University College Dublin

Quality Improvement Plan
School of Languages, Cultures and Linguistics

March 2019

1.   **Introduction**

● The Review Group visited UCD from Monday, 6 - Thursday 9 November 2017, with the main review of the School of Languages, Cultures and Linguistics taking place on 7-9 November 2017. The final report was published in June 2018.

● SLCL formed a representative group of staff to produce the QIP report. This consisted of people from different subgroupings (status groups, subjects) within the School: administrative, faculty at all levels from Full Professor to Assistant Lecturer, early career and senior faculty, part- and full-time staff, permanent and temporary staff, representatives of all five subjects within the School, male and female staff.

● The QIP team members were: Deirdre Creighton, Mary Farrelly, Mary Gallagher, Rosario Hernández, Francesco Lucioli, Bettina Migge, Melanie Pape, Gillian Pye, Stephen Schwartz, Joseph Twist and Sandra Weber.

● The QIP team carefully considered all the recommendations of the QA review group. It noted work in progress that is already contributing towards the realisation of recommendations and recorded aspirations among staff for further changes and improvements.

● The team divided into smaller subgroups to consider specific recommendations and formulate responses. These were then discussed at a weekly meeting of the whole group and amendments were made.

● The resultant draft QIP was then presented to the whole School for discussion and further amendments were made prior to final submission of the document.

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

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

Report	RG Recommendation	Category (see list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (see list above)
		ORGANISATION AND MANAGEMENT		
2.6	The Review Group recommends the formation of an advisory group within the School, in partnership with the College, co-opting external academic and professional administrative expertise. This would require a clearly formulated Terms of Reference and timeframe for completion of its express purpose which would be: ● identification of a unified vision for the School; ● evaluation of opportunities for future development; ● identification of opportunities for harmonisation across Subjects in the delivery of education and research;	111 2	2.6 Contains recommendations pertaining to the drafting of unified visions and values for the School and to the shape of a new management structure. The latter point will be dealt with under 2.7. In order to develop unified visions and values in consultation with external parties, the School will adopt the following process. The QIP Committee, which was carefully constituted to be as representative as possible, will act as the advisory group and will nominate 2-3 external advisors (in consultation with members of the School) to support the development of SLCL's visions and values. It will: 1. Identify colleagues from other Schools and/or in relevant administrative positions, including from cognate disciplines, who would agree to support SLCL's advisory group in developing unified visions and values. Identify a facilitator (HR or external person), who would chair a discussion attended by all SLCL staff. 2. Draw up an organisational chart of current arrangements to inform the advisory group's work on organisational structures. 3. Consult with colleagues to ascertain views on the goals, ethics, values and mission of the School and to feed into the consultation process steered by the advisory group. Support this process with an online folder of information (e.g. sample vision and values statements from other institutions, University and College visions and values/mission	B

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	• development of an organisational chart, clearly mapping out the current School governance structures, and the reporting lines of School office holders and School committees. This should then be updated following the work of the advisory group.		statements). 4. Collate and disseminate SLCL staff views expressed in (3) in a document to be circulated in advance of a facilitated discussion. 5. Hold a facilitated discussion, which will lead to the formulation of a unified 'visions and values' statement. 6. Advisory group will work to evaluate possibilities and scope for harmonisation and future development.	
2.7	The Review Group recommends the formation of a management team or similar, comprising individuals who can assist the Head of School with activities such as strategic resource allocation, performance management and to help implement the outcomes from the advisory group.	1	1. Evaluate the strengths and weaknesses of the current system in consultation with all SLCL staff and consultation with external partners (advisory group). 2. Support this process with information about the current management structures at University and College level (e.g. role descriptor Heads of School). 3. Identify a number of alternative models in similar/comparable (i.e. multi-subject) Schools. 4. Collate a document outlining strengths/weaknesses and a number of possible management models for discussion. 5. Hold a facilitated discussion (SLCL staff and advisory board) with the aim of choosing a model.	B/C

