

**Quality Enhancement Plan**  
**School of Film, Music & Theatre**  
**27 May 2025**

FOR COMPLETION BY QEU	
Date of Peer Review visit: 14 <sup>th</sup> – 16 <sup>th</sup> November 2017	Head of Unit: Mr John Godfrey
Link to Panel Report published on QEU website: <a href="https://www.ucc.ie/en/media/support/qualityenhancementunit/reports/cacsss/SchoolofMusicTheatrePeerReviewPanelReport201718.pdf">https://www.ucc.ie/en/media/support/qualityenhancementunit/reports/cacsss/SchoolofMusicTheatrePeerReviewPanelReport201718.pdf</a>	Date QEP considered by Quality Enhancement Committee:  20 <sup>th</sup> November 2025

Item No	Panel Recommendation	Actions <sup>1</sup>	Responsibility for Action <sup>2</sup>	Impact & Completion Status <sup>3</sup>
<b>The Panel recommends that the School:</b>				
1	Focuses on School level synergies rather than separate Departmental structures	See below.	HOS, HODs, School Manager	Completed.  The School has made significant progress in fostering cross-departmental collaboration through the establishment of School-level committees and regular administrative meetings. These structures have enhanced communication, shared governance, and

<sup>1</sup>Outline the actions taken to implement the panel recommendation

<sup>2</sup>Give the title of those responsible for the implementation of the panel recommendation E.g. Head of School, School Manager, all staff, specific committees etc

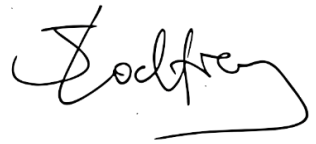
<sup>3</sup>If achieved, outline the impact of the implementation of the recommendation. If not yet achieved outline the current completion status.


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				operational consistency across departments.
2	<p>Consolidates recent planning and work to date through the development of a staged strategic plan (1, 3 and 5 years) which should include actions to:</p> <ul style="list-style-type: none"> <li>• Implement already existing plans for cross-school modules</li> <li>• Implement school-level committee structures in relation to teaching and learning, research and innovation, communication and recruitment, and graduate studies</li> <li>• Distribute administrative staff to reflect staff and student numbers across both sites ▪ Implement a sustainable plan for sabbaticals to ensure adequate teaching and administrative cover</li> </ul>	<p>A School Strategic Plan was developed for 2020-25, and will be reviewed and renewed in autumn 2025.</p> <p>The School has implemented several cross-School modules at PGT level, such as <i>Music and Cinema (MU6037)</i>, which is shared between the MAs in Music and Film. Elective structures across MA programmes also allow students to take modules from other departments. Cross-School module development is underway at doctoral level, and most particularly at UG level between Film and Theatre in response to the new Leaving Certificate subject.</p> <p>As well as establishing School Assembly and SEMC, FMT has implemented several school-level committees, i.e., Teaching &amp; Learning, Research, Graduate Studies, Recruitment &amp; Marketing, Risk &amp; Compliance and an EDI Working Group, with representatives from each Department.</p> <p>There are three Departments within the School, based across campus, each with its own Administrator. The School Manager has developed regular Administration Team</p>	HOS, School Manager	<p>Completed with ongoing development.</p> <p>The School Strategic Plan 2020–2025 has provided a clear roadmap for development and will be reviewed in autumn 2025.</p> <p>The School has introduced cross-School PGT modules and is actively developing cross-School doctoral, and UG modules particularly in Film and Theatre.</p> <p>School-level committees have been successfully implemented, and administrative coordination has improved.</p> <p>Sabbaticals remain managed at Departmental level.</p>

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		meetings to share knowledge and best practice.  Sabbaticals are managed separately at Departmental level.		
3	Liaises with the Head of College and the College Financial Analyst to articulate the rationale and business case for a key strategic post to address leadership needs in the School	FMT has an academic Head of School supported by a School Manager. Each of the three Departments has its own Head / Co-Heads of Department.	HOS, School Manager	Completed.  The School has a functioning leadership structure with a Head of School and Departmental Heads. A formal strategic post has not been established.
4	As a result of this review, brings forward a space plan to the College for the development of Conn A and ultimately the Granary Theatre as teaching/performance spaces	Conn A was secured as the Theatre Workshop, and the Department organised its renovation. [There is now a proposal to make this room centrally bookable but given its location and the flooring in place, the School has made a request to retain it for Theatre's sole use.]  The Granary Theatre has been made available for the Theatre Department as a teaching / performance space and Student Experience are supporting 1 x fulltime and 1 x part-time Technical Staff members.  A Granary renovation project, led by Yvon Bonenfant, HOD Theatre, has been approved by the University. Fundraising is well underway, and it is anticipated that construction may begin in September 2026.	HOS, HOD Theatre	Completed with ongoing development.  Conn A has been secured and renovated for Theatre, and Theatre has secured use of the Granary Theatre as a teaching/performance space. A major renovation project is approved, and fundraising is underway.

