Faculty Quality Overview

This report has been compiled based on information submitted by all twelve Schools in the Faculty of Arts, Humanities and Social Sciences (FAHSS).

Profile of the Faculty

The Faculty of Arts, Humanities and Social Sciences is comprised of twelve schools:

School of Creative Arts (CA)

School of Education (Ed)

School of English (Eng)

School of Histories and Humanities (HH)

School of Languages, Literatures and Cultural Studies (LLCS)

School of Law (Law)

School of Linguistic, Speech and Communication Sciences (LSCS)

School of Psychology (Psych)

School of Religion, Theology, and Peace Studies (RTPS)

School of Social Sciences and Philosophy (SSP)

School of Social Work and Social Policy (SWSP)

Trinity Business School (TBS)

The Faculty includes a wide range of undergraduate and postgraduate taught programmes, as well as many doctoral options. 25 subjects are taught as part of the Joint Honours programme, with students currently registered on 88 different pathways and there are a further 37 undergraduate degree programmes currently available. There are over 60 full-time masters on offer, many of these also with a part-time option, and an additional two fully online.

> **Quality FEC - Case Study on HE Degree Classification Project**
>
> A number of schools were chosen as case studies to examine the reasons for the increase in the number of first-class degrees. In English, for example, there had been an increase of 31% since 2011. The school tried to identify some of the reasons for the increase and found a number of reasons such as:
>
> - Shorter, more innovative forms of assessment.
> - Semesterisation.
> - Loss of student anonymity with continual assessment.
> - Marking higher in the first-class range.
> - The loss of the 3-hour examination, instead of 2 hour.

Special Faculty Executive on Quality

The Special Faculty Executive on Quality took place on Thursday 21 March 2024, in the College Boardroom, with 34 people in attendance, including Heads of School, Directors of Undergraduate Teaching and Learning (DUTL) and Postgraduate Teaching and Learning (DTLPG). The College Quality Officer, Ms. Roisin Smith, gave an update on Quality issues in the College. This was followed by a discussion of the collated Faculty Reports, as outlined throughout section one of this report.

The attendees of this Special Faculty Executive are listed in Appendix 1.

Student Evaluations

- **Undergraduate - Methods of Evaluation and Response Rates**

100% of undergraduate modules in the Faculty were evaluated. Response rates to surveys remain low. In response to this, a number of Schools have reintroduced in-class evaluations. Schools who ensure in class protected time to complete the survey for students taking the module generally report higher response rates. Some schools have introduced mid-module evaluations and any implementable changes are immediately made during the second half of the module.

The School of Social Work and Social Policy also outlined steps they have taken to improve response rates, and these could be useful for other schools:

1. *Repeated contact with the students taking the module.*

2. *Ensuring in class protected time to complete the survey for students taking the module.*

3. *Asking lecturers and Class reps to encourage students to complete the surveys.*

4. *Ensuring students are aware of the changes implemented because of previous survey feedback.*

To ensure that module evaluations are meaningful, School of Religion, Theology and Peace Studies staff are asked to return module evaluation reports reflecting on the feedback they receive in module evaluations for each module.

Initiative from JH Linguistics
In the Phonetics & Phonology module, a new feedback process was devised, called 'Things you learned, questions you have'. A QR code is given to students at the end of each lecture with a link to an anonymous MS Form asking them to write down (1) one thing they learned/one thing that stood out to them in the lecture and (2) one question they have. These questions are answered by the lecturer in writing and posted on Blackboard. Students have commented on the usefulness of this approach, which in their view works better than a Blackboard discussion board. Students have found it useful to see the perspective of their peers, and it has been very helpful for the lecturer to determine whether further clarifications are required in the module content.

- ## Undergraduate - Changes made in response to Evaluations

Improved Communication of EDI policies: a number of schools reported including EDI policies in their handbooks. Other schools have introduced new or updated staff handbooks, with all local and college policies and guidelines for staff.

Changing Assessment Deadlines and Types: A number of schools reported changing assessment deadlines and types in response to feedback from students. However, School of Law noted that some modules required by professional legal bodies for entry into the legal profession generally require in-person examinations. The School has undertaken to better communicate justifications for modalities to students.

Improved Communication: Schools have tried to improve communication with students around assessments. For example, in Psychology, colleagues are required to set the assignment format in advance of the module; changes are not permitted. Colleagues are requested to share information about assessment format, deadlines, etc. with students as early in the term as possible and to be clear about expectations and requirements.

Details on actions taken by Schools in response to UG student evaluations are available in Appendix 2.

- ## Postgraduate - Methods of Evaluation and Response Rates

At a Postgraduate taught level, 100% of programmes were evaluated, with response rates varying from 11% to 66%. As with UG, but maybe to a lesser extent, some schools are introducing in-class and mid-module evaluations in an effort to improve response rates.

- ## Postgraduate - Changes made in response to Evaluations (PG)

Improved Communication: A number of students requested more clarity in communication on course structure, deadlines, module requirements for assessments, reading lists and Schools are working to rectify these issues. For example, in Psychology, students raised issues around group work particularly in

the second semester when a lot of the assignments were group based- the timetable was adjusted to ensure that not all group-based assignments occurred in the same semester.

Teaching facilities: both unsuitability of space and distance between space was also raised. The School of Languages, Literature and Cultural Studies (LLCS)is currently exploring a workable solution by which to change the 'no module changes' rule currently in place for all PGT programmes, which they expect to pilot in 2024/25.

An interesting action from School of Linguistics, Speech and Communication Sciences (LSCS) was that, in response to student feedback in 2022/23 requesting further exposure to real-life teaching experiences, a new partnership will be launched in 2023/24 which allows students enrolled in the course's Teaching Practice modules to observe classes at a variety of proficiency levels in the English language school International House Dublin.

Details on actions taken by schools in response to PGT student evaluations are available in Appendix 3.

External Examiner Reports

The Quality Office updated at the Quality FEC on improvements to the External Examiner process. There is currently an online EE nomination process, and she urged schools to engage with this process, in order to gauge the usefulness of the process for the future. An online EE report will also be introduced, via an MS Forms survey link.

- ### Undergraduate

95% of expected Undergraduate External Examiner (EE) reports were received; ten schools reported that they responded in writing to EE recommendations, and ten schools reported that their EEs have or requested access to Blackboard. Issues with access and passwords expiring remain for some schools. The Quality Officer explained at the Quality FEC that schools must request visitor access from HR for EEs.

EEs for UG courses still comment on Schools not using the full range of marks in assessments, with one suggesting that in the context of highly competitive Masters and Doctoral funding landscapes, there is potential vulnerability for TCD UGs applying for PG funding if their marks are excessively constrained within a narrow mark distribution that does not use the full upper end of the scale.

In other cases, more practical changes have been made based on EE feedback, for example. shortening the class teaching time to give students more time for lunch break in between classes.

A number of EE raised the challenges posed by AI-generated work and schools continue to work on ways to address this, for example, by diversifying assessments, including presentations in assessments.

> **Feedback at Quality FEC from DUTL:**
> From the perspective of someone who has been DUTL for the last four years: the manager and her team in the University Common Architecture Office have done extraordinary work in elevating the quality of UG programmes and support across College. They've refined the process of supporting students through complicated Pathways Options, streamlined Courts of Exams, and served as a vital support and resource to School offices. This all seems to me to be a direct result of the manager's professional leadership and College's increase in material support and staffing in the Common Architecture Office. It has seriously improved the quality of administrative and student support, online module enrolment, recruitment, and case processing. The new Dual Degree administrative position and nestling the Dual Degree administration in the CAO office has been particularly welcome.

Other issues raised or commended by EEs were module weightings, range and variety of assessments, wordcounts.

Details on specific actions taken by Schools in response to UG EE Reports are available in Appendix 4.

- Postgraduate

EE reports were received for 89% of programmes at the Postgraduate level, up slightly from 87% last year. Difficulties accessing Blackboard continue to be reported by some schools.

Feedback from EEs for PGT courses seems to be overwhelmingly positive, for example in one case 'highlighting the innovative and engaging course offerings, the diversity of assessment, and the supportive feedback and guidance given to students across the programmes.

A number of schools reported EEs commenting on consistency in feedback provided to students, and those schools are improving guidelines and flagging reminders about this to colleagues.

PG EE also raised issues about inappropriate use of generative AI. As well as following college's policies around this, one school reports that a join UG/PG school policy in this area is currently in development. recommended more guidance for students on how to complete 'non-traditional' assignments.

One EE noted it was not easy to see how any marking differences were resolved between first and second markers, so in that school. As a response, an email trail on the resolution of marks between markers is stored and saved in a file by the PG administrator and will be made available to the EEs. However, this may not be feasible with larger classes.

Details on actions taken by schools in response to PGT EE Reports are available in Appendix 5.

National Student Survey

A number of schools cited the low response rate making meaningful analysis difficult. The Quality officer at the Quality FEC noted that many students are across two different streams, and that it is important that there is agreement about which school/course is going to take responsibility for evaluation and follow-up.

Details on the issues raised, barriers to addressing these issues and how Schools plan to address them are available in Appendix 6.

Professional Accreditation

A small number of courses reported receiving accreditation in the 2022/23 academic year and no conditions were reported in any of these. More information is available in Appendix 7.

Retention

In FAHSS, 98.8% of students were retained in Trinity after their JF year (up from 96% last year), raising to 99.6% after both SF and JS years, and 100% of those in their final year were reported to have completed their course. Across all four years, retention averages at 98%. Between those who identified as male or female, there is little discernible difference. One slight anomaly is after SF year, when the percentage of males not retained (0.72%) is over three times the percentage of females (0.22%), although neither rate is concerning. Another slight difference, also after SF, is the percentage of NEU students not retained (1.49%) is six time higher than EU (0.22%), but again the numbers are very small. A detailed breakdown by course is available in Appendix 8.

Athena SWAN

Nine Schools in AHSS have been awarded Bronze awards and a number are now working towards renewing these bronze awards. The remaining Schools are working towards their first submission.

School	Athena SWAN status
Creative Arts	Champions appointed and SAT established
Education	Working towards bronze submission in the next application round (April-June 24)
English	Bronze award achieved in 2022.
Histories and Humanities	Bronze award achieved in 2023 - working towards bronze renewal in Nov 24 to Jan 2025 round
Languages, Literatures and Cultural Studies	EDI committee set up with Co-Chairs
Law	Bronze award achieved in 2020 -- working towards bronze renewal in April-June 2024 round
Linguistics, Speech and Communication Sciences	Bronze award achieved in 2021
Psychology	Bronze award achieved in 2020 - working towards bronze renewal in April-June 2024 round
Religion, Theology, and Peace Studies	Bronze award achieved in 2023
Social Sciences and Philosophy	Bronze award achieved in 2021
Social Work and Social Policy	Bronze award achieved in 2020 - - working towards bronze renewal in April-June 2024 round
Trinity Business School	Bronze award achieved in 2021

Athena SWAN

2. Quality Enhancement Initiatives

Each School has outlined up to three quality improvement initiatives relating to undergraduate and postgraduate programmes, some of which are highlighted here.

Enhancement highlights

School of Creative Arts: The Quality initiative within the School has been centralised, clearly located within the remit of the Academic Directors (in consultation with Heads of Discipline). Staff now feed in quality issues as they arise to Academic Directors throughout the academic year.

School of Education The two Initial Teacher Education programmes in the School underwent their professional accreditation in 2022-23. This resulted in a national commendation from the panel on the quality of the documentation, the engagement and responses from staff and students during the site visit.

School of English: We carried out an EDI survey and followed that up with a 'teach -in' afternoon for staff. We hope to bring this to students this term. We also included wording on all our modules on Blackboard, which upholds a commitment to curriculum coverage, freedom of speech, and sensitivity to EDI issues.

School of Histories and Humanities: improved EDI statements in Module Handbooks and regular teach-meet sessions; increased commitment to facilitate student engagement with cultural institutions on site (for example, Trinity College Library and Museums collections) and externally: students encouraged to get involved in extracurricular initiatives, for example the Laidlaw Scholar Leadership and Research Programme.

School of Languages, Literatures and Cultural Studies: We introduced a policy to pay for extra student volunteers at the Open Day, to help promote *esprit de corps* among the student body.

School of Law: 2022/23 saw an extensive study of stepped marking practices and in the School both UG and PG have implemented it for 2023/24.

School of Linguistic, Speech and Communication Sciences: In the *M.Phil. in English Language Teaching*, individual and pair meetings with the lecturer are arranged in Michaelmas term outside of class for all PG students enrolled in the course to develop an awareness of students' needs, previous experience, and personal learning goals. These meetings also involve sharing information about a range of College services (e.g., the Library, CELLT, SLD, Disability Services, Student Counselling), in order to help PG students, and particularly international students, to become more familiar with these supports and thus improve the quality of their student experience.

School of Psychology The School developed a Policy on Generative AI, explaining the many ethical and practical issues. It outlines unacceptable use and describes a requirement for declaration of use and submission of prompts and output as part of assignment submission. Policy development began in late 22/23 and was introduced in 23/24. Assessment of the impact of the policy is ongoing.

School of Religion, Theology and Peace Studies: We are currently engaged in a voluntary self-review of the BA Religion UG course, led by our DUTL with support from the HoD Religious Studies and BA programme coordinator. The BA has been running for five years now, so this is an appropriate juncture to assess its implementation and review it as we prepare for a formal School Review in 2025.

School of Social Sciences and Philosophy: Assignment to tutorials for visiting students occurred earlier this year than previously, and so few visiting students needed to contact administrators directly to be assigned to tutorials and late changes to venues were less frequent than before.

School of Social Work and Social Policy: New procedure for PhD queries and supervisor matching – The school has introduced a defined procedure for the review of PhD applications/queries received from students who do not yet have a supervisor. The prospective students are asked to submit a proposal. The proposal is then reviewed by a panel of academics. Following that the student, if successful, is paired with a supervisor from the Academic Team in their research. The full list of Enhancements by school is available in [Appendix 10](#).