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2.8	The Review Group recommends continued engagement between School administrative staff and faculty to optimise administrative processes within the School, for example, to ensure a reasonable spread of deadlines for staff and students throughout the academic year.	1	This process has begun (see section 3.18) and is ongoing. For example: ● The School Office has provided substantial support in the drafting of the Athena Swan report and in organizing/designing content for outreach events (e.g. UCD Festival contribution). ● Administrative staff are also centrally involved in developing and updating the School's website (e.g. provision of information for prospective postgraduate students and streamlining of the postgraduate student application process). ● They are also involved in developing the alumni newsletter and liaising with the alumni office and the careers' office. ● Administrative staff are also supporting information collation for staff via the School drive (e.g. co-drafting documents on postgraduate processes, School Handbook), academic processes (e.g. MA student ethics application process) and organization of events (e.g. outreach event attendance, conferences). ● Office staff also regularly update a School events' calendar that features all important university and college deadlines (e.g. assessment, graduation) as they are released by the university.	A
			STAFF AND FACILITIES	
Para. 3.11	The School could benefit from engaging proactively with both a redesigned WLM and the staff development programme (P4G), to review and reallocate its	1	The School is currently planning an event to obtain information about the types of WLMs that are in operation in the College/University. Based on a presentation and critical assessment of different WLMs by invited Heads of Schools, the School intends to select and trial a WLM. The School is proactively engaging with the P4G process which is due to start in 2019.	A

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	academic workload and administration		See 3.16 and 3.17	
3.12	The School should develop a five-year staffing plan intimately connected to the broader vision for the School. This should involve strategic investment in key areas to ensure sustainability within the financial envelope available to the School.	1	Based on the vision of the school (2.6), evidence provided by the new WLM (3.16), and evidence about subject teaching, contribution and administration loads, staff-student ratios, financial considerations and strategic goals and programme/subject needs, a staffing plan will be developed that is transparent. This will make clear the criteria involved for hiring new staff. The School will also take advantage of forthcoming hiring initiatives currently being developed at university level.	B/C
3.13	The Review Group cautions against both excessive diversification (e.g. (re)introduction of additional languages) and an expectation that all posts falling vacant because of retirements, be automatically filled in the same or similar areas of the relevant Subject. Consideration should be given to investment in areas judged to have considerable potential for growth e.g. *Translation Studies* and *English, European and World Literatures.*	1	- In line with the recent publication of the ambitious 'languages connect' government language strategy, the School will carefully consider if it has the capacity to introduce new languages, if it is strategically appropriate to do so and, if so, what kinds of partnerships and funding are needed to successfully achieve this goal. - In the same vein, the School will also explore areas for strategic investment, besides investing in sustaining existing disciplines, through careful market research, staff recruitment and student enrolment planning. - The School has just introduced two new BA Humanities pathways that give BA students a new experience; further innovative developments are likely to be trialed in the area of taught MA provision. - The staffing plan (3.12) will address areas for growth and gaps within the School's expertise, taking areas for growth and collaboration (such as comparative literature and translation) into consideration, whilst also maintaining our current offering to ensure that staffing decisions	A/B/C

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			do not prejudice the viability of the individual subject. It should also be noted that translation already forms part of various undergraduate teaching offerings and the BA in *English, European and World Literatures* has already been launched.	
Para. 3.14	3.14 The School should move as soon as possible to appoint an educational technologist (ET) to support the work of the School Head of Teaching and Learning. The Review Group recommends that the first task of the ET might be to conduct a thorough analysis of the School's needs in this area.	1	An educational technologist was appointed and joined the School in mid-August 2018. Together with the Head of School and the Head of Teaching and Learning, she drafted work objectives and performed an analysis of the needs and areas for development within the School. The analysis included face to face interviews with the faculty and online consultation and focused on: student profile/needs/challenges, learning objectives formulation, content (its format, relevance and educational technology employed), assessment and feedback strategies, educational technology needs (including the VLE migration in January 2019). The consultation showed both training and support needs in some areas and a detailed training plan as well as technology enhanced strategic objectives 2018-2021 were drafted. A Training plan was published on October 5 2018 for the year 2018/19 for VLE and educational technologies schedules.	A
3.15	The different needs of Foreign Language teaching and, for example, the teaching of Phonetics and Corpus Linguistics should be taken into consideration when thinking about space requirements.	1/2	● The specific needs of (Foreign Language) teaching have been highlighted in a letter to UCD Estates stating all challenges that arose due to technical difficulties. ● Space planning continues to be a challenge in the Newman Building. The university is planning to develop a new teaching annex to the Newman Building which is to include appropriate lab space but it is still unclear when such a building might be completed. In the meantime, the educational technologist is exploring opportunities for supporting staff and students via technological solutions.	B/C

