UCC
University College Cork, Ireland
Coláiste na hOllscoile Corcaigh

Fheabhsú Cáilíochta
Quality Enhancement

QUALITY ENHANCEMENT UNIT

QUALITY REVIEW

PEER REVIEW PANEL REPORT

SCHOOL OF LANGUAGES, LITERATURES AND CULTURES

Dates: 2-10 December 2020

"By embedding a strong quality-enhancement ethos, we will use our quality processes to ensure a culture and experience of best practice in the delivery of our academic mission, demonstrating our commitment to continuous evolution and improvement"

(UCC's Strategic Plan 2017 – 2022, p.23)

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List of Panel Members

Refer to Appendix A for detailed panel profiles.

Name	Position/Discipline	Institution
Dr Francis Burke (Chair)	Vice-Dean (Academic Affairs), College of Medicine and Health	University College Cork
Dr Lorna Carson	Head, School of Linguistic, Speech and Communication Sciences	Trinity College Dublin
Ms Colette McKenna	Director of Library Services	University College Cork
Professor Giuliana Pieri	Head, School of Humanities	Royal Holloway, University London
Mr Luke Watson	Student Reviewer	University College Cork
Quality Enhancement Unit members supporting the Peer Review Panel		
Dr Silvia Brandi (Review Coordinator)	*Quality Enhancement Advisor, Quality Enhancement Unit*	*University College Cork*
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Part 1 - Overall Analysis

1.1   Context

The School of Languages, Literatures and Cultures (SoLLC) was formed in 2008, with the Department of Asian Studies being subsequently integrated in 2018. It is located on the main campus in the O'Rahilly building. The School is composed of five departments, each with their own identities and structures: Asian Studies (Chinese, Japanese and Korean), French, German, Italian, as well as Spanish, Portuguese and Latin American Studies (SPLAS), together providing a portfolio of eleven foreign language offerings. The appointment of a new Head of School in 2019 coincided with the process of quality review, as well as with the unit's engagement with the application for Athena SWAN (Bronze award) with the University's Equality, Diversity and Inclusion Unit, which is currently ongoing. The internationalisation focus of the Unit is demonstrated by the international profile of a large proportion of its staff and research activities, collaborations and dissemination and by the inclusion of a Year Abroad within most undergraduate (UG) programmes. CASiLaC, the School's research centre, established in 2013, has created cross-disciplinary synergies and successful cross-school collaborations.

A core set of (taught and research) undergraduate and postgraduate programmes is specifically anchored in the School of Languages, Literatures and Cultures. Some of these programmes were introduced or restructured in the aftermath of the last internal quality review cycle (2013) and have been thriving since. They include the BA in World Languages and the Masters Degrees in Applied Linguistics, Translation Studies (recently accredited with the European Masters in Translation) and postgraduate pioneer programmes in Asian Studies within the Irish Higher Education sector (e.g. MA Teaching Chinese to Speakers of Other Languages and MA in Asian Studies).

Additionally, students on a broad range of other undergraduate and postgraduate programmes study modules offered by the School, in conjunction with other subjects within the College of Arts, Celtic Studies and Social Sciences. The SoLLC also maintains established partnerships with the two schools affiliated with the College of Business and Law - the Cork University Business School and the School of Law.

The most recent FTE student figure available for SoLLC refers to the academic year 2019/20 and corresponds to 627 - 512 UG and 115 PG[1]. The School's SER reports student (undergraduate and postgraduate) FTEs for 2018-19 as 664. Among these 55 were registered PhD students in 2018-19. In the 2018–20 period, the School has hosted six postdoctoral scholars funded by the Irish Research Council and by the European Commission-funded Marie Skłodowska-Curie actions. This is in line with the recommendation of the 2013 (Quality) Peer Review Group Report '*that the School could make use of Marie Curie PG programmes (intra and extra European fellowships)*'.