3. Quality Issues - (Beyond the Scope of Schools to Resolve)

Each School has also outlined up to three significant issues affecting quality in their school, some of which are raised here.

Staff: Student Ratios: this is the issue raised by most schools in this year's report. Some schools have a small cohort of academic staff and have to rely on part-time/adjunct staff. Retirement of a senior staff members can have a significant effect and it is important that staff can achieve promotion to more senior grades. Other schools have to maintain certain student:staff ratios for accreditation purposes. In other schools, such as the BESS course, large module sizes means over-reliance on part-time/adjunct staff. Some steps have been taken to alleviate this with the recent approval of a number of academic posts across a school in the faculty, and the announcement of a forthcoming round of SAPC promotions.

IT systems: While the IT infrastructure was highlighted by fewer schools than in previous reports, there continue to be issues with systems, such as Blackboard, OME, CMIS and the lack of connectivity/communication between these systems, which leads to a considerable source of duplication of effort and stress. Moreover, it poses a threat to the quality of assessment processes, since the manual procedures involved – which include downloading marks from Blackboard, copying/translating those marks to a specific spreadsheet that can be uploaded to SITS, ensuring alignment of student numbers and names (often spelled differently in the two systems), etc. - create several opportunities for human error and can (and has) lead to mistakes in grades.

One school in particular highlighted the non-integration of Study Abroad into OME. Issues remain with EEs having access to blackboard, and there is a call for an online system for EEs to submit their reports.

Physical Infrastructure: The physical infrastructure of some Schools is a continuing challenge, in particular those based in areas such as Pearse St and College Green/Foster Place. The Faculty provided a significant fund this year, and schools are making some improvements based on this, but a much larger investment is required.

Turnaround time for assessments in Semester Two –tight turnaround time places examiners and EEs under considerable pressure. A suggestion by the School of Social Science and Philosophy (SSP) was that Exams Office include the size of module in the timetabling of exams to ensure large modules are scheduled at the start of the exam session.

Timetabling issues due to TEP: Schools are finding it difficult to ensure compatibility of pathways, and the School of Law continues to experience difficulties with allowing students to take non-law modules, but also to meet their accreditation requirements.

Support for Athena SWAN, School Quality Reviews and Accreditation Revies: Support for Schools to achieve Athena SWAN certification both from a financial and staffing level is badly needed. Furthermore, all Schools are subject to quality reviews, and a number also to professional accreditation reviews. Undertaking this task in addition to the normal level of work for academic and administrative staff within their existing workloads is challenging. The full list of Issues Raised by Schools is available in Appendix 11.

4. Quantitative Data

Undergraduate/Postgraduate Student Evaluations

There are 1,402 UG modules offered across the Faculty and 100% of modules were evaluated. Evaluations were carried out on all 80 taught postgraduate programmes (100%). Feedback mechanisms and low response rates continue to be areas of concern.

There are 80 PGT programmes and all were evaluated. Response rates here were also low.

UG Student Module Evaluations

UG Modules	Total	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psy	Rel	SSP	SWSP	TBS
No. taught	1,402	162	34	82	175	409	72	109	30	43	185	45	56
No. evaluated	1402	162	34	82	175	409	72	109	30	43	185	45	56
Proportion evaluated (%)	100%	100	100	100	100	100	100	100	100	100	100	100	100
Response rate (%)		22	80	5	Online 10 In-class 100	54	38	30	25	49	16.6	43	28

Postgraduate Programme Evaluation

PGT Programmes	Total	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psy	RTPS	SSP	SWSP	TBS
No. taught	80	2	5	4	9	6	5	6	10	5	7	6	15
No. evaluated	80	2	5	4	9	6	5	6	10	5	7	6	15
Proportion evaluated (%)	100	100	100	100	100	100	100	100	100	100	100	100	100
Response rate (%)			6-20%		15	11	39	56	30	25-50	29.5	12	34

Undergraduate/Postgraduate External Examiner Reports

Undergraduate External Examiner Reports

UG EE Report	Total	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psy	Rel	SSP	SWSP	TBS
No. expected	64	3	2	2	11	18	6	7	2	2	5	3	3
No. received	59	3	2	2	11	14	5	7	2	2	5	3	3
(%) returned	92	100	100	100	100	78	83	100	100	100	100	100	100
Did School respond in writing to EE recommendations?	11	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Did the EE(s) have or request access to Blackboard?	9	Y	N	N	Y	Y	Y	N	Y	Y	Y	Y	Y

Postgraduate External Examiner Reports

PGT EE Reports	Total	CA	Ed	Eng	HH	LLCS	Law	LSCS	Psy	Rel	SSP	SWSP	TBS
No. expected	80	5	5	4	9	6	6	7	12	5	7	4	15
No. received	71	4	4	4	9	5	6	7	10	1	6	4	15
(%) returned	89	100	80	100	100	83	100	100	83	20	86	100	100

Appendix 1: Attendance list at FAHSS Special Executive Committee on Quality

Lorna Carson	School of Linguistic, Speech and Communication Sciences	Head of School
Gabriel Coleman		PG Student Representative
Rory Connolly	School of Histories and Humanities	Research Fellow Representative
Martine Cuypers	School of Histories and Humanities	DTL PG
Jacob Erickson	School of Religion, Theology, and Peace Studies	DUTL
Omar Garcia	School of Languages, Literatures and Cultural Studies	Head of School
Eoghan Gilroy	Students Union	UG Representative
Dino Hadzic	School of Social Sciences and Philosophy	DUTL
Sarah Hamill	School of Law	DUTL
Stephanie Holt	School of Social Work and Social Policy	Head of School
Clare Kelly	School of Psychology	DUTL
Emma Kelly	FAHSS	Finance Partner
Jarlath Killeen	School of English	Head of School
Ronan Lyons	TRiSS	Director
Justin MacGregor	School of Creative Arts	In-coming Head of School
Caoimhin MacMaolain	School of Law	Head of School
Conn McCluskey	School of Education	School Manager and Prof Staff Representative
Kathleen McTiernan	School of Linguistic, Speech and Communication Sciences	DTL PG
Tara Mitchell	School of Social Sciences and Philosophy	DTL PG
Damien Murchan	School of Creative Arts	Acting Head of School
Laurent Muzellac	Trinity Business School	DTL PG
Paul O'Grady	School of Social Sciences and Philosophy	Head of School
Noel O'Murchadha	School of Education	DTL PG
Micheal O'Siochru	School of Histories and Humanities	Head of School
Carmel O'Sullivan	School of Education	Head of School
Paula Quigley	School of Creative Arts	DTL PG
Roisin Smith	Quality Office	Quality Officer
Valerie Smith	FAHSS	Faculty Administrator
Etain Tannam	School of Religion, Theology, and Peace Studies	DTL PG
Sven Vanneste	School of Psychology	Head of School
Megan Wallace	FAHSS	HR Partner
Kathryn Walshe	Academic Registry	Liaison Officer
Martin Worthington	School of Languages, Literatures and Cultural Studies	DUTL
Gillian Wylie	School of Religion, Theology, and Peace Studies	Head of School

Apologies:

Philip Curry	School of SWSP	DUTL
Eve Patten	Trinity Long Room Hub	Director
David Prendergast	School of Law	DTL PG
Margaret Walshe	School of Linguistic, Speech and Communication Sciences	DUTL

Appendix 2: Actions taken in Response to UG Evaluations

Creative Arts
Issues in relation to student evaluations are frequently discussed at Discipline-level/Programme meetings and at School Executive meetings. Although the relatively low response rate for 2022-23 leads to caution in over-interpreting the results of the surveys, findings are noted.
Education
On the BMusEd: - Students would welcome sessions relating to career guidance: Students have the opportunity to carry out mock interviews, and we are bringing in school principals to speak to the students.   - Teaching Council process: the Teaching Council will make a site visit to the students in March.   - Students would welcome simplified planning documentation: Planning documents have been revised.   On ASIAP: More time has been allowed for assignment preparation, including more breaks, weekly drop-in sessions with the OTs for teaching staff and routine updates on supports available.
English
Student evaluations indicated a very high level of satisfaction with the available modules. Concerns raised in 2021-22 focused on the sequencing and timing of assessment submission. The school revisited this in the light of student feedback and have made changes to deadlines. Further student feedback has indicated that these changes have had a significant positive impact– but the tight marking turnarounds generate a lot of stress for academic and administrative staff.
Histories and Humanities
Diversifying evaluation methods led to considerable increases in student uptake, especially through in-class evaluations as noted in previous reports. Online evaluations – not just run at School level, but also by the Quality Office for Electives – continues to return evidence of very limited engagement and of little use for us to improve on the module, as response tends to be polarized between enthusiastic reports and disgruntled ones. Points noted and/or implemented for action:

- Assessed group work continues to be encouraged despite students requests to move back to individual assessment only.

- BlackBoard access to teaching material well in advance of classes, as required for students with LENS reports, but beneficial to all students.

- TAs are often singled out as huge positives and the suggestion has been made (not yet implemented) to run dedicated surveys on tutorials and small group seminars taught by the TAs.

- Library provisions continue to be noted as inadequate, and we continue to work closely with the Library to improve on this, especially regarding e-books, which are often prioritized in our book orders.

Languages, Literatures and Cultural Studies

At School level, all such matters are discussed on an ongoing basis at the School UG Committee. It should also be noted that 54% response rate is an average, and that some modules were considerably lower than this, making it hard to know how much to read into responses.

- FRENCH: Overall Positive feedback: high quality of feedback on corrected work; availability of staff to give feedback; willingness of staff to advise; quality of teaching.
- In language classes students asked for more spoken languages. In response we offered in 23-24 additional oral conversation classes in JF, SF and JS.
- GERMAN: Students asked for a greater variety of text types covered, fewer long novels, more contemporary texts and more female authors. In response, the syllabus in HT was adjusted to accommodate those requests.

Law

- A number of 5 ECTS modules had flagged excessive/over assessment and workloads than 10 ECTS modules. In June 2023 a School Policy was approved setting out the maximum word count, assessment patterns and weightings of same to address the matter.

- One module indicated an issue with the late release of agreed assessments to students. The school's policy is to announce the modes of assessment and dates for submission at the beginning of the semester (though practice is usually before module enrolment occurs). All Sophister module assessment must be approved by EEs before being released. Regrettably one EE was very late engaging and did not respond to requests for updates.

  o   The school and module lecturer communicated the reason for the delay;
  o   Issue was not repeated due to a change in EE in the following year;
  o   School amended its policy of releasing assessment deadlines to ensure all dates are published no later than the release of the Programme Handbooks at the start of the year.

- The school generally provides recordings of lectures (or study/aids) which has been positively received by students. However, by their own admission, students indicated they were opting not to attend lectures and follow recordings instead. This was as a response to longer commutes or the need to work. Attendance rates at lectures was low with numbers tending to fall off as the semester progressed and/or assignments released.

- Students appreciated modules that were delivered by academic staff with practical experience in specific fields.

- Small size of Sophister modules and opportunities for interaction and engagement appreciated.

- Modules that were assessed by exams only were criticised as students favoured continuous or non-in-person examinations.

    o Modules with required by professional legal bodies for entry into the legal profession generally require in-person examinations. There is a need for the school to better communicate justifications for modalities;
    o The school has concerns that increased use of variety of assessment methods rather than formative traditional examinations has led to grade inflation at Sophister level.   Ongoing review of assessment trends and outcomes is required;
    o A general criticism from students is the lack of diary management of coursework and assessments both locally and within the College in general.
        ▪ As TEP has widened the range of modules available, it is not possible to coordinate at a general level. The school already collates submission dates and before release of same will manage, as best it can, to avoid clashes and conflicts.

- Once again, physical resources, suitability of classrooms and lack of space was raised in module evaluations. Whilst the School has development plans which if delivered, should address some of these issues, ensuring common teaching space or shared communal space is not within our remit.

The school has introduced a new, comprehensive series of Staff Handbooks which incorporate all local and College policy and guidelines for staff. The Teaching and Learning section was composed following consultation with Directors of UG Teaching and Learning, Programme Directors and Managers and seeks to consolidate all information into one single source for reference.

Linguistic, Speech and Communication Sciences

Actions arising from evaluations taken in B.Sc. in Clinical Speech and Language Studies

- Equity for students in clinical exams in the sophister years was examined. All students are now given similar clinical cases using clinical simulation based online material.

- In response to the high number of JF students who typically fail the Anatomy module and evidence of poor understanding regarding the relevance of the module to the programme, several actions were taken. Meetings were arranged with staff in Anatomy department and students across years were

surveyed to gather their perspectives. Students suggested a buddy system to help learning in Anatomy; this was established. Additional lectures/tutorials were provided within the department. Staff from Clinical Speech and Language Studies visited the anatomy laboratories to help students understand the relevance of the topics to the profession of speech and language therapy.

Actions arising from evaluation taken in Joint Honours Linguistics:

- In the Phonetics & Phonology module, a new feedback process was devised, called 'Things you learned, questions you have'. A QR code is now given to students at the end of each lecture with a link to an anonymous Microsoft Form asking them to write down (1) one thing they learned/one thing that stood out to them in the lecture and (2) one question they have. These questions then are answered by the lecturer in writing and posted on Blackboard. Students have commented on the usefulness of this approach, which in their view works better than a Blackboard discussion board. Students have found it useful to see the perspective of their peers, and it has very helpful for the lecturer to determine whether further clarifications are required in the module content.

Two modules (Syntax I, Sociolinguistics) now include a mid-term student evaluation survey in week 6 in which students are asked to evaluate the module on the basis of 5 questions. Any implementable changes are immediately made during the second half of the module. From responses this year, it is clear that many students appreciated being asked about the modules during the term as opposed to only at the end of the term.