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3.16	SLCL should implement a compulsory and forward-looking workload model for *all* faculty and academic-related staff, based on a 40:40:20 split, with opportunity for variation at the discretion of the Head of School. ● The WLM should be explained clearly to all so that it is understood that it represents a broad-brush overview of an individual's contribution rather than an exact reflection of time spent. ● Key administrative roles should be weighted according to an agreed points system or similar. ● The WLM for all staff should be initially prepared by School administrative staff, before being passed to the individual staff member for review and agreement. ● The WLM findings should be transparent; the outcomes	1	● (See also 3.11) WLMs already in use in different schools within the university will be considered and presented to staff, after which a consultation will be set up to collate the views of colleagues. ● Once a WLM has been decided upon, the School will ensure that it is clear and transparent and that administrative staff have the support they need to collate and present the information (see also 3.18). ● Any element of a proposed workload model meant to introduce Key Performance Indicators, including any totting up of research outputs or grant money awarded, is still under discussion by unions.	B

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	should be shared with all staff, perhaps initially anonymously. ● Individual workloads, as measured by the WLM, should feed naturally into discussions taking place as part of the annual performance development process. ● The WLM should be used as a key piece of management information to inform future staffing decisions.			
3.17	Staff should engage constructively with the University's new staff development system.	1	● P4G is due to be rolled out in 2019, with the initial review meetings scheduled to take place between March and June 2019, followed by check-ins and reviews over the following 12-month cycle. Documents are currently being finalized by HR, but no details have yet been released to UCD staff as a whole. ● Full engagement by all staff will be promoted as a means of fostering a culture of self-reflection, feedback, and continuing professional development. A UCD HR People and Organisation Development Specialist visited the School in early 2018 to explain P4G. ● Heads of Schools and HR are currently finalizing reviewer teams and are being advised about how to match reviewers and reviewees. ● HR are also preparing workshops for reviewers and reviewees to be run in the early part of 2019.	A

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Para. 3.18	Consideration should be given to streamlining academic administration undertaken by faculty and moving some tasks to the School level, thereby providing development opportunities for School administrative staff as well as freeing up faculty time for teaching and research. Administrative staff numbers may need to be increased to facilitate this restructuring. Examples for School consideration include: • ERASMUS support, some exams and assessment support, and coordination of hourly-paid staff could all be done by School administrative staff with *advice* from faculty. • The very time-consuming coordination of language teaching could be taken	1	Last year the Head of School asked administrative staff to provide a full list of the tasks undertaken by them. Heads of Subject, in consultation with their subject colleagues, were asked to outline processes where they required help. The School Executive considered both lists and identified a number of processes where administrative staff can take over part of the tasks. Academic and administrative staff liaised and as a result some tasks have now been delegated to administrative staff. ● One of the Administrators, with support from the Educational technologist, is centrally involved in the development of School outreach (website, development of material and handbooks) activities. ● In relation to the School refurbishment, (May 2017-December 2018), the Head of School delegated to the School Manager (in consultation with the Head of School) the oversight, the direct liaison with architects and building staff and communication with staff in the School. ● Currently UCD is not developing teaching-only contracts. In order to alleviate some of the pressure on workloads the educational technologist is actively working with staff (particularly in the area of language teaching) to develop technology-assisted methods of assessment and feedback to reduce the time spent on routine formative assessment. The intensive activity of language teaching will, however, continue to be a challenge and will be monitored by means of the WLM.	A/B

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	away from research-active staff if a clearer career structure were put in place for language teachers.			
3.19	The School should consider ways to improve the low morale of the language-only teaching staff. This could include identification of opportunities for career progression, greater clarification of the role that these staff play in the School, and recognition of the importance of their contribution to the School.	1	● Language-only teaching staff play a vital role in our School, and this will be acknowledged and clarified in the School's vision (2.6). ● With the greater clarity brought by P4G (3.17), language-only teaching staff will be made more aware of their opportunities for career development. ● A confidential consultation will be conducted to gauge the morale of language-only teaching staff. Any further issues arising will be addressed in the School's vision and staffing plan (3.12).	B
3.20	An alternative system for language teaching provision could be considered which, for example, would include a number of full-time Language Coordinators who could lead language provision and work with some hourly-paid staff, postgraduate teaching assistants and others, such as German Academic Exchange Service (DAAD), Italian government-	1/3	● The School will continue to work with government-funded tutors. Any increase in hourly-paid staff would be likely to negatively affect morale (3.19) and should only be considered in emergency cases. However, in some subject areas there continues to be a reliance on hourly paid staff due to the loss of support from foreign partner funding organizations. There should also be a bank of CVs from interested persons who would be willing to do hourly paid work. Both will form part of the staffing plan (3.12). ● Regular contracts for teaching-only staff is a matter of ongoing negotiation at UCD, but it is not expected that such contracts will become available in the very near future. Currently, the best/only	B/C