The School has a total of sixty FTE staff, of whom approximately 68% are female (i.e. 32% are male). There are 29.5 Academics categorized as Permanent or Indefinite Wholetime (SER, p. 34). Of these 4 are Professors (2 male and 2 female); 7 are Senior Lecturers (5 male and 2 female) and 18.5 Lecturers (5.5 male and 13 female). There are also 17 College Language Teachers (CLTs) categorized as Permanent or Indefinite Wholetime (3 male and 14 female). The School has also 5.45 female Administrators (2 Executive Assistants, 4 Senior Executive Assistants). There are 8 staff on Fixed Term Wholetime (2 male and 6 female) and 2 on Fixed Term Part-Time contracts (2 female). The Department of Asian Studies has no College Language Teachers. Nonetheless, the teaching of Chinese is supported by the UCC Confucius Institute. In terms of seniority and security there is notable gender unbalance, with precarious (fixed-term and specific purpose) and part-time contractual terms overwhelmingly associated with female staff.

The SoLLC staff and students are also widely engaged in a range of transdisciplinary and outreach activities, such as collaborations with art galleries, public museums, libraries, cultural associations, NGOs and cinemas, promoting languages among community audiences, documenting migrants' accounts and trajectories, as well as initiatives that reflect cross-School commitment to issues of social justice, equality and inclusion. The School staff and PG researchers are also involved in significant interdisciplinary research projects within and beyond UCC.

1.2   Review Methodology and Site Visit (Covid19-emergency adaptation)

Due to the onset of the Covid-19 pandemic, the original Review site visit, which had been scheduled to take place in March 2020, had to be deferred. To enable completion of the Quality Review under the prevailing public health restrictions a model for conducting site visits virtually was developed, to ensure continuity in the operation and delivery of quality review and enhancement activities. Development of the revised model was informed by emerging practices for quality review nationally

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[1] (IT Data Warehouse, March 2020)

and internationally under Covid-19 arrangements. Core principles which guided the redesign were the need to:

- Achieve completion of the Review process whilst recognising the significant impact of Covid-19 adaptations for teaching, learning and assessment for academic units;
- Uphold the overall integrity of the Review process and maintain comparability by ensuring that the objectives for Review could be achieved under adapted circumstances;
- Coordinate the sequence of the site visit to ensure coherence and retain all the relevant meetings with staff, students and stakeholders;
- Manage the process of Review Team establishment and working ethos.

The SER and Case Study of Good Practice, submitted for the Quality Review process, were supplemented by a short Covid-19 SER Addendum. The purpose of the Addendum was to outline and reflect on the unit's response to the Covid-19 pandemic, including challenges, learnings and unforeseen opportunities faced by the School, as a result of the sudden adaptation to remote Teaching, Learning and Assessment. This addition served to make the context of the unit as current as possible for the Review Panel.

In place of the usual physical site visit at the University over a 2.5-day period, the virtual visit was configured to take place over a two-week period in December 2020. Microsoft Teams was used as the virtual platform to enable meetings of the Peer Review Panel with the School. The longer timeframe of the site visit provided for increased flexibility, whilst retaining all the relevant meetings with staff, students and stakeholders and so ensuring that the objectives of quality review would be fulfilled. The sequencing of meetings was organised so as to ensure coherence and progression in the conduct of the site visit, from the strategic orientation meetings through to the detailed discussions with staff, students, internal and external stakeholders.

The timetable was comprehensive and enabled consultation with key stakeholders, including the Head of College, senior management of the University and other key internal stakeholders (Careers Office, Graduate Attributes Programme Office and Programme stakeholders outside of the School), students and local, national and international external stakeholders. There was engagement with the Head of School, Heads of Departments, Programme Directors, Teaching and Learning Officer and other staff from the School. The timetable for the site visit is included in Appendix B (p.19).

To support the establishment of the Review Panel and facilitate effective engagement throughout the site visit, additional guidance and support was provided by staff of the Quality Enhancement Unit. This included technical support, as well as briefing and advisory support prior to and throughout the site visit. On the rare occasion when, due to prior commitment a Panel member was unable to attend a scheduled meeting, the online meeting was recorded to ensure that all Panel members had access to the full proceedings of the review. When this occurred, permission for recording was sought from all involved and the recording was deleted thereafter once the Review Panel had formulated its conclusions.