Psychology

- The DUTL has shared with colleagues recommendations for Blackboard organisation, as provided by Trinity INC, to address organisation/accessibility.
- Colleagues are required to set assignment format in advance of module; changes are not permitted. Colleagues are requested to share information about assessment format, deadlines, etc. with students as early as possible. It is recommended to be clear about expectations and requirements.
- A generative AI policy – requiring declaration of AI use – has been devised and shared with students.
- Staff have been encouraged to provide more opportunities for interaction and discussion in class and to consider alternative assessments.
- Staff have been reminded of requirements for the Capstone project in terms of their availability for meetings with students and have also been reminded of School regulations regarding viewing of drafts and provision of feedback.

Religion, Theology and Peace Studies

In recent years, the school has made available digital module evaluations through Microsoft Forms, which can capture student responses for absent students and make more legible the feedback on handwritten forms. The DUTL has recommended that staff can use either the digital forms or the written forms, but recommends that they are done as a pedagogical exercise in class. We find that our return rate on digital Forms sent after teaching term is lower on average

than in classes that do written forms in class at the end of term. We will continue to discuss our feedback strategy and will aim to increase student responses.

Staff are asked to return module evaluation reports reflecting on the feedback they receive in module evaluations for each module. Because of the time of the year that module evaluations are completed, sometimes staff neglect these reports or delay sending them in. We plan to reiterate the process to staff and make clear the timeline by which these are due. Staff discussion as part of the UG Review will consider this.

Staff have noted that the increase of Bank Holidays on Mondays in Hilary term can make for a decrease in contact hours (or needs for adjustment) in modules that meet on those days. As module days may change from year to year, we may discuss pedagogical strategies across the programme for Teaching staff at School USC and then follow on with staff teaching on Mondays/Fridays.

An ongoing conversation about pedagogical approaches to teaching in modules that are meant both for Students in our programme as well as students taking our modules as Open Modules. Sometimes the level of expertise or College experience can be mixed in Open Modules, especially introductory ones. Again, this will be taken up in our UG Self- Review.

Social Sciences and Philosophy

Evaluation reports were read by the DUTL, Heads of Department and Head of School and any issues arising were addressed.

Social Work and Social Policy

The school has significantly increased its survey response rate from 21-22 (15%) to 22-23 (43%). This has been done by several methods including the following:

- Repeated contact with the students taking the module.

- Ensuring in class protected time to complete the survey for students taking the module.

- Asking lecturers and Class reps to encourage students to complete the surveys.

- Ensuring students are aware of the changes implemented because of previous survey feedback.

Actions taken in 2022-23 because of module evaluation are as follows:

1. Timetable Changes

2. Assessment method changes

3. Changes in the mode of delivery such as additional tutorials or more tutorial groups to facilitate smaller group teaching.

Appendix 3: Actions taken in Response to PGT Student Evaluations

Creative Arts

MPhil in Theatre and Performance: 2022–23 was the first run of a revised MPhil in Theatre and Performance, and as such, the Discipline was keenly interested in student evaluations. Staff provided regular and frequent informal and formal opportunities to collect information about the student experience, and course directors interacted closely with the student representative on the course. The strengths of the programme noted by students included the blend of theory/practice, the opportunities to engage with professionals, the chance to travel to Belgium, and the diversity of the cohort itself, all elements that programme leaders have maintained and sought to make sustainable.

Two modules were specifically flagged in the evaluations as needing tighter advance organisation, including Contemporary Irish Theatre in Context, which was disrupted by the unexpected withdrawal of an adjunct lecturer from the programme just before the academic year began) and Strategies of Performance Analysis (the full reading list for which was not made available at the start of term, but rather in staggered stages). Additionally, due to staff illness, the launch of Dissertation and Contemporary Dramaturgy information packs was delayed, setting the timeline of activities across HT a few weeks behind optimal scheduling.

In the current academic year, improvements have been made in relation to all of these issues, issuing the Strategies reading list all at one time and posting the CITIC activity schedule at the start of term, though challenges remain in securing a designated instructor for that course (rather than a coordinated group of instructors) to further strengthen it organisationally and provide greater coherence. We were able to hold advance information sessions and offer clear surveys and timelines for both Contemporary Dramaturgy and Dissertation in December 2023, and so far, we are on schedule with this term, improvements resulting from student data gathered in 2022-23. The process for ethics applications in the MPhil has been strengthened, adding notes to the Handbook on the procedure, adding teaching in Week 2 of Strategies around ethics, and adding time in the Dissertation timeline for ethics applications to be submitted/ reviewed. The venue/workshop schedule for Practice as Research showcases was adjusted, earlier in the summer, but still with sufficient time for the ethics process to run.

MPhil in Film Studies: Module evaluations were very positive overall. Responses to any suggestions/issues raised are detailed below.

FS7042 Writing for Computer Games reworked to focus more explicitly on the gaming industry. This includes:

- Greater diversity of speakers (marketing, employment, publishers) in order to present industry requirements / demands on a more granular level.
- Introduction of terminology and documentation forms expected at industry level i.e., classes that specifically cover 'pitch deck' / 'GDD' / 'vision statement' required at different strata of the game development process.
- Marketing and social media are now examined in detail. These are increasingly important categories and students will ideally be made explicitly aware of

how to represent their games to funding bodies. This incorporates examples of 'viral' success, understanding popular game genres, user stories and the 'Boxleiter method' which is often used to estimate game revenue in an otherwise nebulous industry.

- 'Playthroughs' of any software in class have been replaced by relevant links so that students can examine the game in their own time.
- Slide content contains a greater variety of cited sources with preference towards business development and software marketing.

FS7031 Digital Storyworlds: no specific issues raised but instructor responded to the introduction of the Screenwriting strand by amending some guidelines for group projects to facilitate those students being able to apply some of their Screenwriting knowledge in relation to Digital Storyworlds.

Education

Data are very limited with respect to student module evaluations as there is consistently a very low response rate from students.

PG Cert: No major actions recommended. Programme team to ensure to provide notes and materials to students with LENS reports in advance.

PME: Comments on the nature of the Pedagogy assignment and the need for more feedback on planning in Pedagogy sessions. Action: The Pedagogy assignment has been changed to allow for more practice in planning and more feedback on planning throughout the year.

The workload in the observation week causing a difficulty with workload deadlines. Action: Workload during observation week has been revised.

Mock interviews for teaching positions requested. Action: Year 2s now participate in a two-hour workshop on competency-based interviews co-delivered by the School Placement Coordinator and the CDETB Director of Schools.

Some M.Ed. students had issues with the timetable. This will be reviewed as part of the ongoing programme review.

English

The School DPTL has written to the directors of each M. Phil course to discuss these results. We will further consider these points at the Hilary 2024 PGT&L committee meeting.

- Remind PGT students that they are welcome to engage with staff members in the School beyond their core M.Phil teaching contacts, and encourage all students to take an active part in College events such as the PG Research Seminars run by and for our PG student community.
- Emphasize the key transferable skills and competencies developed during the PGT programmes.
- Review the electronic resources provided for PGT students.

- Consider the School's MPhil module offerings for distance PhD students and see which modules might be made available to this cohort in the future.

Histories and Humanities

- From HT 2024, students in all modules will be asked to complete the online form in-class in Week 10-11 to improve response rates. In 2022/23, online surveys rarely received more than 10% response rates, whereas in-class surveys had up to 100% return rates. The low response rates and number and diversity of modules and MPhil programmes make it difficult to identify any broader issues and trends. Overall, as in previous years, feedback received is very positive: the average satisfaction rate of survey responses is 8.5/10.

- From 2023/2024, there will be a fixed PGT marking deadline to ensure timely (double-)marking of MPhil assessments, return of feedback to the students, and input and publication of provisional mark. In MT 2023, feedback on 95% of all work was returned by 02/02/2024.

- There is ongoing student dissatisfaction with the level of access to electronic and print resources offered by Trinity's library. There is no easy solution.

Law

- Concerns about lack of feedback were raised by both module and programme evaluations. Colleagues were reminded to 'close the feedback loop' and ensure support and guidance is provided.

- Where any particular concerns arose regarding module content, the LLM Course Director met with the relevant colleagues and provided support and feedback on same. The Course Director also met and liaised with new/recently appointed colleagues to discuss evaluations and offer guidance.

- A theme shared with the UG module evaluations is the students' preference to use recordings in place of attending lectures, as well as additional study aims. A review of recording policy is underway with attendance being monitored in 2023.

- Facilities once again were raised as an issue, either unsuitability of space or distance between space. As space is premium, it is not unusual for lectures and seminars to be held in buildings off-campus as well as on-campus. As a result, students are under pressure to make it in time to their next class. Every effort is made to minimize this, but without additional facilities a guaranteed solution is unlikely and outside the scope of the School.

- Although only flagged in one module evaluation, and by one reviewer, it is worth noting the issue raised and measures taken. It was commented on that perhaps reading materials and content might need a more diverse voice, gender, ethnicity etc. The School's EDI committee has already undertaken a commitment to address this and is organising a number of workshops and platform awareness sessions for all staff which will help address and rectify, where practicable, this issue.

- This might not be feasible and is just a suggestion. I know the prescribed material is chosen because the authors are experts in the field (and I really

enjoyed the material), but, if possible, it will be good to also read more diverse voices, for example, black - especially black female - academics. Although the authors do not share world experiences etc and its just analyses of law, I still think it is worth promoting more diverse voices.

- A number of modules include participation components and the expectation for the weighting was deemed too high.

- The School has introduced a new, comprehensive series of Staff Handbooks which incorporate all local and College policy and guidelines for staff. The Teaching and Learning section was composed following consultation with Directors of UG Teaching and Learning, Programme Directors and Managers and seeks to consolidate all information into one single source for reference.

Languages, Literatures and Cultural Studies

SLLCS is currently exploring a workable solution by which to change the 'no module changes' rule currently in place for all PGT programmes, which we expect to pilot in 2024/25. Issues around curricula and communication of module content and assessment expectations are being addressed at programmes level.

Linguistic, Speech and Communication Sciences

In the *M.Phil. in English Language Teaching*, in response to student feedback in 2022/23 requesting further exposure to real-life teaching experiences, a new partnership was launched in 2023/24 which allows students enrolled in the course's Teaching Practice modules to observe classes at a variety of proficiency levels in the English language school International House Dublin.

In the *M.Sc. in in Clinical Speech and Language Studies*, student evaluations included the following suggestions:

- more teaching time in the *Research Methods 1* module – 3 additional hours were added in 2022/23

- more continuous assessment to reduce pressure of multiple submission dates at the end of Hilary term – this was actioned.

- move a lecture on *Public and Patient Involvement in Research* to Michaelmas term in order to support work in Hilary term – this was actioned.

In the *M.Phil. in Chinese Studies*, based on student feedback, some additional language tutorial sessions were added in the Mandarin language modules in order to provide students with increased input from native speakers.

Psychology

MSc in Global Mental Health

- Students wanted more of a Mental Health focus on the shared modules – Module content has been adjusted to include a focus on mental health and lecturers have been asked to include data and research relevant to MH when teaching shared modules.

- Students raised issues around group work particularly in the second semester when a lot of the assignments were group based- the timetable was adjusted to ensure that not all group-based assignments occurred in the same semester.

- Students offered feedback that the quantitative exam was very long – the exam was adjusted this year to reflect this feedback.

- Where students identified specific topics that they would like to see included in the course, efforts were made this year to provide this content through weekly guest seminars.

Online Postgraduate Certificate / Diploma and M.Sc. in Managing Risk and System Change

- A comment came back around the level of feedback for dossiers, with some having more than others. On the back of that we have a more formal correction process in place this year to keep everything consistent with one marker and overview by the course director also. In addition, we run a class for each assessment where student queries can be answered before they start the assessment.

M.Phil./P.Grad.Dip Psychoanalytic Studies

Our feedback from students over the last five years shows a high level of satisfaction with some elements of the programme. Students find the professional experience of the lecturers on the programme one of its most consistent strengths. We will aim to continue this focus on the programme. Students highlight the high level of individual support they receive on the course as well as the quality of feedback they receive in relation to assignments and dissertation drafts. In relation to areas for improvement, they typically highlight the fact that most lecturers are from outside the School and College. At times, and particularly during the pandemic, there was a suggestion of an increased level of tutorial involvement, particularly for those students who struggle with the language and ideas of psychoanalysis. We have responded to this by alerting lecturers to this concern, with additional time committed to basic learning within modules.

Students have described difficulties in motivating themselves to engage in the dissertation module from early in the academic year, and have felt that more pressure may have been put on them to do so. We have also experienced some difficulties, and remarked on my EEs, in relation to students whose work is in a borderline pass area. In order to deal with the problem of slow progress and borderline dissertation performance, we have introduced further supports for students; and a four-stage process in relation to the dissertation (from proposal to final submission). Students submit four pieces of work – proposal, first chapter draft, full dissertation draft, and final dissertation – via Blackboard, and we have clear dates for the submission of these. We are trialling this in the current academic year, and though highly demanding on resources, it has been successful in supporting the early parts of this process.

We are responsive to students' feedback in relation to lecturers, modules, and content on the course and to the syllabus more generally. We have sought to provide a balance in our content, as also among our lecturers (particularly in relation to gender).

As many of our students do not have English as their first language or English language competency can be an issue on the programme, and students are increasingly seeking to draw on non-English language sources in order to assist them in the learning of material. We have also helped students who are struggling in this area to select material for their dissertations that will allow them to have the best potential for completing this work successfully.

M.Sc.in Applied Psychology

There has been a particularly low or lacking response rate to module and course evaluations; though those that are forthcoming, are generally positive. In response to this, direct encouragement of student feedback is now being strongly encouraged in order to extract more specific and qualitative feedback in order to evaluate input and delivery and develop issues where necessary.

Religion, Theology, and Peace Studies

In general responses to module evaluations were very positive regarding learning experiences, lecturing style, resources/VLE and inclusive classroom practices. The following points were raised and have been responded to as detailed:

- In the CRR programme students noted that some guest lecturer inputs would be more appropriate to another module. This year the guests will give their input in 'Contemporary Conflict and Peacemaking' as opposed to 'Dynamics of Reconciliation'.
- The quality of scanned material on BB was raised in some responses. This has been checked and newer versions uploaded where required.
- Confusion around date discrepancies was noted by some students in PG Dip CDRS. The cross checking of dates in handbooks, module descriptors and lists of key dates will be undertaken by the admin team and course coordinators prior to Orientation sessions.