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	funded and Camões, to deliver key language-teaching hours.		option would be to employ academic staff whose interest is in the area of language teaching (applied Linguistics) who have both a research and a teaching remit. This will be further discussed at School level.	
Para 3.21	The school should explore ways of working more closely with the UCD Applied Language Centre (ALC). It could benefit both the school and the University to develop a community of language-teaching specialists which also includes colleagues working in/teaching Applied Linguistics, transforming the School into a centre for scholarship in the field of language pedagogy, as well as for research into foreign cultures.	2	● Projects undertaken by the educational technologist and faculty aim to result in research in the field of technology assisted language learning (TELL) and could contribute to expanding expertise both in the School but also in ALC. Once resources have been developed, they will be discussed and shared with members from the ALC. Where appropriate, members of the ALC may be invited to collaborate in some activities. ● Discussion about possible further avenues of collaboration with the ALC will take place within the broader context of the government strategy on foreign language learning "Languages Connect" and university language and internationalisation policies. See also 4.18	B C
TEACHING AND CURRICULUM				
4.9	While the maximisation of research-led teaching is to be welcomed, this should not be allowed to inhibit participation in new, perhaps collaborative,	1	● The two new pathways (*English, European and World Literature* and *Languages, Linguistics and Cultures*) within the BA Humanities have resulted in new curriculum initiatives that will expand in the next years with full implementation of the BA Humanities programme. ● In addition, there are a number of existing cross-school modules (eg:	A/C

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	curriculum initiatives.		The Shaping of Europe I and II, Adaptations) underpinning the Modern Languages programme and the year abroad for International Commerce (BCIT module Language Experience Abroad). ● There is also collaboration between the MAs in Linguistics and Applied Linguistics and further work on the MA offerings in Modern Languages will, by necessity, take a collaborative approach.	
4.10	The Review Group encourages the School to consider how it might build on areas of common interest, across subject areas.	1	Since 2017/18 there has been discussion about cross-cutting research themes in the School and a number of core themes have been now identified. The themes and accompanying research and teaching activities and other events will be fleshed out more fully in the coming months. These are in part aligned with College themes (currently being developed) and in part they will be distinct from them. The themes will enhance collaborative initiatives such as those described in 4.9.	B/C
4.11	The Review Group recommends that further consideration be given to the alleviation of workloads (and class sizes) through 'smart' teaching (e.g. via electronic means, etc.), as well as through an increased number of graduate assistantships.		● Work has started, together with the school educational technologist and language coordinators, to maximise the opportunities for technology-facilitated teaching and assessment. ● The school has launched a 'smart' learning project that focuses on aligning Learning Outcomes for each of the language modules to the CEFR so that the learner's path is clear with a progress path between the levels. This will identify areas where faculty can benefit from using more efficient, technologically enhanced methods. ● A number of graduate assistantships have already been introduced in some subject areas (Linguistics, Spanish and Italian). Potential for increasing these assistantships will continue to be monitored, as detailed in 5.5.	C

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4.12	The Review Group recognises that the School's teaching would be greatly enhanced by the improvement of its facilities and supports, especially through the appointment of an educational technologist (see above).	1 / 2 3	● An Educational Technologist has recently been appointed and is working with individual members of faculty and groups to enhance the teaching provision. She has undertaken a consultation of the skills, requirements etc. of academic and teaching staff with a view to providing targeted support and training (see detail provided in 3.14) and is a key contributor to the language review project outlined in 4.11. ● Maintenance of technological facilities is an ongoing issue: Deficits in technological facilities (beyond the remit of the school) have recently been communicated to Estate Services. The School will continue to highlight the need for enhancement of technological facilities e.g. provision of computers in classrooms. ● As part of the School's refurbishment project, which is due to finish in October 2018, staff offices and meeting spaces have been updated. Due to pressure on space in the Newman Building refurbishment has not led to the development of new teaching spaces.	A B/C A
4.13	The creation of the BA in *English, European and World Literatures* is an exciting development, and it is to be hoped that this will begin to pay dividends in terms of postgraduate enrolments. The Review Group recommends that the possibility of postgraduate studies should be flagged to students undertaking this course	1 1	● Students undertaking this programme are informed about postgraduate options through the course handbooks and the web portal. All students in the School are regularly informed about postgraduate opportunities via oral communication in their classes and specific events organized at School, College and University level (e.g. open days). ● The EEWL Coordinator is currently discussing plans to develop recruitment possibilities amongst bilingual/international schools in continental Europe for the EEWL pathway. ● A bespoke workshop with second year students about career development planning is currently being organised jointly by SLCL and	A B A