The Panel brought together national and international peer reviewers. Internal reviewers provided knowledge of institutional and organisational structures and services within UCC, with the external Panel members contributing their peer expertise in the area of foreign Languages, Literatures and Cultures. All review panels at UCC also include a student representative as a full Panel member, who brought valuable insights and perspectives on student issues. Despite the remote modalities of the site visit, the Panel reached positive synergy and engaged constructively with the School staff and participants in the site visit meetings throughout. At the end of the site visit, the Panel presented its initial findings, both commendations and recommendations, to the School.

Review coordination was provided throughout by a Quality Enhancement Advisor from the Quality Enhancement Unit (QEU) to facilitate the review process and to support the Peer Review Panel in formulating and agreeing the final Panel Report. Finally, IT and logistics coordination throughout the virtual site visit was provided from the supporting QEU Executive Assistant. The Report was compiled collaboratively and the entire Panel contributed to the production of the final Report.

1.3 Objectives of the Quality Review

The overarching objectives of academic quality review at UCC are to enable Schools, through evidence-based self-evaluation, to:

1. Reflect on and promote the strategic enhancement of their academic activities to ensure an outstanding learning experience for all students (enhancement dimension);
2. Evaluate the effectiveness of their processes for assuring academic standards and provision, in line with the University's academic mission and strategy (assurance dimension).

Thus, peer review goes beyond quality assurance to also embrace continuous quality enhancement. The Peer Review Panel report reflects these objectives in the recommendations and commendations outlined to support the School of Languages, Literatures and Cultures in further refining its priorities and optimising its activities, in the pursuit of its ambitious drive for securing central-stage position within the University and raising its profile and reputation of excellence within the national and international arena of higher education.

1.4 Overall Analysis of Self-Evaluation Process

1.4.1 Self-Evaluation Report (SER)
The appointment of a new Head of School occurred during the course of the self-evaluation process and contributed to maintaining the Unit's constructive engagement with the internal review process, which was reflected in the priorities identified in the School's SER. It was evident to the Panel that the School undertook an honest, open and inclusive self-evaluation exercise and embraced a quality enhancement ethos throughout. A cross-disciplinary coordinating committee was established in the School to facilitate the self-evaluation process and to coordinate the collective drafting of the Self-Evaluation Report (SER). The School used the opportunity for self-evaluation to engage in a review of its activities through consultation with staff, students and benchmarking exercises. From its self-evaluation the School identified six key recommendations for development in core areas, which responded not only to staff and student feedback but also to key University's documents, such as the Strategic Plan 2017-22 and Academic Strategy 2018-22. These related to strategic aspects such as School's positioning and future directions within the University and society, as well as considerations of physical infrastructures and facilities for a 21st century School of Languages within a multilingual campus. They also covered key interconnected areas such as the student learning experience, graduate employability and staffing (including the development of a staffing strategy). Other aspects concerning its programme portfolio were also considered - e.g. strategic planning around the School's Master's programmes and a review of the whole School's curriculum offerings, aimed at their standardisation and rationalisation, closely aligned with the Common European Framework of Reference for languages. The self-evaluation will contribute, where appropriate, to the School's Athena SWAN application.

Notwithstanding the SER's honesty, openness and explicit quality enhancement focus, the inclusion of a more comprehensive outline and systematic analysis of the School's governance and committee structure and processes, would have been informative. This could have been accompanied by an explicit School's strategic vision and time-specific and actionable strategic plan, underpinning the

envisaged review of the School's programme and curriculum portfolio and the accomplishment of the identified priorities.

1.4.2   SWOT

The SWOT consultation, which was facilitated by Dr Anne Gannon (UCC HR), was attended by the majority of the School's staff, with the remaining staff contributing with written comments and feedback. The outcomes of the workshop identified the School's main strengths as its new UG and PG programmes; the integration of Asian Studies; its teaching culture and practices, as well as its strong research and community engagement orientation. Areas for development were identified, including further programme integration at School level; staff's digital upskilling; academic engagement and outcomes for Year Abroad students.