A request for more case studies in some modules (e.g., more African cases in Forced Displacement). The module coordinator has included more material in MyReadingList and incorporated more references to African cases in module content (e.g., on gender and displacement).

Social Sciences and Philosophy

Evaluation reports were read by the DPGTL, Heads of Department and Head of School and any issues arising were addressed.

Social Work and Social Policy

Surveys are circulated to HOS, DTLPG, Course Directors and Module Lecturers. Feedback and outcome are tracked on the School feedback form. Results and actions are discussed at relevant Course Committee and School Committee if necessary

Appendix 4: Actions taken in Response to UG External Examiner Reports

A number of schools provided details of the wonderful, positive responses and praise their courses received from the External Examiners. However, we are focusing here on actions taken in response to reports.

Creative Arts

The EE of the Film Department encouraged the programme to emphasise some additional connections with industry, especially around streamers. In response, such connections were added to the three screenwriting modules. The EE also suggested adjusting the dissertation with practice elements to provide more scope for students. This was done by adjusting word counts and providing more training in elements like video essays, which will be fully implemented for 24/25.

The external examiner of the Drama Department had two recommendations.

(i) development of an assessment rubric for both the practical project and the reflective essay, to ensure greater clarity for students about what the assessment framework covers and to aid markers in providing consistent feedback and associated grades aligned with the published rubric. As a result, Drama staff have worked on an assessment rubric for both practical project and reflective essay. This is being developed as a generic rubric as there are many different types of practice being assessed.

(ii) review the calibration of marks assigned to student work to ensure that the full scale of marks is employed. The EE suggested that in the context of highly competitive Masters and Doctoral funding landscapes, there is potential vulnerability for TCD UGs applying for PG funding if their marks are excessively constrained within a narrow mark distribution that does not use the full upper end of the scale. Drama note that they are looking at how this might be achieved at discipline level, but note also that at JH exam boards it is evident that Schools and academic programmes vary in the extent to which the full scale is used.

The EE of Music encouraged the Discipline to consider the relationship between the performance and 'academic' modules, wondering if there are additional ways to ensure that the contents of performance and of academic modules can overlap. In response, Music note that the performance modules in Aural & Keyboard and Aural & Musicianship are designed to complement the skills and knowledge acquired in the Fresh ('academic') modules in music history, theory and techniques.

Education

On BMusEd:

- EE suggested considering extending capstone combinations: We discussed this suggestion, but at the moment we are reluctant to give up the performance as a compulsory element, given the importance of the practical skills for the classroom teacher. We also feel that this is one of the selling points of the

degree, and what helps it to stand out.

- EE suggested that the weighting of components for performance/ensemble be revisited to avoid scenarios where students pass overall, even if they didn't do well in performance itself. In response, we have changed the weighting from 75/25 to 90/10 to avoid this scenario in future years.

- EE commented on the challenge in evaluating 3 different sub-disciplines (composition, musicology, performance) with an appropriate degree of parity in year. In response to this we plan to provide greater clarity in relation to the marking criteria of the dissertations, making clear distinctions between 70-74/75-79/80+

- EE spoke about the potential challenges of AI and asked how we were planning to address these. This is an issue we are acutely aware of and we are actively looking at. In a number of modules, we have implemented change in assessment procedures, for example, students give presentations at the end of their first school placement period; students create learning journals. We are very conscious not to lose the academic essay – it is still a very important skill for students to develop. We will consider essay titles very carefully and ensure the requirement of musical examples, and interaction/engagement with these specific examples, which by their nature appear (at this stage, at least) to be somewhat resistant to AI. We will also commit to ensuring to communicate and demonstrate the importance of Academic Integrity in all modules.

On ASIAP: In response to the EE's feedback, we have shortened the class teaching time to give students more time for lunch break in between classes. Reminded the teaching team to take breaks during lectures. The teaching team was asked to break down assignment instruction and make them clearer. Online individual feedback session re marks and assignments now regularly introduced in the course twice a year. Introduced weekly drop-in sessions with the OTs for teaching staff providing updates on support required by individual students, and resources available to staff.

English

Feedback from the EEs was positive, with thanks given to the DUTL and EO for the smooth administrative process. This was the final year of their tenure, and they offered summative comments on the materials they had seen: both praised the chronological range of materials covered in the degree, from Old English to contemporary literature and culture; the connection between staff research specialisms and the Sophister options and capstone projects completed by students, which were flagged as being of a very high standard; and the innovative assessment methods that have been introduced by the School.

Histories and Humanities

Reports from EEs were largely positive, and often overwhelmingly so. Continuous innovation on curricula is singled out across the different areas in the School; likewise innovative and creative forms of assessment, although traditional modes (typically essays) have received praise for generally very high standards. The challenges posed by AI-generated work are being addressed at School level by setting up robust criteria for evaluation alongside further efforts at diversifying

assessment. Some deterioration has been noted in student's writing skills and language-based work, perhaps as a result of the pandemic. The relevant departments are exploring ways to address these needs. Areas for improvement that have been / are being considered include:

- Access to BlackBoard for EEs ahead of the examination process

- More granular descriptors for marking criteria at each end of the marking scale (especially the large F band)

- Encouraging full use of marking scale especially at upper end (i.e., over 80%)

- Suggestions concerning assessment of final-year dissertation at local level – for example, credit given for work in progress, such as presentations.

- This year the new EE in Classics for AHA (who is familiar with UK practice) expresses in their report discomfort about Trinity Classics' practice of adjudicating final degree classes for students whose overall degree mark falls arithmetically very close to but short of a class boundary.

  The Head of Classics has provided the following response: 'Our practice negotiates the fact that Trinity's classification system does not allow students to be 'promoted' to the higher class unless their overall mark is within 0.5% of the higher class; in cases of arithmetically borderline performance, reassessing individual module marks in a student's mark spread is the only way to ensure that students whom the Board believes merit an award of the higher class can be moved up in a new class category. This is entirely normal Exam Board practice [in Classics], and we inform all new externs explicitly that the Board reserves the right to alter individual module marks (including for the capstone dissertation) in such circumstances. The Board is under no obligation to raise marks, and all cases are fully discussed on their individual merits, following agreed procedures (details of which are supplied to externs in advance). Agreed dissertation marks will only be raised if both the internal marker and the extern are in agreement that this is appropriate.

Law

All EEs provide oral reports at the end of the annual Court of Examiners (CoE) Meeting. Responses to points raised are generally made in this session with a commitment to taking action, if still deemed necessary provided. Comments for consideration and commitment for review:

- Concerns about grade inflation, raised at previous CoE were flagged again. The School indicated that it has prepared a proposal to introduce Step Marking at School level and a review of assessment of 5 ECTS modules was being undertaken.

- It was useful that the CoE provided more comments on CoE discretion and application of same particularly in light of new degree weighting, and inherent application of exit velocity as result of new weighting, and whether best practice is arithmetically amending module result to uplift profile. The new weighting of the degree programme will see a phasing out of profile rules.

- Commend adoption of 5 and 10 ECTS versions of modules, introduced as a necessity of TEP. A review of the assessment weightings and modalities of 5 ECTS modules is necessary to ensure such modules are not being over examined. The School approved a policy in June 2023 to address this issue.
- More extensive feedback to students would serve a useful purpose, particularly for semester 1 modules, for the development and self-scrutiny of students.   Colleagues are reminded of the need to adhere to the return of feedback policy and to ensure useful feedback is provided.

Languages, Literatures and Cultural Studies

Italian: Concerns- 1. under-resourcing (*partially to be solved by recruitment)* 2. question of language failure being carried into the final year *(agree that compensation does not work for language assessment. This has been brought to and discussed at UG committee meeting)*

Spanish: External suggestion for considerable reduction in word count for TJH capstone was taken into account at a compromise of 6000 wordcount.

MEJIC: The EE report was overall very good- special note of the quality and variety of the modules on offer in the course and the development of the languages. Positive comments on the ways that the Near and Middle Eastern Studies department had accommodated his suggestions to ensure fair and measured grading for dissertations in the past two years.

French: praise of the range of assessments used and the rigour of our assessments in both language and content modules.

German introduced presentations, weighted at 20%, as part of the assessment in all discursive modules in JS and SS TJH. Previously this was done in some, but not all modules, and the external recommended harmonising the assessment patterns across modules and years; restructured JS language teaching in response to observations from the external about the performance of weaker students; language class for SS European Studies Minor Language students separated from the JS TJH language class, following comments about different learner needs for these cohorts

Linguistic, Speech and Communication Sciences

In response to the UG EE recommendations in the *B.Sc. in Clinical Speech and Language Studies*, staff have reduced the number of overlapping rubrics in the JS overall marking rubric. The department have also addressed inconsistencies in the amount of feedback provided, based on feedback from two EEs, with a view to equalizing feedback with a basic minimum and an agreement among the marking team for each assessment. An EE requested that descriptive statistics for each module be provided for examiners as well as providing module outlines and handbooks in the same file as assessment material to be examined: these recommendations have been actioned in the department.

In response to UG EE recommendations in the *Bachelor in Deaf Studies*, the JS *Research Methods module in Deaf Studies* module has been redesigned to support students in developing the skills required for their capstone project. Instead of submitting two assignments, which led to repetition, students now submit one

more focused assignment in the module. The module now includes presentations by students on their proposed Capstone to the class, with lecturer and peer feedback, and a session on how to submit a research ethics application.

Psychology

MH: In subsequent years, I would welcome the opportunity to view any minutes of staff-student feedback committee meetings or, if resources permit, meet with student reps.

Response: The EE will be provided with minutes of the Staff-Student meetings and Student reps will also be invited to meet with the EEs this year.

Religion, Theology and Peace Studies

The EE reports commend the BA Religion for the expertise of staff, the quality of the range of modules and the obvious engagement of the students. Some recommendations included:

- EEs struggled with access to College services and Blackboard again this year – a recurring institutional problem. Particularly at issue is that frequently Trinity's system expires their passwords (which can remain unused for a period of times between assessments) and sometimes they are unintentionally excluded from the system. We are discussion options on how to manage this better. The solution for now has been for the School Manager to arrange for periodic reminders to EE's to check on their accounts to keep them active, while also checking with College to make sure those EE's are still registered with College systems during their tenure with us.

- In terms of content, EEs noted that while traditional assessments were standard and of good quality, they highly recommended diversifying the kinds of assessment that staff deploy. They also noted caution that while it may be tempting for some modules to return to sat examinations following the adaptation we made towards continuous assessment during COVID protocols, we should not wish to return to these modes. Pedagogically, sat examinations may not be as sound and that we might be more imaginative at integrative ways of assessment. As one External wrote, "Given that this is no longer standard in the faculty, and that examinations are often pedagogically inferior ways of measuring learning and understanding, I would also encourage the faculty to consider moving away from examinations all together". Discussion of assessment and our protocols will occur as part of School USC and the School UG Review.

- Both externals also noted that strong examples of learning occurred where there was clearly both formative and summative forms of assessment being done. They recommended we continue to discuss formative forms of assessment and teaching strategies that strengthen student progress. This will occur again, as part of School USC and the UG Review.

- EEs once again recommended continuing our conversation on the standardisation of feedback across modules. This suggestion is complicated by the

reality that different kinds of feedback can be pedagogically useful. We have highlighted marking expectations to students and definitions of what their marks may mean in the UG Programme Handbook for further standardization and for student reference. We are also discussing the possibility of another kind of assessment coversheet with more standard forms of feedback recommendations. Universal Design for Learning recommendations on Feedback may be relevant here – to increase our clarity of communication but also maintain the uniqueness that individual assessments, students, and feedback demands.

Finally, both EEs commented on growing concerns across the education sector around plagiarism, academic integrity, and Artificially Generated content. They noted modules where academic integrity was discussed and recommended sharing material across all modules. As a response, the programme (indeed, School) is discussing a common policy around AI and Academic Integrity, soliciting discussion and input from both staff and students. There is discussion about the new Academic Integrity procedures in place as well as a new Assessment Cover Sheet attestation as to the integrity of work. This will be completed in the 2023-24 academic year.

Social Sciences and Philosophy

Departmental representatives reported on feedback from EEs at the UG Teaching and Learning Committee, and this was minuted. Where the Quality Office contacted departments directly, a detailed written response was given.

Social Work and Social Policy

1. More details on Assessment tools used will be provided to the EE.
2. School to address variations in feedback given by staff and provide guidance so that it can be more standardized.
3. Query on inconsistent marking on a particular module have been reviewed and addressed.
4. Assessment methods have been varied to mitigate the use of AI by students.
5. EE raised the issue of external staff teaching final year modules. This has been addressed and is no longer the case.

Appendix 5: Actions taken in Response to PGT External Examiner Reports

A number of schools provided details of the wonderful, positive responses and praise their courses received from the External Examiners. However, we are focusing here on actions taken in response to reports.

Creative Arts
MPhil in Theatre and Performance: In 2022/23, the MPhil in Theatre and Performance was revised and relaunched after several years. As such there are no prior PG EE recommendations to respond to and but the response from the first EE report was extremely very positive across all aspects of the course (structure, content, student feedback), as well as the external examination process.
The EE does not raise any issues in need of improvement, and they commend both the administrative team and the Course directors for doing "an excellent job."
MPhil in Film Studies: Actions implemented in 22-23 in response to External Examiner Report 21-22
In response to an EE request, face-to-face meetings with students were facilitated prior to the Exam Board meeting in September 2023. The EE endorsed the inclusion of the video essay as a dissertation option, with clear criteria in place. Staff worked with the criteria and the video essay continued as an option in 2022-23.
The EE noted some discrepancies in the amount and type of dissertation feedback provided by individual lecturers. This was standardised in 2022-23.
The EE reported some difficulties with permissions on Blackboard. These were rectified in advance of the 22-23 Exam Board.
Education
Note that one of our 5 programmes only commenced in September 2023 and thus has not been reviewed by an EE yet.
There is a strong commitment to UDL. The programmes should look at whether it is appropriate to set assignments with UDL in mind. Action: assignments have been reviewed with UDL in mind.
Thesis Handbooks are an excellent resource available to students. It would be good to provide the moderation policy for dissertations. Action: EEs to be provided with a copy of the moderation policy.
Protocol could be developed for "cusp" cases, that is, those who are on the cusp of the next grade band.