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			the careers service. The aim of this workshop will be to create an individual career action plan including postgraduate opportunities and preparation of students for job applications.	
4.14	The Review Group recommends that, to maximise enrolments in the BA in *English, European and World Literatures*, the stricture concerning translation (i.e. texts should only be studied in their original language) should be removed. The Review Group does not believe that this would have deleterious consequences, given appropriate language co- and pre-requisites.	1	Whilst there is no prohibition on reading in translation, students are encouraged to read the original texts where possible. There may also be texts for which translations are not currently available. Decisions regarding the use of translation are guided, in the first instance, by reference to the learning outcomes of the module.	A
4.15	Consideration should be given to the diversification of the curriculum towards the social sciences, film studies or similar areas to respond to the varied interests of students.	1	● Under the new structures, joint programmes have been established with social sciences (Politics, Economics, Sociology). As part of the annual review of module descriptors, module coordinators will work with the Teaching and Learning Committee to highlight the many interdisciplinary aspects of modules and thereby guide students in their choices. ● While many of the modules in Modern Languages focus on literature, there are also modules that focus on or include other media. Their place and development within the curriculum will continue to be discussed as part of the annual review of module offerings. ● In Linguistics, the BA and MA curriculum continues to be diversified	A/B

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			with a view to highlighting the manifold areas of interface between Linguistics, other Humanities subjects, Social Science subjects and Computational Sciences among others.	
4.16	The Review Group recommends that the School address the concern that was expressed by some students regarding the need for more appropriate language-level streaming.	1	This is an ongoing issue subject to regular review. In order to best meet the needs of all students in each year group, who may present with language abilities at different levels or at different levels for different skills, streaming is undertaken in some instances. Where streaming occurs, it is always undertaken in the interest of best facilitating student learning, fostering a positive learning environment and group dynamic and with the intention of best meeting the needs of all students. Increased provision of technological approaches to supporting students may be relevant to future circumstances. This issue will also form part of the language review project outlined in 4.11	A/B
4.17	Language teachers and coordinators from across the School should work together to bring greater consistency to the language curriculum across all languages. This should not be a one-size-fits-all approach, but a *coordinated* one, with consistency in terms of expected contact-hours, outcomes and coverage of the four key skills.	1	Cross language curriculum review will be a focus of the 'smart' learning project detailed in 4.11. The project will review key features of modules at each undergraduate level i.e. contact hours / outcomes / coverage of 4 skills. It will document the current situation, identifying areas where changes could be made to increase consistency in requirements and assessment whilst allowing for different approaches and further enhancing the students' learning experience and learning outcomes.	C
4.18	Progression pathways from ALC modules to SLCL modules should	1	Progression possibilities i.e. equivalences and incompatibilities are generally available in all language module descriptors through CMS. Active	B

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	be formalised where they exist and be advertised to students.		collaboration with the ALC is planned to ensure students are guided appropriately with respect to module choice.	
4.19	Recruitment into existing MA courses is low. The Review Group recommends that consideration be given to (a) the viability of low-enrolment MAs, (b) the introduction of MA courses that may attract significantly higher enrolments, e.g. in *Translation Studies* and in *English, European and World Literatures*.	1	● The School Graduate Committee will undertake a review of the current MA programmes to consider ways of attracting higher numbers of students. The inclusion of an Erasmus semester in the MA in Modern Languages is currently being planned. ● Common areas of interest between Linguistics and Applied Linguistics have already resulted in collaboration among staff involved in both programmes and have made both programmes more sustainable. ● In addition, the School Graduate Committee will investigate the possibilities for new MAs based on market research in consultation with the Marketing and Communications Manager in the College of Arts and Humanities.	A/C
4.20	The Review Group fully endorses the School's aim to develop a stronger graduate studies cohort, and recommends that the following be considered: ● increased provision of PhD scholarships and perhaps an increase in their financial value; ● an enlarged system of graduate teaching assistantships; ● the development of an enhanced PhD mentoring	1	● The SLCL postgraduate scholarship scheme has been in operation since September 2017 as detailed under 5.5. It will be reviewed this year with a view to assessing its overall performance. ● A new initiative entitled Graduate Get-Togethers is taking place on a monthly basis allowing students to benefit from staff expertise through "Very Short Talks" on a range of skills and providing networking and community building opportunities. ● While the allocation of a fixed study space is outside the remit of the School, a flexible space will be initiated through community-building activities (e.g the SLCL Graduate Conference Day and "Shut Up and Write" sessions for research students). ● The School has developed a web portal as a means of better advertising its graduate opportunities.	A/B A B A/B