The opportunities highlighted for the future largely focused on strategic alignment with new government policies focused on augmenting foreign language skills and education within the education system and workforce; strengthening the School's partnerships, with industry and new communities; as well as with the international drive towards globalisation and impact of Brexit. The latter was also identified as a potential threat, together with a high degree of competition for student enrolment among the Irish higher education sector and declining exchequer funding. Saturation in office space capacity was identified as a limitation to the ongoing development and future operation of the School.

1.4.3   Benchmarking

The School carried out benchmarking against the School of Modern Languages at Cardiff University, whose historical integration and disciplinary configuration is comparable with the UCC's SoLLC, despite its different national policy context and enrolment trends. The benchmarked institution is one of the few schools in the UK university system where modern languages include Chinese and Japanese. This exercise was regarded as very valuable by the School as it contributed to the formulation of its SER's recommendations. However, a more detailed and systematic presentation of the learnings drawn from this exercise and their potential for quality enhancement purposes by the SoLLC would have been useful from the Panel's perspective.

1.4.4   Developments since last review

The last periodic quality review took place in the academic year 2012/13. The Panel was pleased with the SER's explicit engagement with the 2013 Quality Improvement Report, which was regarded as one of the driving factors behind key enhancements and harmonising developments over the past seven years. Among these, of particular significance are the establishment of a vibrant School research centre – the Centre for Advanced Studies in Languages and Cultures (CASiLaC), as well as the introduction/restructuring of thriving, School-level, UG and PG programmes (and modules), and, finally, the creation of Teaching and Learning and Research Officer roles within the School.

However, the Panel noted that the last 2013 Report's recommendations specifically referenced the establishment of shared and inclusive School governance structures and roles. This was suggested as a configuration of four Directors for key strategic areas: Teaching and Learning, Research, Postgraduate Studies and External Relations, to help increase the School's strategic focus, further standardise and rationalise its programme portfolio and curriculum offerings, while also harmonising the delivery of its activities.

1.5   Good Practice Case Study

The main case study of good practice, which was included in the SER and then presented during the Panel's remote site visit of the School, was the 'MA in Translation Studies: Preparing Graduates for Professional Translation' (MATS). While this initiative was commended by the Panel, it was also noted

that case studies of good practice usually veer around staff's innovative Teaching, Learning and/or Assessment approaches.

Since its introduction in 2012, this postgraduate programme has continued to grow, not only in terms of its curriculum development, but also with an ongoing focus on technology and employment pathways, including collaborations with industry partners and the University Career Services. Its quality and alignment with inter/national best practice in translation occupational standards was crowned by the accreditation with the European Masters in Translation Network, obtained in 2018. EMT accreditation is a mark of quality, indicating that the programme meets criteria set by the European Commission in relation to structure, key competences, sustainability, careers support and mentoring. The SER detailed that, in terms of recruitment, the MATS is currently ranked among the top five Master's programmes within CACSSS. It was clear to the Panel that MATS constitutes a successful example of School's integration and synergy in designing and delivering a quality programme, which brings together disciplinary and departmental strengths, while also responding to graduates' employability and job market and industry needs. Given the success of the programme to date, the Panel cautioned the SoLLC to give strategic consideration to the longer-term sustainability of the MATS, especially the retention of its accreditation with the MET Network. A staffing plan to secure teaching stability and the incorporation of professional placement within core modules were recognised as key aspects in this sense.

Other examples of enhancing the student learning experience were also presented to the Panel during the site visit. These included:

- Project DaRT: *Discussions and Reflections on Translation*, an exceptional example of postgraduate scholarship and networking initiative, nurtured by CASiLaC's creative environment since 2016. Started as a doctoral reading group within the SoLLC, it progressively grew into an open and dynamic community of scholars, students and practitioners for the generation of meaningful collaborative research opportunities that have translation at their core. With funding from the CASiLaC and the Department of Spanish, Portuguese and Latin American Studies (SPLAS), these efforts have resulted in valuable outputs and activities. These included: e a dedicated website (i.e. https://projectdart.org/), which serves also as a repository of articles, interviews and podcasts from reading group discussions; the organisation of Seminar Series featuring international guest scholars and professional translators; and the establishment of an annual translation event hosting open workshops, called UCC's Translation Week. The Panel was seriously impressed with this student-led initiative and the website. Though, it also noted that the website did not appear to have been updated since 2019. In this regard, it encouraged the School to make provision for the sustainability of Project DaRT over time, as doctoral students move on with the professional development and careers.