As this was the EE's final year for the PG Cert in 21st Century Teaching and Learning, the report outlines how all previous recommendations have been implemented where possible and that they were very happy with the state of the programme as it is currently running.

An outgoing extern noted that she had nothing to add regarding the processes and commended the Court for their standard of grading.
Action: to ensure that the court maintain the high stand of grading going forward.

A second EE agreed that the students' work is of a very high quality for Masters standard, admired the 'Spiral Curriculum' approach which is very beneficial for the students. One concern was the turnaround time between the FT students Semester One assignments and Semester Two assignments.
Action: to assess the turnaround time of feedback among the full time M.Ed. students, in order to give constructive feedback with enough time to use this knowledge when working on the dissertation over the coming months.

The School is currently carrying out a full review of the M.Ed. programme.

The School intends to suspend the PG Cert in 21st Century Teaching and Learning for the 2024/25 academic year, and to review the programme fully during that academic year.
Actions: A systematic and comprehensive review of the M.Ed. (structural and curricular) is being undertaken, and all recommendations and suggestions from EE reports is feeding directly into that review. The M.Ed. review has a bearing on the operation of the 2 PG Certificate programmes, and they are being included in the overarching review of PGT provision in the school.

English

The EEs' reports for the School's four MPhil programmes are positive, highlighting the innovative and engaging course offerings, the diversity of assessment, and the supportive feedback and guidance given to students across the programmes. The recommendations from these reports will be discussed by the DPTL, the Co-Ordinator of M.Phil. Programmes, and directors of the MPhil programmes at the Hilary term 2024 PGT&L committee meeting.

The examiner highlighted the strengths of the programme but also noted that supervisors and teaching staff might usefully remind students of the programme's stated Learning Outcomes throughout the year, particularly in connection with dissertation projects which, as noted in her report for 21/22, entail a huge variety of topics which sometimes stretch beyond what is covered in the taught programme.

Another common theme was the role of archival research and working with special collections across the various MPhil cohorts. The Library's renovation project brings new challenges and the School will continue to work with the Library team to maintain access to these collections for PGT students.

The examiner for MPCW suggested that there might be opportunities to include the work of more writers of colour within the recommended reading lists. The DPTL will discuss this with the programme directors. It is worth noting that MPCL successfully responded to a similar proposal by an EE in recent years. This year, the examiner for MPCL highlighted the programme's effort to diversify its focus on Irish children's literature, and for encouraging student engagement with children's literature more globally. Diversifying and updating reading lists is an ongoing project for all PGT programmes.

Two examiners mentioned wider anxieties about academic misconduct and the possibility of dealing with AI-gen material (though we must note that there is no evidence that any MPhil student has used AI-gen material in their work). TCD has introduced robust new procedures for dealing with academic misconduct and plagiarism which will be implemented by all MPhil programmes in this coming year.

All examiners noted the efficiency and timeliness with which materials were sent to them and praised the excellent work of the programmes administrator.

- The DPTL has discussed report findings with the course directors of all four M.Phils. and asked them to provide actionable feedback on specific issues. These findings will also be further discussed at our Hilary term 2024 PG Teaching and Learning Committee meeting.

- Remind teaching staff about referring students back to the programme's agreed learning outcomes throughout their studies.

- DPTL will follow up with module coordinators and liaise with Library staff, especially our subject librarian, about how to maintain the high standard of work with archives and special collections for our PGT students during the Library's renovation project.

- Remind all teaching staff about updating and diversifying reading lists.

- The DPTL will circulate new guidelines on academic misconduct to MPhil directors.

Histories and Humanities

- As CoEs for 2022/23 ran in November/December 2023, EE reports have only recently come in, and discussions with course directors to formulate responses and actions are still in progress.

- The School has initiated the compilation of a staff PG handbook to collect all School-level policies, forms and templates, and flag key College regulations regarding PGT (and PGR) programmes, as an easily accessible source of information for all staff involved in PG teaching & learning, course directors and EEs, and to ensure that quality assurance work undertaken in recent years around, for example, grading criteria and feedback provided to students (see last year's report) is properly bedded in.

- For EE nominations in 2023/24, male candidates will be given preference to address the lack of gender balance in the current EE cohort (8 F, 1 M).

- Several EEs commented on low staff numbers at CoEs. The importance of attendance has been raised with staff and will be re-iterated before 2024 Courts. The agreed School policy is that CoEs are held in person where feasible, also beyond the EE's first year of appointment.
- Several EEs flagged the vulnerability of some forms of assessment used to inappropriate use of generative AI. A joint UG/PG School policy in this area is currently under discussion.
- The School has initiated a review of the MPhil course in Gender and Women's Studies in light of current and projected staff expertise in the area of Gender and Women's History in the School.

Languages, Literatures and Cultural Studies

Each of the PGT programmes in LLCS has been exploring mechanisms to improve the programmes according to the recommendations of the EEs. In terms of concrete actions, for example, knowledge sharing has been undertaken between programmes receiving praise for their assessment feedback and those being encouraged to improve.

Law

- Many of the modules had tightly clustered marks and could consider a broader spectrum in the future – bring to attention of examiners.   There are also inconsistencies between modules and marks. This is an annual issue; colleagues are asked to be mindful of this in grading guidelines. In June 2023 the School approved a policy to introduce Stepped Marking which it hopes will address this issue.
- Dissertations - lower end pieces were marked a little harshly (one extern only) - bring to attention of examiners. There are two internal examiners involved, both give a spread of results across the dissertations they examined, though one slightly stricter.
- Helpful to have some text regarding the marking on each student essay - bring to attention of examiners. This is an annual issue; we always ask colleagues to be mindful of this in grading guidelines.
- Common rules on feedback – which needs discussion at School Committee and reminders flagged with colleagues.
- A 'vision' document might be a useful way to allow EEs to capture the module leaders' purpose, while avoiding too much standardisation - bring to attention of examiners.

Linguistic, Speech and Communication Sciences

- EEs sought clarity regarding which dissertations had obtained research ethics approval. The dissertation cover sheet has been updated to provide this information.

- In response to the EE's report on the MPhil in Chinese Studies, a second assignment was added to the Chinese Studies Modern History module in order to ensure students have the opportunity to improve their performance before final submission.

- The EE in Linguistics noted that dissertations arrive for external moderation in a piecemeal fashion due to a concomitance of factors, including late submission, slow mechanisms to make documentation available to externs. This is described as an inconvenience, and the CLCS department is taking action to ensure as timely as possible provision of PGT dissertations for review by its externs.

The EE in English Language Teaching drew attention to the need for standardised feedback, including the amount and quality of feedback provided. Feedback is generally consistent, but there were a few examples of very poor feedback. This situation has been resolved by the department in order to avoid such discrepancies and inequities in future years. The EE also suggested further guidance for students in dissertation topic suggestion and suggested that students should be directed towards books that support topic selection and research question construction. This has been actioned, and a reading list will be suggested for students in 2023/24.

Psychology

MSc in Global Mental Health
Course content could be strengthened by including seminars or a module specific to mental health policy analysis.

- Stigma in mental health and quality rights are additional areas that can improve the program.

- A major concern is that core faculty do not have permanent appointments with trinity, and staff attrition could negatively impact the program.

- Planned change of the dissertation format to publication-based thesis presents an opportunity for improvement.

Doctorate in Clinical Psychology: Reports from EEs were very positive and the exceptional performance of the graduating class was noted by all four examiners.

Point to address: Encourage quantitative research by allowing analysis of data from large existing data sets.
Action – This proposal is under active consideration and the possibility of secondary analysis will be offered to new cohorts.

One examiner noted that reports of clinical work overemphasised the importance of diagnosis and did not engage sufficiently in a formulation approach. He suggested that we promote the use of "longitudinal formulation" in which diagnosis could feature, but not dominate as explanatory constructs.
Action – we are reviewing written guidelines and teaching inputs on writing case studies.

One examiner commented that it was good that the course uses EEs from outside the Irish and UK context. The structure of clinical psychology training can be very different in other countries/region, but it is important to continue to be informed by alternative approaches.

Action – the course will endeavour to ensure that at least one of our four examiners teaches on a course in a country outside of the UK and Ireland.

Doctorate in Counselling Psychology: EEs particularly appreciated that a number of students on the course will be financed (through various schemes including though employment) by the HSE, but stressed that it is important to retain the philosophy of the course in the face of HSE stakeholder's requirements. One of the EEs suggested having a fresh look at the procedures for the placement difficulties raised by students (the placement procedures were further expanded then also in the context of many students being financed by the HSE). One of the EEs also suggested spending more time on the qualitative dissertations outlining epistemological considerations in using a particular qualitative method. This was shared at the course committee meetings to ensure that the supervisors are aware of that feedback.

M.Phil./P.Grad.Dip Psychoanalytic Studies: When we look at the feedback from students and EEs over the last five years, a number of themes emerge.

EE reports consistently highlight the quality of dissertations in the main, with a high level of variability in subject matter. EEs have also praised the course for supporting students in their choice of subject matter, and the assistance given to them in the conduct of this work. However, also, the demand of the dissertation as a component of the programme is a major one for students, and it is also for the course director, who supervises all of these. The dissertation is a challenging area for the programme, as only one member of the School is equipped to supervise these. While we have considered engaging external supervisors, this has proved difficult, due both to the additional costs involved in this and the level of experience of those who would be asked to do this. Currently, this means that all dissertations are supervised by the course director. The supervision load on course director limits their capacity to engage in other activities, including their own research. This was a concern for the EE in recent years. This was a concern in relation to capacity and sustainability, particularly as resulting work is not generally in a publishable form at its completion.

M.Sc. in Applied Psychology

The course marking and result system is graded as 'Distinction (D)', Pass (P), and Fail (F)'. The recommendation is that numerical (percentage) results also be provided, in particular in order to evaluate student work and marks which are at or near a borderline, especially between Pass and Distinction. This is now happening consistently.

The recommendation that feedback to students is readily available to the EE has been implemented.

A suggestion that the course title should be changed to reflect its orientation towards mental health; clinical and counselling psychology is under consideration.

M.Sc. in Applied Behaviour Analysis

Less zoom/independent learning, more in person lectures

Response= All lectures now take place on campus across both years except for 2 days in year 2.

Religion, Theology and Peace Studies

MPhil EEs expressed frustration at difficulty accessing Blackboard to undertake their work.

One EE (International Peace Studies) did a pre-Court viva for a student with a potential failure on their dissertation. The EE found this to be a fair process.

One MPhil EE (International Peace Studies) suggested that more students should be encouraged to undertake empirical work for their dissertations as many are theoretical/desk-based and it would be good to acquire further research skills.

One MPhil EE (IPS) noted it was not easy to see how any marking differences were resolved between first and second markers.

The outgoing EE for the PG Diploma registered her disappointment that the course is being suspended and urged the faculty to consider ways it can be relaunched at some point in the future.

As we are still awaiting most EE reports, the points noted above and here are generated from the minutes of the CoEs.

In general, the reports from the EEs at the exam boards were very supportive of the scope of each course, the quality of student work and extent of feedback to students.

All EEs on the PGT courses noted difficulties accessing Blackboard despite the best efforts of the School's PG administrator to support them and the decision to allow the EE's earlier access in 22-23 (which was taken by the School PG Committee as a result of the same problems occurring in AY21-22). This is a university systems issue which needs escalation as it is a recurring issue and impedes the work of the EEs.

The following actions have been developed in response to the EE comments noted in table 7:

- Students in the MPhil IPS will be encouraged to engage in more empirical research methods with the forthcoming involvement of our Assistant Research Professor, in running the core Research Methods module in the programme from AY24-25.

- An email trail on the resolution of marks between markers is stored and saved in a file by the PG administrator and will be made available to the EEs.

- The PG Diploma reformulation will be considered as part of the agenda of the School's PG Working Group, constituted under the School's Strategic Plan

(2023-28). PGT growth and development is a core strategic priority for the School.

In AY22-23 the following actions were implemented in response to the EE reports of the previous year:

- Expanded rubrics on grading criteria have been added to all the PGT handbooks in 22-23 responding to EE feedback in AY21-22.

- In Christian Theology, the EE noted that additional texts he had recommended in 21-22 are now included in the modules.

Social Sciences and Philosophy

PG examiner reports are considered by the DPGTL, Heads of Department and HoS, are noted at SEC and recommendations for action are approved by the School Executive Committee.

Social Work and Social Policy

1. Recommendation to refresh reading lists was implemented.

2. School to address variations in feedback given by staff and provide guidance so that it can be more standardized.

3. Skills Based Assessment feedback has been taken on board by the Course Director and is being implemented at Course Level.

Trinity Business School

F/E/MBA – There should be more internal moderation. There is overassessment due to too many credits. There were some issues with accessing material for review. EEs requested a clear term of reference for their role. Further embed ESG and technology themes into core curriculum.

Entrepreneurship – Grading standards should be made clear to all new lecturers to avoid overall marks that are too high.

Finance – 15% of assessment should be reviewed by the EE. Module statistics for the previous year should be shared with the EE.

HRM – Requested access to the VLE.

DMS – Recommended a minimum level of documented feedback for all modules.

IM – ICP marks are high with low st.dev. Maybe could consider an individual reflection part going forward.

OSCM – Recommended removing the exam from Research Methods. Encourages the programme director to look at the information being sent to the EE to mentor colleagues on feedback to the students.