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	system; ● proactive and vigorous advertising of postgraduate opportunities e.g. on relevant electronic noticeboards such as 'Francofil'; ● a shared study space to provide a greater sense of community.	1	● Staff in SLCL also actively engage with national scholarship opportunities (IRC), UCD-based ones opportunities and international scholarship opportunities (CSC).	A
4.21	The UCD *University Code of Practice for Supervisors and Research Degree Students* clearly sets out the responsibilities of Research Masters/Doctoral Studies Panels, typically comprising a Principal Supervisor, any additional supervisor(s) and a number of advisors. The Review Group recommends (though it realises that this is not primarily a matter for the School) that consideration be given to the introduction of a co-supervisor PhD supervision model. Co-	1	● A number of members of the staff have completed the Research Supervisor Support and Development Programme and other members will be encouraged to undertake such course. ● In response to wider developments at University level, a review of guidelines for supervision of Research Masters/Doctoral students from selection to graduation stages is being undertaken. These guidelines and related issues will be discussed during a dedicated meeting with staff in the School (currently planned for January) and the relevant documentation is currently being made available on the SLCL shared drive. ● Co-supervision of PhD students already exists in the School and it is currently being further extended as set out under 5.6.	A

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	supervision is now considered international best practice as it provides flexibility, additional supports and systematic safeguards for both postgraduate students and their supervisors.			
4.22	An annual graduate colloquium should be considered, perhaps in partnership with other higher-level institutions.		A School and College annual graduate symposium is already in place and there are also inter-institution symposia for language specific programmes (e.g. postgraduate symposium in Spanish, sociolinguistic colloquium which as held at UCD in 2015). We will encourage postgraduate students in the School to network with other Irish institutions.	
RESEARCH ACTIVITY				
Para. 5.5	The Review Group recommends that the School should continue with the graduate teaching assistantship scholarships, with a view to expanding where possible.	3	The SLCL postgraduate scholarship has been in operation since September 2017. There are 4 students currently funded under this scheme. We expect to continue this scheme (subject to finances) over the next few years. We will review its structure and focus over the next year to take account of EDI issues and the strategic goals of the School and College.	A
Para. 5.6	The School should consider introducing dual supervision where appropriate as a way of giving colleagues experience of supervision.	1	In some sections of the School co-supervision of research students has already been practiced over a few years. It is now also being trialed in another section. This option will be further discussed with other members of staff at a SLCL Postgraduate information meeting in January (See 4.21). It will also be a recommendation for the School's PhD scholarships.	A/B

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Para.5.7	Consider increasing the number of interdisciplinary cross-School projects around which larger funding bids could be made.	1	Although staff are traditionally organized in Subjects, many colleagues adopt interdisciplinary approaches and there are a number of shared research interests (research themes) between staff from different subjects. For example, three members of staff from different Subject areas recently organized a shared conference on the basis of such a shared interest. The School also has a few cross-School modules that are co-taught by members from different Subjects. We will further enhance such initiatives in a variety of ways (see 4.10 on identified core themes). The themes and accompanying research and teaching activities, as well as other events will be fleshed out more fully in the coming months. For instance: ● The School is currently in the process of identifying common research themes across staff from different Subjects which will be highlighted on our website as School research themes; they will also be used as drivers for developing (additional) teaching and research activities. ● Increased co-supervision of PhD students and shared modules will further enhance cross-School collaboration. ● The School also engages in collaboration with members and teams from other Schools in the College and beyond and with the Humanities Institute. ● The School will continue to value individual research as well as supporting group research.	A/B/C
Para. 5.8	The School should establish a peer-review forum (consisting	1	● The School will encourage staff to seek advice from the members of the College Advisory Network (RAN) in relation to all matters of research.	A