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5	Develops a case to the University for administrative support for Fuaim and Perforum	FUAIM and Perforum continue to be organised by academic staff in the Departments of Music and Theatre respectively, with considerable support provided by Departmental Administrators, particularly in the case of FUAIM and the Music Department's SEA.	HOS, HOD Theatre and HOD Music	Partially completed; support remains informal.  Administrative support is provided informally through departmental staff, particularly for FUAIM. However, no dedicated administrative posts have been created.
6	Leverages the significant research capacities of the School to profile the distinctive contribution that creative practice can make to all disciplines across the institution	A leader in research excellence, the School hosts a collective of experts in the creative arts. With its Doctoral Studies and Centre for Arts Research and Practice, the School promotes the development of a thriving and collaborative community of researchers working to international standards across disciplines.  Examples of collaboration across the institution include module DR3037 Drama for Medicine which explores how theatre-based techniques can be used as a medium to develop skills relevant to medical education; and <i>Tempestries</i> (2023), a projected developed by Jools Gilson, Professor of Creative Practice, with engineers from Tyndall Institute.	HOS, FMT Head of Doctoral Studies	Completed with ongoing development.  The School has demonstrated strong interdisciplinary engagement, notably through modules like DR3037 and projects like <i>Tempestries</i> . These initiatives highlight the School's leadership in creative research.
7	Ensures that all staff, including visiting and part-time staff, implement the School's standardised policies and procedures in relation to communication with students	Canvas replaced Blackboard in September 2019. The School and each of its three Departments all have their own Canvas sites for communicating with students.	All Staff	Completed.  The transition to Canvas has been successfully implemented, with all Departments maintaining active sites.

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	(including use of the University's VLE, Blackboard)			Communication standards are consistently applied.
8	Highlights the School's commitment to innovative pedagogy, assessment, practice and performativity and where appropriate, seek opportunities to publish this work in international journals for Teaching and Learning	The School demonstrates a strong commitment to innovative pedagogy and assessment, including participation in the Inclusive Assessment Project. Teaching is highly research-informed, with contributions to initiatives such as ID+, and radically innovative programmes such as the MA in Experimental Sound Practice (ESP) and MA in Theatre & Performative Practices (TPP). Staff are actively involved in external collaborations, such as Theatre's work with Firkin Crane. Many staff publish on pedagogy, research, and practice, reflecting the School's integrated approach to teaching and research including Theatre's Róisín O'Gorman, Yvon Bonenfant and Fionn Woodhouse, and Music's Michelle Finnerty and Eva McMullan.	HOS, HODs, FMT Teaching & Learning Officer	Ongoing.  The School is actively engaged in innovative assessment and pedagogy, including participation in the Inclusive Assessment Project and the development of research-informed programmes such as the MA ESP and MA TPP. Staff contributions to teaching and learning scholarship are evident in both internal initiatives and external publications.
9	Taking account of the particular reputations of UCC and CIT in the domains of research and performance respectively, considers the potential of joint doctoral programmes with CIT	Potential of joint doctoral programmes with MTU not currently being considered. The School has invested considerably in its Doctoral Studies resources and has a current headcount of 45 PhD candidates.	HOS, FMT Head of Doctoral Studies	Not pursued; strategic focus redirected.  Joint doctoral programmes with MTU are not currently under consideration. The School has instead focused on strengthening its own doctoral infrastructure, supporting 45 PhD candidates.

For completion by Unit		
<b>Head of School/Unit:</b>  John Godfrey	<b>Signature:</b> 	<b>Date:</b>  27/05/2025

<b>Head of College/Functional Area:</b>  Professor Cathal O'Connell (Interim Head)	<b>Signature:</b> 	<b>Date:</b>  28 <sup>th</sup> May 2025
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