Appendix 6: National Student Survey

School of Creative Arts

Issues	There was a low level of response from students and therefore it is necessary to separate what may be individual context-specific issues that a student might have with aspects of a programme and issues that are experienced by a number of students. 4 of the 6 suggestions by SCA (School of Creative Arts) PGR students focused on issues related to funding/financial support. There was one suggestion for additional communication (with supervisor/other PGR students), additional teaching support with more clarity about roles and responsibilities, and a dedicated workspace or office. There was one suggestion for additional digital materials.
Barriers	The School of Creative Arts is a small school and has very limited financial support for postgraduate students. The built environment of the School is very constrained and is distributed in different locations across the campus (e.g., House 5, Beckett Theatre, Pearse Street, Arts Building), with very significant pressure on office space for staff and students.
Action	Given the low level of local funding for students available in the School, staff, therefore, work with students (and applicants) to identify possible sources of external support. The DTLPG provides oral input at all School Executive and School Committee meetings. Through these fora and through regular email communications, teaching staff are encouraged to maintain regular contact with students. Discussions are underway within College and with the Lir Academy of Dramatic Art, to regain adequate space for School activity in the Arts Technology Research Laboratory (ATRL) in Trinity East. It is hoped that this will provide more flexibility for the school in relation to research space for staff and postgraduate students. Digital materials are regularly utilised by staff to facilitate teaching and learning, in keeping with the content and focus of modules.

School of Education

Issues	The response rate is extremely low for our programmes and the survey is under review as it is no longer fit for purpose. Some open comments relate to writing support and cultural context. The changes related to AI will serve to address the former point and the latter point is addressed continuously in the development of the programme to ensure that it is culturally relevant and appropriate to young people today.
Barriers	The main barrier is the low response rate and unsuitable instrument for deriving input for issues to address.
Action	Direct engagement with the student body is currently being undertaken by the DPGTL and the PGT masters convenors to understand the low response rates to surveys, but strong response rates to in person evaluations conducted in designated class time. This involves in person focus groups, and round table discussion which will be fed into whole staff planning days.

School of English

Issues	1. Tutorials and small group teaching: students have praised the quality of our tutorials and asked for more (we currently offer seven a term for those modules with tutorials). 2. Staff/student ratios: students have requested more access to lecturers and more contact hours, and some have expressed frustration with the large size of some modules. 3. Non-academic supports: students identified financial pressures as an issue restricting the time they can spend on campus, and made requests for better provision of supports for mental and physical health issues.

Barriers	1. Tutorials and small group teaching: The problem here is funding in the first instance, but also the availability of Teaching Assistants to take on tutorials, especially in modules in earlier periods. The decline in PGR numbers, coupled with what is perceived to be low pay for occasional work is building to what will be a serious problem for curriculum delivery in the medium term. This has significant knock-on impacts on staff workloads. Before TEP, we had already completed a curriculum review, during which process small-group teaching was reiterated as a core pedagogical principle, as was teaching across the chronological range of the discipline. It is challenging to see how we can sustain these pedagogical commitments. 2. Staff/student ratios: funding for recruitment, TEP-related requirements for large modules. 3. Non-academic supports: The problem here is funding for college supports (Counselling, Disability Service), and it is difficult to see what academics or Schools can do to help to address the financial pressures that are restricting the amount of time many students can provide to engage directly with their studies, whether that is their need to do part-time work, or inability to afford to live near campus.
Actions	1. Tutorials and small group teaching: In the previous English submission to the AFQR, we noted our concern about the future of small-group teaching and in particular the survival of tutorials for JF and SF. As was noted, this is a long-term discussion and takes in many different issues including funding, student attendance and participation, the impact of TEP. This academic year (2023-24), we have made significant progress on trying to address this question. A working committee on small group teaching was formed in 2023 and presented a proposal to the School in MT. In HT we are continuing to work as a School on finding solutions to these issues, and have returned, once again, to reviewing the curriculum in light of these pressures. 2. Staff/student ratios: staff workloads are already at extremely challenging levels. It is difficult to see how we can accommodate student requests for more access to lecturers unless there is further recruitment of lecturers in the School. 3. Non-academic supports: The problem here is funding in the first instance, and as I have noted it is difficult to see what we can do as a School. Many colleagues work as tutors and the tutor system undoubtedly helps students, although it places a great burden on staff in terms of their workload.

School of Histories and Humanities

Issues	1. Further diversification of assessment modes, including group work
	2. Increase student participation in class
	3. Broader range of research resources and guidance on online resources

Barriers	1. No barriers identified.
	2. No barriers identified.
	3. Library provision continues to be subpar despite superb efforts of subject librarians.
Actions	1. Review of assessments across modules and programmes
	2. Review of delivery across modules and programmes
	3. Guidance on web resources and transparent policy on use of AI; continuing engagement with Library to increase book, databases and e-books budget and achieve desired world-class standards.

School of Languages, Literatures and Cultural Studies

Issues	It was striking that a high proportion of respondents reported the practical utility of their degree was not explained to them. We will think about how to address this, without falling into the trap of suggesting that things can only be worthwhile if monetised.
	A high proportion of respondents indicated that they "sometimes" attended class without having done preparation. We will monitor this – it could still be a lingering effect of the COVID years.
Barriers	The low overall response rate and the small number of responses for individual programmes make further steps difficult.
Actions	See above.

School of Law

Issues	1. Students have flagged the need for diverse assessments.
	2. Students (UG) have complained about non-core electives and have asked for smaller classes.
	3. Disappointing results particularly from UG students with regards opportunities to present in class or seminars. It is unclear if this manifests more at JF or SS level. In later years modules do allow for greater opportunity to participate in presentations.
Barriers	1. We are bound by professional body requirements with respect to many modules in JF and SF.
	2. Electives (UGs) are required by central college. This relates to the smaller classes issue as electives mean that students have less scope for smaller law modules in their upper years as they must now take more professional modules which tend to be large classes.
	3. A large proportion of the curriculum delivered over the four years, is core professional legal modules. Assessment and content largely dictated to by the professional legal bodies. The restructuring of our programmes as a consequence of the common programme architecture has resulted in less space for Law and less flexibility with delivery.
Actions	1. We have more diverse assessments in our upper-year optional law modules. We will also make it clear to students that assessment modalities are driven by professional bodies.
	2. This needs to be addressed centrally. We would want more flexibility around the elective requirement so that we can offer more law modules.
	3. Discussions are ongoing with the Senior Lecturer about allowing more law to be taught. Increased hours in the central timetabling pillar system would facilitate greater small group teaching. A pilot team teaching of a core module will be introduced in 2024/25. However, without additional resources and greater timetabling hours and space it is difficult to predict if any meaningful impact or benefit will be derived.

School of Linguistic, Speech and Communication Sciences

Issues	The response rate to this survey is consistently low.
	1. Respondents suggested that assignment submission dates should be more evenly distributed across the academic year.
	2. Respondents requested more varied instructional methods in the classroom.
	3. Respondents who were working part-time requested support outside of regular working hours
	4. Need for guidance for students on navigating systems within College

Actions	1. The School is engaged in ongoing efforts to spread assignment submissions out more evenly across the academic year. Changes have already been made for the 2023/24 academic year and feedback will be sought from students. 2. The School is engaging in a number of initiatives to diversify instructional methods in the classroom, for instance through engagement in the Trinity Inc project, and through efforts to increase awareness and use of Universal Design for Learning principles in all modules. 3. The School is open to discussions around alternative models of educational provision and will engage with the ongoing discussions in College on future possible models of a Trinity education. 4. Implementing a peer/buddy system for JF students

School of Psychology

Issues	1. Increase opportunities for interaction. 2. Increase information about career options. 3. Perceptions about staff diversity
Barriers	1. Class time is already severely limited, making it challenging to increase opportunities for interaction during class. 2. There is a very wide diversity of career options for Psychology students and challenging to provide sufficient information on all. 3. There is a mismatch between perceptions and reality in terms of certain aspects of diversity, such as socio-economic background. Staff may not always want to share such information.
Actions	1. We have introduced a number of opportunities for social interactions between staff and students, including a JF welcome reception and a Final Year Project Dinner. 2. We have introduced a number of talks on career options, open to all students. This March, Trinity will also host the Psychological Society of Ireland Annual Careers Fair. 3. Increasing diversity and possibilities for changing perceptions about diversity are being considered by our EDI committee.

School of Religion, Theology and Peace Studies

Issues	The School was heartened by the generally positive responses across the National Student Survey. We will focus on the following issues which emerged in the open comments: 1. More opportunities to engage with activities/events/resources in Dublin (for students based on our MPhil in Conflict Resolution and Reconciliation in Belfast). 2. Issues of inclusivity and diversity, especially for mature students and students with disabilities. 3. More opportunities for work experience, especially for students who intend non-academic careers.
Barriers	1. Our current technological capacity to run hybrid events is limited and unlikely to improve given budgetary constraints. 2. The School has an Athena Swan Bronze Award and an active EDI committee. The focus on gender in Athena Swan may be a barrier to recognizing and taking action on other forms of exclusion (age and ability, for example). 3. We run an internship module in Dublin and a community learning module in Belfast however there are administrative burdens associated with this that need addressed, especially if the internships are to be expanded to other UG and PG programmes.
Actions	The School Strategic Plan (23-28) has already identified each of the themes which arose in the NSS and there are action points related to each in the plan. The School is currently working on the implementation of the plan through the School Executive, the School Committee, working groups on Buildings, PG Development and Events and the EDI Committee. 1. The Strategic Plan commits to enhancing Dublin and Belfast linkages through more fieldtrips in both directions, more staff exchange and improving hybrid as well as in-person connection. In addition to our long-running PGT Belfast field visit for Dublin students, we have instituted a new fieldtrip in the opposite direction. This began successfully in AY22-23 and will become a regular feature. 2. The School EDI Committee, Champion and Athena Swan Champion are engaged in implementing the Athena Swan Action Plan which is cross-referenced to the School's Strategic Plan. This term will see the first annual student EDI forum with an external facilitator to identify student concerns and determine actions. 3. The Strategic Plan commits the School to developing more internship opportunities. These will be sourced from the network connections of the School's staff who have many contacts through civic engagement. Administrative support for internships is included in the job description of our soon to be appointed new PG administrator (AO3).

School of Social Sciences and Philosophy

Issues	*Undergraduate:* 1. For UG students, some suggested that they do not receive enough information regarding the supports that are in place throughout college, i.e., mental health, library, help with maths, etc. 2. Some UG students noted issues with timetabling, i.e., rooms lacking capacity, acoustics, late changes to venues, etc. *Postgraduate:* 1. Feedback from the survey of PhD students in Economics suggests that they are not receiving enough information initially about expected timelines in the programme and supports available to them.
Actions	*Undergraduate:* 1. With respect to supports, we will review and update the course handbooks with a section outlining the various supports that are in place throughout College. 2. With visiting student registration occurring earlier going forward, this should address how some of the issues regarding timetabling (lack of capacity, late changes to venues, etc.) that have been raised. *Postgraduate:* 1. We will review the handbook and induction material for the PhD in Economics to make sure the required information is available to students.

School of Social Work and Social Policy

Issues	1. Cost of Tuition/Cost of Living 2. Communication 3. Mental and Financial Support for Students

Barriers	1. Access to student health and mental health support in College is extremely difficult to access with long wait times for appointments. Without sufficient staffing at college level, it is difficult for the School to improve this issue for students.
	2. The cost of Tuition Fees and Cost of living in Dublin are largely out of the hands of the School but were raised often as issues for our students.
	3. Lack of access to financial aid and Scholarships were raised by our students which is something given our budgetary situation we are unable to address.
Actions	1. Ensure effective and consistent programme level communications with students by utilizing multiple communication platforms and channels including Handbook, email, Blackboard, social media, student reps and in class announcements.
	2. Our HOS, DTLUG and DTLPG will continue to raise the of access to mental health support for our students with the relevant Deans and College management.
	3. We endeavour to ensure our timetable does not have students travelling to college for a single lecture but it not always possible given the timetabling constraints and access to teaching venues.

Trinity Business School

Issues	1. Acknowledge, embrace and adapt to the impact of artificial intelligence on our students and programmes.
	2. Reduce student-staff ratio, which is a key issue for the school in terms of retaining its accreditations.
	3. On PGT, review assessment structures, focusing on clarity of expectations and feedback.
Barriers	1. Guidance/expertise from College on the integration of AI into teaching, research, operations
	2. Resources for extra professional and academic staff, which lag behind in the increase in student numbers
Actions	1. TBS AI upskilling taskforce with input from all functions of the school
	2. Continue to involve the TBS Learning Technologist to help staff with digitalization across their modules
	3. Make the case to School and College to increase the number of professional and academic staff on UG programmes

Appendix 7: Professional Accreditation

School	Accredited Programme	Professional or Statutory Body	Year of Most Recent Accreditation and Accreditation Cycle	Conditions	Actions taken
School of Education	Professional Master of Education (PME)	The Teaching Council (Ireland)	December 2013 - 7 years Re-accreditation in 2020 postponed (due to Covid-19). Rescheduled date from the Teaching Council - Quarter 2, 2023 (April – June 2023)	n/a	n/a
	Bachelor of Music Education (in association with TU Dublin (formerly DIT) & RIAM)	The Teaching Council (Ireland)	Sept. 2012 - 7 years Re-accreditation in 2020 postponed (due to Covid-19). Rescheduled date from the Teaching Council - Quarter 2, 2023 (April – June 2023)	n/a	n/a
School of Linguistic, Speech & Communication Sciences	B.Sc. Clinical Speech & Language Studies	Irish Association of Speech & Language Therapists (IASLT)	December 2021 - 4-5 years (Due 2025-2026)	No conditions were associated with accreditation. There were 3 recommendations: 1. Exploration of the potential for interdisciplinary student research projects. 2 Consider extending student research projects further into real world quality improvement studies. 3. Staff in department to be supported in returning to a balance between research and teaching activities.	
School of Psychology	B.A. Psychology (Single Honours)	Psychological Society of Ireland (PSI)	2021 5 years		
School of Psychology	Higher Diploma in	Psychological Society of	2021		