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	of, at least, all professorial-level staff) with the aim of supporting the research development of all (and not just early career) staff in the School. Responsibilities for consideration include: ● Every research-active member of staff should have at least one pre-publication piece of work read by a member of the peer-review forum every year. ● Review should happen at the pre-publication stage to allow for advice on improvements to be taken on board. ● The peer-review forum should also review all external research grant applications. ● If need be, for large grants, experienced successful		● The School will also encourage all members who share common interests/participate in the same School research theme to exchange actively and support each other in their research activities (sharing of pre-publication papers, draft proposals for research grants, help with finding topic experts as additional reviewers within the College, University and beyond). ● This will be facilitated by setting up shared folders for each topic on the SLCL shared drive. Reviewers will then be invited to review documents within a certain time line (to be agreed). Each staff member might, for example, commit to reading a set number (to be agreed) of such documents per academic year. ● Moreover, the School research seminars for 2018/2019 will take a range of different formats, tailored to colleagues' best interests and needs, including relatively formal research papers of work in progress, and informal workshops/conversations among a group of colleagues around a theme/text/ genre/theoretical approach(es). Such initiatives will support the research development of staff at all levels and will aim to establish common interests among (subsets of) staff members. ● Finally, the guest speakers' visits (currently supported by a specific School guest-funding scheme of € 2,500) will be integrated more centrally into the research seminar schedule. They will also include meetings with successful applicants to large grants from outside the School and the University, which will discuss their projects and applications strategies. One of these meetings has already been organized: Prof. Jennifer Burns from the University of Warwick (21st September 2018) introduced her research project "Transnationalizing Modern Languages" funded by an AHRC large grant.	B B B A

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	applicants from outside the School should be brought in as advisors, since experience within the School is limited.		● Researchers are also encouraged to take advantage of existing possibilities for discussing and receiving feedback on research activities (grants, publications) such as the Lunchtime series organized by the Humanities Institute and the RAN.	A
Para. 5.9	The School should implement the College's new rules around sabbatical leave. Staff taking leave must submit clear plans before the leave period and feedback on outcomes afterwards.	2	The College Principal has already introduced and is currently supervising a new policy for sabbatical leave. Staff are required to submit a detailed proposal to be assessed by the College Principal. Upon return from leave, a report must be submitted to the College Principal and the Head of School (in addition to HR). This report forms an integral part of the application for the next Sabbatical leave. The School has planned a meeting with the VP for Research (2 November 2018) to discuss, among other topics, the requirements for sabbatical leave.	A
Para. 5.10	The School should consider allowing staff to spread a one-semester leave over a full academic year to facilitate the continued delivery of specialist modules, e.g. staff could take a number of sabbatical weeks in each semester or 1-2 days sabbatical leave per week over 2 semesters.	1	● The School will consult with members of staff in order to open a discussion on this topic and explore interest in this kind of sabbatical leave. This is however subject to approval by the College. ● Members of staff can already apply for University and College research grants which enable forms of temporary teaching replacement and facilitate the delivery of specialist modules.	B
Para. 5.11	In particular, the School should	1	● Besides the initiatives already planned (see para. 5. 8), the School will	B

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	acknowledge that most colleagues, not just the early career researchers, would benefit from support in developing and sustaining their research. The idea that this responsibility should fall entirely to the individual academic is not supported, and suggests an abdication of responsibility towards the scholarly community of the School.		implement the new School research seminars with a 1-day research forum to be held each year prior to the summer months. In this forum each staff member (who has a research contribution in their contract) will outline their research activities for the summer months and review the activities from the past year. This forum will also help to identify any kinds of research supports that are needed. ● Finally, the P4G process is also expected to contribute significantly towards helping to identify the needs for developing and sustaining research for all members of staff in the School.	
Para. 5.12	The School, in conjunction with the College, should consider the inclusion of support for 'early- and mid-career colleagues at Lecturer/Assistant Professor level' within job descriptions for more senior academic roles and highlighting the need to do this as part of promotions processes.	1/2	● The School and the College have already agreed that early researchers should benefit from career advice from their Head of School or delegee at least once a year. This is already being practiced. The School is also planning to have an open discussion about leadership issues to be chaired by the Head of another School. ● This should also be linked to the proposed Performance for Growth (P4G) announced during the academic year 2017-18, is to be rolled out in 2018-19, is outlined in the HR Strategy 2016-2019 and should also contribute to ameliorating the situation. P4G has been designed in collaboration with trade unions, to develop a more coherent system for giving people feedback so that they can better realize their goals. The School has already planned meetings with the College Finance officer, the College Principal, the VP for Research, and the Head of School from	A/C

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			another School (on leadership in academia) in order to further discuss this new policy.	
MANAGEMENT OF QUALITY AND ENHANCEMENT				
6.8	The Review Group recommends that the School continue to engage in self-reflection and development activities. The School would benefit from the introduction of facilitated workshops, with clear agendas, to discuss the School's vision and strategy, School issues and for the consideration opportunities for development.	1	Detailed proposals for a process to culminate in the drafting of unified visions and values for the School are provided in 2.6. This work will inform the development of a School strategy and areas for future development initiatives.	A/B
6.9	The School should engage with University mechanisms, in conjunction with the College Principal, to ensure implementation of the Quality Improvement Plan that they will develop to address Review Group recommendations.	1/2	Full engagement by staff will be promoted and they will be consulted at various intervals in discussion during School Council meetings and through anonymous consultations. 2.6 contains full details of how the QIP committee will evolve into and transition to a committee for implementation, and how people from outside the school will be brought in for advisory roles.	