School	Accredited Programme	Professional or Statutory Body	Year of Most Recent Accreditation and Accreditation Cycle	Conditions	Actions taken
	Psychology	Ireland (PSI)	5 years		
	Doctorate in Counselling Psychology	Psychological Society of Ireland (PSI)	2019 Due 2024		
	Doctorate in Clinical Psychology	Psychological Society of Ireland (PSI)	June 2019 5 years (due 2023)		
	MSc Applied Behavioural Analysis	Psychological Society of Ireland (PSI)	September 2021 5 years (due 2024)		
School of RPST	Evening Diploma in Conflict & Dispute Resolution Studies	Mediator's Institute of Ireland (MII)	January 2022 Annually		
School of Social Work & Social Policy	Bachelor in Social Studies	CORU	November 2017 - 5 years (due 2022) Accreditation Scheduled for September 2022	Awaiting Final Report	Awaiting Final Report
School of Social Work & Social Policy	Master in Social Work PG Diploma in Social Work	CORU	October 2018 - 5 years (due 2023) Accreditation Scheduled for May 2023		
Trinity Business School	ALL PROGRAMMES	EQUIS EFMD (European Foundation for Management Development) Quality Improvement System	December 2018 5 years Due December 2023		
Trinity Business School	Masters in Business Administration (MBA & EMBA))	Association of Masters in Business Administration (AMBA)	September 2020 5 Years (Due 2025). A desk review of the new Flexible Executive MBA took place in November 2021 – the	n/a	

School	Accredited Programme	Professional or Statutory Body	Year of Most Recent Accreditation and Accreditation Cycle	Conditions	Actions taken
			AMBA accreditation was extended to include the FEMBA programme.		
	ALL PROGRAMMES	AACSB (Association to Advance Collegiate Schools of Business International)	February 2021 5 years Due 2025-26	n/a	
	MSc Human Resources Management	Chartered Institute of Personnel & Development (CIPD), Ireland	October 2017 5 years (due 2022)	n/a	
Trinity Business School	PG Diploma in Accounting	Professional bodies: Association of Chartered Certified Accountants (ACCA) Chartered Institute of Management Accountants (CIMA) Charted Accountants Ireland (CAI) Certified Public Accountants (CPA) Irish Taxation Institute (ITI)	Due Dec. 2026 Jan. 2022 (ACCA) April 2016 (CIMA) April 2016 (CAI) July 2018 (CPA) November 2016 (ITI)	None	

Appendix 8: Retention

Faculty AHSS by Programme	Retention	Y1	Y2	Y3	Y4	Total
Acting	COURSE COMPLETED			12		12
	PROGRESSED SAME COURSE	15	16	0		31
	REPEAT SAME COURSE	0	0	1		1
Ancient and Medieval History and Culture	COURSE COMPLETED	0	0	0	12	12
	PROGRESSED SAME COURSE	16	15	12	0	43
	REPEAT SAME COURSE	3	0	1	0	4
Bachelor in Global Business	COURSE COMPLETED	0	0	0	51	51
	PROGRESSED SAME COURSE	70	71	52	0	193
	REPEAT SAME COURSE	1	0	1	2	4
	TRANSFERRED OTHER COURSE	2	0	0	0	2
	NOT RETAINED	3	3	1	0	7
Business Studies and French	COURSE COMPLETED	0	0	0	14	14
	PROGRESSED SAME COURSE	14	12	14	0	40
	NOT RETAINED	1	0	0	0	1
Business Studies and German	COURSE COMPLETED	0	0	0	17	17
	PROGRESSED SAME COURSE	15	13	15	0	43
Business Studies and Polish	COURSE COMPLETED	0	0	0	4	4
	PROGRESSED SAME COURSE	9	3	6	0	18
Business Studies and Russian	COURSE COMPLETED	0	0	0	7	7
	PROGRESSED SAME COURSE	9	8	3	0	20
	NOT RETAINED	1	0	0	0	1
Business Studies and Spanish	COURSE COMPLETED	0	0	0	8	8
	PROGRESSED SAME COURSE	14	13	11	0	38
	TRANSFERRED OTHER COURSE	2	0	0	0	2
Classics, Ancient History and Archaeology	COURSE COMPLETED	0	0	0	13	13
	PROGRESSED SAME COURSE	24	16	15	0	55
	REPEAT SAME COURSE	0	3	0	0	3
	NOT RETAINED	2	1	0	0	3
Clinical Speech and Language Studies	COURSE COMPLETED	0	0	0	32	32
	PROGRESSED SAME COURSE	26	36	34	0	96
	REPEAT SAME COURSE	1	0	0	1	2
	TRANSFERRED OTHER COURSE	2	0	0	0	2
	NOT RETAINED	2	0	0	0	2
Deaf Studies	COURSE COMPLETED	0	0	0	14	14
	PROGRESSED SAME COURSE	12	16	7	0	35
	REPEAT SAME COURSE	0	0	1	0	1
	NOT RETAINED	1	0	0	0	1
Drama and Theatre Studies	COURSE COMPLETED	0	0	0	15	15
	PROGRESSED SAME COURSE	18	17	15	0	50
	REPEAT SAME COURSE	0	1	0	0	1
	NOT RETAINED	1	1	0	0	2

Faculty AHSS by Programme	Retention	Y1	Y2	Y3	Y4	Total
Early and Modern Irish	COURSE COMPLETED	0	0	0	2	2
	PROGRESSED SAME COURSE	2	1	5	0	8
	NOT RETAINED	0	3	1	0	4
Economic and Social Studies	COURSE COMPLETED	0	0	0	237	237
	PROGRESSED SAME COURSE	250	234	225	0	709
	REPEAT SAME COURSE	2	3	5	0	10
	TRANSFERRED OTHER COURSE	2	0	1	0	3
	NOT RETAINED	8	4	5	1	18
English Studies	COURSE COMPLETED	0	0	0	42	42
	PROGRESSED SAME COURSE	58	56	45	0	159
	REPEAT SAME COURSE	1	0	0	1	2
	TRANSFERRED OTHER COURSE	2	0	0	0	2
	NOT RETAINED	1	1	3	1	6
European Studies	COURSE COMPLETED	0	0	0	55	55
	PROGRESSED SAME COURSE	44	48	52	0	144
	REPEAT SAME COURSE	0	0	1	1	2
	TRANSFERRED OTHER COURSE	6	0	0	0	6
	NOT RETAINED	6	0	0	0	6
Film	PROGRESSED SAME COURSE	22	18	14	0	54
	TRANSFERRED OTHER COURSE	3	0	0	0	3
	NOT RETAINED	3	1	0	0	4
History	COURSE COMPLETED	0	0	0	48	48
	PROGRESSED SAME COURSE	35	35	46	0	116
	REPEAT SAME COURSE	1	0	1	1	3
	TRANSFERRED OTHER COURSE	1	0	0	0	1
	NOT RETAINED	2	1	1	0	4
History and Political Science	COURSE COMPLETED	0	0	0	25	25
	PROGRESSED SAME COURSE	0	0	28	0	28
History of Art and Architecture	PROGRESSED SAME COURSE	15	15	11	0	41
	REPEAT SAME COURSE	1	0	0	0	1
	NOT RETAINED	1	0	1	0	2
Law	COURSE COMPLETED	0	0	0	90	90
	PROGRESSED SAME COURSE	91	96	87	0	274
	REPEAT SAME COURSE	3	1	2	0	6
	NOT RETAINED	4	0	2	1	7
Law and Business	COURSE COMPLETED	0	0	0	25	25
	PROGRESSED SAME COURSE	0	0	28	0	28
Law and French	COURSE COMPLETED	0	0	0	13	13
	PROGRESSED SAME COURSE	15	10	16	0	41
	TRANSFERRED OTHER COURSE	2	0	0	0	2
Law and German	COURSE COMPLETED	0	0	0	14	14
	PROGRESSED SAME COURSE	10	15	14	0	39
	TRANSFERRED OTHER COURSE	1	0	0	0	1

Faculty AHSS by Programme	Retention	Y1	Y2	Y3	Y4	Total
	NOT RETAINED	2	0	0	0	2
Law and Political Science	COURSE COMPLETED	0	0	0	21	21
	PROGRESSED SAME COURSE	0	0	30	0	30
Middle Eastern and European Languages and Cultures	COURSE COMPLETED	0	0	0	16	16
	PROGRESSED SAME COURSE	22	26	17	0	65
	REPEAT SAME COURSE	0	0	1	0	1
Music	COURSE COMPLETED	0	0	0	14	14
	PROGRESSED SAME COURSE	23	13	7	0	43
	REPEAT SAME COURSE	2	2	0	0	4
	TRANSFERRED OTHER COURSE	0	2	0	0	2
	NOT RETAINED	1	0	0	0	1
Music (RIAM)	PROGRESSED SAME COURSE	15	0	0	0	15
	NOT RETAINED	2	0	0	0	2
Music Education	COURSE COMPLETED	0	0	0	13	13
	PROGRESSED SAME COURSE	7	11	11	0	29
	TRANSFERRED OTHER COURSE	1	0	0	0	1
	NOT RETAINED	2	0	0	0	2
Music Performance (RIAM)	COURSE COMPLETED	0	0	0	16	16
	PROGRESSED SAME COURSE	0	25	15	0	40
Philosophy	COURSE COMPLETED	0	0	0	11	11
	PROGRESSED SAME COURSE	22	20	15	0	57
	REPEAT SAME COURSE	0	0	2	0	2
	TRANSFERRED OTHER COURSE	2	0	0	0	2
	NOT RETAINED	1	0	0	0	1
Philosophy, Political Science, Economics and Sociology	COURSE COMPLETED	0	0	0	35	35
	PROGRESSED SAME COURSE	60	53	41	0	154
	REPEAT SAME COURSE	0	0	0	1	1
	NOT RETAINED	0	1	0	0	1
Psychology	COURSE COMPLETED	0	0	0	34	34
	PROGRESSED SAME COURSE	43	59	42	0	144
	REPEAT SAME COURSE	0	0	0	1	1
	TRANSFERRED OTHER COURSE	2	0	0	0	2
	NOT RETAINED	1	0	1	0	2
Religion	COURSE COMPLETED	0	0	0	5	5
	PROGRESSED SAME COURSE	6	9	1	0	16
	REPEAT SAME COURSE	2	0	0	0	2
	NOT RETAINED	0	1	1	0	2
Social Studies	COURSE COMPLETED	0	0	0	38	38
	PROGRESSED SAME COURSE	38	33	42	0	113
	TRANSFERRED OTHER COURSE	1	0	0	0	1
	NOT RETAINED	3	0	0	0	3
Sociology and Social Policy	COURSE COMPLETED	0	0	0	25	25

Faculty AHSS by Programme	Retention	Y1	Y2	Y3	Y4	Total
	PROGRESSED SAME COURSE	0	0	28	0	28
	REPEAT SAME COURSE	0	0	0	1	1
	NOT RETAINED	0	0	1	0	1
Stage Management and Technical Theatre	COURSE COMPLETED	0	0	19	0	19
	PROGRESSED SAME COURSE	22	24	0	0	46
	NOT RETAINED	2	0	0	0	2
Grand Total		1138	1066	1069	978	4251

Please note, retention information is not available for Joint Honours on an individual subject basis.

Appendix 9: Good Practice/Enhancements, by School

School of Creative Arts

1) Quality as an agenda topic has been continually raised at School Executive and other committees. Academic Directors and the Head of School have worked in tandem to promote the value of Quality discussions at individual Discipline and at School levels.

2) Most of the student evaluations in recent years have been administered digitally, thus facilitating the capture and use of evaluation data. The School felt, however, that data captured via paper-based evaluations was less available to relevant staff within the School. Therefore, a plan was developed and implemented to ensure that paper-based module evaluation responses would be captured by Academic Directors soon after the time of administration.

3) The Quality initiative within the School has been centralised, clearly located within the remit of the Academic Directors (in consultation with Heads of Discipline). Staff now feed in quality issues as they arise to Academic Directors throughout the academic year.

School of Education

1) The two Initial Teacher Education programmes in the School underwent their professional accreditation in 2022-23. This was approached in an exemplary fashion resulting in a national commendation from the accreditation panel on the quality of the documentation, the engagement and responses from the staff and students during the accreditation site visit.

2) The collegial approach to the accreditation process and visit was exemplary in particular for the B Mus Ed which runs across three partner institutions (TCD, RIAM and TUD). This was commented on several times by the panel highlighting the coherence of the approach and the strong identity of the programme among staff and students.

3) Quality assurance measures in operation on both ITE programmes specifically noted and commended.

School of English

1) In response to the low turnout of student reps for the Staff-Student Liaison committee (a low turnout that probably reflects general student satisfaction), we are examining ways to generate more student feedback that does not involve the filling-in of surveys or questionnaires. Student reps are being consulted to discuss ways of improving the system.

2) We carried out an EDI survey in the School and followed that up with a 'teach -in' afternoon for staff. We hope to bring this to the students this term. We also included wording on all our modules on Blackboard, wording which upholds a commitment to curriculum coverage, freedom of speech, and sensitivity to EDI issues (wording is available from school).

School of Histories and Humanities

1) **Academic Integrity:** Improved transparency on BlackBoard and Module Handbooks on policies for Academic Integrity processes; consolidation of School records of cases of academic misconduct and related process; continued exchanges on the challenges posed by AI, resulting in School policy and

revised assignment submission coversheets.

2) **Open Modules:** Increased quotas for Open Modules and significant growth in student numbers. Group work is encouraged (and sometimes required) to facilitate knowledge/skills exchange between students from different backgrounds.

3) **EDI and external engagement**: improved EDI statements in Module Handbooks and regular teach-meet sessions; increased commitment to facilitate student engagement with cultural institutions on site (e.g., TCD Library and Museums collections) and externally: students are encouraged to get involved in extracurricular initiatives, for example the Laidlaw Scholar Leadership and Research Programme.

School of Languages, Literatures and Cultural Studies

Undergraduate

1) We have continued to push to extend the range of options available to our students, leading to combinations of MEJIC with Drama and with English; and to a proposal for NMS Polish.