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SUPPORT SERVICES				
7.4	The Review Group recommends that the School provide input to UCD Research (e.g. via the Chair of the School Research Committee) to capture journals relevant to the School's disciplines (e.g. foreign language journals) for recognition in the University Output-based Research Support Scheme (OBRSS).		Since the start of OBRSS in 2016, the School via its Research Officer and the College VP for Research, has been very vocal and proactive in proposing amendments to the OBRSS list. Unfortunately, we have seen very little effect to date. We will however continue to advocate for those journals that are relevant to our disciplines as well as exploring the possibility of publishing in other journals.	
Para. 7.5	The role of the Programme Office should be clearly communicated to School staff and students.	1/2	- The Arts and Humanities Programme Office has recently been part of a wider restructuring programme (e.g. in connection with the formation of the College of Social Sciences and Law). As these new structures bed down communication between Schools and the Programme Office will improve. - The School will continue to engage with the BA Programme Forum, which is a useful, regular source of information for staff. - The new VLE will offer opportunities to communicate more clearly to students e.g. directing students to the correct supports. - Extenuating circumstances applications will from 2018/19 be made online and this should improve communications on this issue. - The consolidation of the Stage Coordinator role will improve communication between Schools and the Programme Office with respect to students experiencing difficulties in progressing. The School has nominated a Stage 1 and a Stage 2/3 Coordinator.	A/B

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			● Procedures with respect to re-sits/registration for re-sits also need clarification and this will improve communications: this issue has been referred to the BA Programme Forum via the BA Steering Group.	
Para. 7.6	Delivery of technology-enhanced learning should be supported by reliable infrastructure. The technology (*i.e.* projectors or similar) in small-group teaching room facilities of the Newman Building are unreliable and should be updated as a matter of urgency.	2/3	At College level it is currently planned to nominate a Newman Building liaison person who will liaise with staff about issues around space, facilities and technology in the Newman Building. We are awaiting further communication. Such a development would enable all Schools to proactively communicate their needs and to advocate for new resources in the building.	B
			EXTERNAL RELATIONS	
Para. 8.4	The Review Group encourages the School to explore the creation of new external relationships (and the consolidation of existing ones) with universities across and outside Europe, with a view to increasing funding opportunities and facilitating staff and PhD level exchanges and collaboration.		● The School has a number of external (European and non-European) partner universities. There is student and staff mobility between these institutions and additional partners are regularly sought. Developing lasting research exchanges between institutions, however, takes a fair amount of time. ● The School also maintains good relationships with other external institutions such as the European cultural institutes, locally resident embassies. ● The School is proactively seeking to broaden its networks of such institutions for developing internship and work opportunities for students and research/non-academic impact opportunities for staff and students e.g. possible collaboration with the Leuven Institute on a	

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			short extra-curricular course for final-year students (EU and careers in Europe/with languages).	
Para. 8.5	To improve visibility, highlight the School's national and international standing in School promotion activities, including the website, media portal, print media, social media in consultation with the new College marketing resource.		● 2019 will see the 10th anniversary of the BA International Modern Languages programme. This anniversary, and the recent refurbishment of the School, will offer an opportunity to develop a series of events promoting and celebrating the work of the School and its alumni. ● Together with the School Office and drawing on the expertise of the College Marketing and Publicity manager, a School Working Group will plan an alumni event for 2019.	
Para. 8.6	The School should consider using its engagement with Athena SWAN in its promotional activities in UCD and externally.		The School is still engaged in its Athena Swan report and is on course to submit this in November 2018. Athena Swan will become a standing issue on all School committees including the Executive and the School Council. It is also planned that the current SAT chair and other members of the SAT committee will, upon completion of the report, use their expertise to advise other Schools on the Athena Swan process and advocate on EDI related issues in the College and at university level as part of the EDI unit.	A

3.   Prioritised Resource Requirements

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

1.   Market research on new taught MA programmes (still in the process of determining that with E. Beesley)

2.   _____

3.   _____

Note: The Quality Improvement Plan should be used to inform Unit and College level academic, support service and resource planning activities.