2) We (re) introduced a staff-student forum.

3) We introduced a policy to pay for extra student volunteers at the Open Day (the University covering only two per stand), to help promote *esprit de corps* among the student body.

4) We organise school-wide discussion forums to discuss pedagogy, AI and other shared challenges.

Postgraduate

1) The continued roll-out of the Framework PGT options has proven very attractive as a way to diversify our student body.

2) The establishment of a PG Policy Handbook is allowing us to have a shared and authoritative central repository in which to document the high-level decisions we take about how we run and coordinate our programmes.

School of Law

1) The piloting of Stepped Marking which was as a response to many years of comments from EEs. 2022/23 saw an extensive study of stepped marking practices and in the School both UG and PG have implemented it for 2023/24.

2) Introduction of a basic legal skills class in the first semester and research and legal writing in the second semester for JF and UG students.

School of Linguistic, Speech and Communication Sciences

1) In the B.Sc. in Clinical Speech and Language Studies, the capstone projects have been praised by the EEs as a real strength of the course. Students prepare their final year dissertation project for a specific, identified journal. This gives them a realistic experience of writing for publication, encouraging a new generation of clinician-researchers.

2) The B.Sc. course's Junior Sophister *Discourse* modules have been described by the EE as 'an absolute joy to see', raising excellent questions for the students to explore, employing innovative

paired assessments, and fostering reflection, critical and analytical skills. One of the Discourse modules allocates 20% of the overall assessment to reflection, which the EE notes should be encouraged.

3) In the *M.Phil. in English Language Teaching*, individual and pair meetings with the lecturer are arranged in Michaelmas term outside of class for all PG students enrolled in the course, in order to develop an awareness of students' needs, previous experience, and personal learning goals. These meetings also involve sharing information about a range of College services (e.g., the Library, CELLT, SLD, Disability Services, Student Counselling), in order to help PG students, and particularly international students, to become more familiar with these supports and thus improve the quality of their student experience.

School of Psychology

1) During the 2022/23 academic year, we developed, trialled, and revised a set of feedback guidelines, the purpose of which is to standardise the quality of feedback provided to students across modules. The policy emphasises the primary goal of feedback, which is to enable students to take action to improve upon their work in future. Good feedback should be fair, honest, and unambiguous. The policy recommends that feedback includes reference to (1) the overall mark, describing alignment with the School's marking guidelines; (2) strengths of the work; (3) weaknesses of the work - where there is room for improvement; and (4) how to improve: specific actions a student can take to improve the quality of the work. The policy recommends that feedback on Sophister work include each of the four types of comment; while feedback on work at the foundational level should minimally include a comment for (1), supplemented by group-level feedback on strengths/weaknesses and actions for improvement, which can be disseminated via Blackboard or in class.

2) The School developed a Policy on Generative AI. The policy explains the many ethical and practical issues with generative AI. It outlines unacceptable use and describes a requirement for declaration of use and the submission of prompts and output as part of assignment submission. Policy development began in late 22/23 and it was introduced in 23/24. Assessment of the impact of the policy is ongoing.

School of Religion, Peace Studies and Theology

1) We are currently engaged in a voluntary self-review of the BA Religion UG course, led by our DUTL with support from the HoD Religious Studies and BA programme coordinator. The BA has been running for five years now, so this is an appropriate juncture to assess its implementation and review it as we prepare for a formal School Review in 2025.

School of Social Sciences and Philosophy

Undergraduate
1) Assignment to tutorials for visiting students occurred earlier this year than previously, and so few visiting students needed to contact administrators directly to be assigned to tutorials and late changes to venues were less frequent than before.

2) Starting in HT 2024, instructors will be advised to allot time in class for students to submit their evaluations. The hope is for this to increase the response rate, thereby making module evaluations more useful to instructors and the School.

Postgraduate

1) We continued to improve the induction process for Teaching Assistants and the use of a TOR for TAs. This provides our graduate TAs with guidance on managing their time and balancing teaching duties with the demands of their own studies. The TOR also provides clarity on the expectations of the responsibilities of both the TA and the module lecturer.

School of Social Work and Social Policy

1) Social Work – For both the Bachelor in Social Studies and the Master in Social Work we have established an External Advisory panel. Their role is to review our practices, contribute to curriculum design and advise on how the curriculum can enhance students' preparation for practice. The panel consists of placement providers, service users and a recent graduate of the programmes.

2) The School has developed a research strategy which is due to be published shortly. The focus of the strategy is to ensure we are producing good quality research, enhancing collaboration among staff, stakeholder and research students and a great communications strategy for the School when it comes to promoting the research of staff and research students.

3) New procedure for PhD queries and supervisor matching – The school has introduced a defined procedure for the review of PhD applications/queries received from students who do not yet have a supervisor. The prospective students are asked to submit a proposal. The proposal is then reviewed by a panel of academics. Following that the student, if successful, is paired with a supervisor from the Academic Team in their research.

Trinity Business School

1) - The Framework for Quality in Trinity Business School continues to be updated annually.

2) - The MSc HRM programme was re-accredited by CIPD.

Appendix 10: Issues for Escalation to College/Faculty Level, by School

School of Creative Arts

1) Some of the quality issues that have arisen relate to delivery of modules, student supervision, funding, and study space.

2) Whereas staff continue to provide high-quality education for undergraduate and postgraduate students, they do so under a challenging workload environment. The School has a very small academic staff, supported by technical and administrative colleagues. The practice-based approach to teaching in many modules places great demands on staff and the School is heavily reliant on part-time/adjunct staff. Whereas this allows for the provision of programmes and modules, the small number of permanent academic staff mean that almost everyone has substantial administrative workloads, in addition to their teaching and research. There has been some move to redress this situation (for example an upcoming appointment in Music) but more staff are needed to ensure the continuation of high-quality teaching on a sustainable basis.

3) It is likely that there will be retirements from amongst the academic staff in the coming years. One challenge for the School arising from this is that very many of the remaining academic staff will be at relatively junior levels. This may pose problems in having sufficient numbers of staff to undertake positions of responsibility within the School. It will be important that more staff can achieve promotion to Associate Professor and Professor level to strengthen the effective management of the School and its three departments.

4) There has been continued difficulty in securing and maintaining adequate administrative support for postgraduate M.Phil programmes. This places additional responsibility on other administrative and on academic staff. Work is underway on replacing a vacant post this and will hopefully bring relief.

5) The physical infrastructure of the School is a continuing challenge. The School welcomes support received from the Faculty during 2023-24 in recognition of the challenges faced, particularly in relation to upgrades in the Samuel Beckett Theatre. A strategic planning process underway within the School is identifying priorities that will ideally necessitate enhancement of the building spaces. This includes, for example, much more extended use of the Arts Technology Research Laboratory, a process that will require the support of Faculty and College.

School of Education

1) In order to meet a condition of the Teaching Council Re-accreditation for our PME, we are required to address our student to academic staff member ratio as it is too high. This is currently being addressed through additional staffing requests with the Faculty Dean. We are required to submit an updated report to the Teaching Council in April this year.

School of English

1) Funding is the obvious issue here. We need more funding to support our pedagogical commitment and students' demands for tutorials and small-group teaching. We need funding to recruit more academics and improve the staff-student ratio, and at a higher level more funding is needed to encourage recruitment of PGR students. Positive steps have taken place in the latter case, at both

College level and in the Department of Higher Education. It is to be hoped that more improvement is on the way.

School of Histories and Humanities

1) Facilitated access to **LENS reports** and more effective communication between the School and the Disability Service Office. In the meantime, we will continue in our investment of time and energy to remain in dialogue with students on how we might address their needs, manage their expectations, and implement accommodations.

2) **Library** provisions for book, e-book, and electronic resources: the School budget is <u>entirely inadequate</u> to **cover the teaching and research needs of a world class institution such as our own.**

3) Whether the PGT EE online system might be introduced for **UG Examiners** to streamline the return and accessibility of reports.

School of Languages, Literatures and Cultural Studies

Undergraduate

1) Timetabling sometimes remains a challenge. We recently had to point out that agreements made in respect of ensuring compatibility of pathways within European Studies seemed to have fallen by the wayside.

2) Language-learning is highly intensive, requiring higher-than-average numbers of teaching hours, and it is important that this be supported at Faculty Level (though we were pleased to see that several posts were granted).

Postgraduate

1) We continue to face difficulties with certain aspects of PhD supervision due to the number of key staff with no disciplinary home. A fix has been promised for this, but has not yet materialised.

2) The labour intensity of many processes, from creating PGT student transcripts to managing optional module choice to assessing PGT applications to convening and staffing thesis committee meetings, hits a multidisciplinary School like SLLCS very hard. These recur College-wide, however, and could almost certainly be dealt with more effectively through a centralised system.

School of Law

1) Dissatisfaction continues to be evident with non-law modules, the asking for smaller modules (which we now have less scope to do), the 20 ECTS capstone, the partner discipline issues as those needing escalated to central college.

School of Linguistic, Speech and Communication Sciences

1) The turnaround time for assessments in Semester 2 places examiners and EEs under considerable pressure. EEs repeatedly mention the very tight turnaround time in their reports. The turnaround time is mentioned frequently across the EE reports received in the School.

School of Psychology

1) The fact that the OME system for module selection is not linked/synched with the timetable repeatedly causes (unnecessary) problems. The number of problems is reduced for "home"

students due to the use of timetable pillars but is a considerable problem for visiting students, leading to a need for module reselection (after a delay), which often leads to disappointment. It seems that connecting OME with the timetable is a basic aspect of functioning module selection system – it is unclear why this is not possible.

2) The lack of connectivity/communication between the Blackboard VLE system used by staff for assessment administration (e.g., submission through Turnitin, marking, and provision of feedback), and the student record administration system, SITS, is a considerable source of duplication of effort, unnecessary workload, and distress. Moreover, it poses a threat to the quality of our assessment processes, since the manual procedures involved – which include downloading marks from Blackboard, copying/translating those marks to a specific spreadsheet that can be uploaded to SITS, ensuring alignment of student numbers and names (often spelled differently in the two systems), etc. - create several opportunities for human error. Indeed, despite our best efforts and continual refinement of practices to minimise the potential for error, mistakes in grades are often made (e.g., due to inconsistencies in how surnames with Mc and O' are ordered between Blackboard and SITS), which causes distress for students and staff alike.

3) Dealing with these issues consumes a huge amount of the DUTL's and EOs' time, effort, and energy.

School of Religion, Peace Studies and Theology

1) As mentioned in the UG and PG narratives, there are recurring difficulties ensuring timely and adequate access to Blackboard for EEs. This is problematic as it causes stress to EEs and compromises their ability to do their work – it is therefore something we would like to see considered at Faculty/College level.

School of Social Sciences and Philosophy

Undergraduate:
1) The non-integration of Study Abroad into OME caused considerable inefficiency and additional work for School staff, with knock-on adverse effects for staff and students. We ask that College provide a solution to this issue.

2) The tight time frame for assessment at the end of each term caused by the early publication of results under TEP reforms gives staff less time to mark, with inevitable ramifications for the quality and consistency of marking, especially where large modules are timetabled late in the exam session. We ask that the Exams Office include the size of module in their timetabling of exams to ensure large modules are scheduled at the start of the exam session.

3) The lack of invigilation support for online exams from the exam's office meant that closed book exams were not possible, which significantly altered the form of assessment, and that academic staff had to try to manage technical issues at the start and end of exams without support. Some modules, for pedagogic reasons, require closed book examination but this was not a supported option (other than for Schol). We ask that, if online exams continue as a format of assessment, they are properly supported by the Exams Office in the same manner as Schols.

Undergraduate & Postgraduate:
1) The crucial issue for the School of SSP is the extremely high student:staff ratio, which is not only one of the largest in the University, but is way out of line with international competitors and the

historical average for the School. This poses significant challenges for the School in delivering world-class education to our UG and PG students but also negatively impacts on the ability of academic staff to invest the required time in research. In addition to having one of the highest student:staff ratios in College, the School of SSP also has one of the highest ratios of student to administrative staff meaning that professional staff within the School are stretched beyond capacity.

The latest figures for the academic year 2022/23 show student:staff ratios as follows:

Economics	34
Philosophy	24
Political Science	22
Sociology	25

2) All of the space occupied by the School is in Category C 'requires modernisation'. The quality of some of the teaching spaces in the Arts Building and in College Green is very poor. The technology available in many teaching spaces is also not fit for purpose. This negatively affects the student experience.

3) The shortage of desk space for PhD students is a recurring issue.

School of Social Work and Social Policy

1) The Teaching equipment for blended/online teaching provided in the various venues across the campus is very poor for live streaming or to host any type of online/blended live lecture. It does not support the implementation of robust and high-quality online/blended pedagogies and limits our scope for flexible delivery and to meet the emerging preferences of students.

2) IT infrastructure across the campus is old and technical support from IT services directly has been removed. The level of service supplied by Fitting Image is not on par with the previous service received by IT Services. There have been lecture cancellations and disruption to teaching. The levels of IT support need to be increased as well as equipment updated and regularly maintained.

3) Support for Schools to achieve Athena Swan certification both from a financial and staffing level is badly needed. Schools want to achieve these awards but the level of work for academic and administrative staff within existing workloads means that it is very difficult for Schools to progress. We are currently working on our silver applications and the amount of additional work (on top of the normal workload) to complete the application has been crippling to the SAT and is almost impossible to achieve with the lack of resources to support applications from college.

4) Support for Schools when subject to an accreditation or quality review both from a financial and staffing level is urgently needed. Schools need to have a successful review to adhere to accreditation requirements however undertaking this task in addition to the normal level of work for academic and administrative staff within their existing workloads makes the situation untenable into the future. The burden on schools who must meet the requirements of professional regulators with statutory powers is particularly high. Meeting regulatory standards requires additional supports during the intensive periodic monitoring that occurs on such programmes as well as additional supports to maintain compliance with these standards on an ongoing basis.