- *Engaging Students: Supporting Teachers and Students in Moving to Online Teaching*, outlined an effective, Teaching, Learning and Assessment initiative in response to the Covid-19 pandemic, which was introduced by the SoLLC's Teaching and Learning Officer. As part of this, a forum was set up for academic staff to exchange teaching ideas and concerns, questions, ideas and training opportunities, as they arose. It also became a repository for documents related to learning and teaching, particularly useful during the emerging Covid-19 situation. Staff members have also used this platform to present their plans for online teaching in the form of T&L seminars. These events have allowed for discussion and sharing from staff members from across the School.

The Panel was pleased with all these initiatives and commended the School staff and students on their enthusiastic and dedicated pursuit of their development. However, it also strongly recommended

planning for their future development within the School, including a consideration of issues of sustainability over time. QEU will work with the School of Languages, Literatures and Cultures to develop the publication of the School's Study of Good Practice.

1.6 Inter- and transdisciplinary collaborations

The Panel welcomed the existing close interdisciplinary partnerships of the School of Languages, Literatures and Cultures with other Schools within the College of Arts, Celtic Studies and Social Sciences, such as the School of Film, Music and Theatre Studies; School of Irish Learning; School of Society, Politics and Ethics; School of Education; School of Applied Social Studies; Digital Arts and Humanities and others. Especially important are the SoLLC's teaching contributions to programmes, including the BA Arts & Music (Joint Honours); BA Digital Humanities; BA Drama and Theatre Studies (International); BSc (Government and Politics); BA (Criminology) and BEd (Gaeilge). Moreover, the SoLLC is involved in significant interdisciplinary and transdisciplinary research collaborations, for instance, through shared memberships of ISS21 (Institute for the Social Sciences in the 21 Century), individual research specialisms and a rich range of outreach initiatives within the community.

The SoLLC also maintains established partnerships with the two schools affiliated with the College of Business and Law - the Cork University Business School (CUBS) and the School of Law, which allow for the collaborative delivery of key undergraduate programmes such as the BComm (International) and the BCL (Law and French). In addition, the academic year 2020/21 saw the introduction of a new collaborative programme with CUBS, the new Higher Diploma in Languages and Global Software Business, which successfully secured €1.5 million funding under the Government's Human Capital Initiative.

Finally, the School provides opportunities for 'Languages for All' modules in its main language offerings across the University. The Panel noted that recent national and institutional policy trends (government language policies and the recently approved UCC Strategic Pivot), as well as employment market and industry needs, have opened greater opportunities for furthering the SoLLC's programme partnerships across the University. These could be significantly expanded with units in the College of Health and Medicine and the College of Science, Engineering and Food Science.

1.7 Tour of the Facilities

The Panel did not have a chance to conduct a tour of the School's facilities at the O'Reilly Building, due to the remote format of the completed site visit. However, on the basis of its consideration of the submitted School's SER documentation, together with its consultation with the School's staff and students during the relevant meetings, the Panel was satisfied that the School is hosted in a cohesive, although tight, physical environment.

The SoLLC currently has also access to language laboratories, which are shared with the School of Irish Learning and the Language Centre. The Panel is concerned that the configuration of this learning space has become outdated for a 21st century language school. Thus, it strongly supports the School's plan for the constitution of a modern Language Learning Hub, in line with similar initiatives already realised in other Irish higher education institutions (e.g. University of Limerick).

Finally, the importance of UCC Boole library and its effective services and facilities (including those hosted in its building, such as the Skills Centre) also stood out throughout the site visit, with SoLLC staff stressing its centrality for the core activities of staff and students alike.

Part 2 – Findings of the Panel

2.1 School Overview

The Panel was impressed, by the genuine engagement with the quality review process demonstrated by the School's Head, in particular, and School staff, in general, as well as by the submitted Self-Evaluation Report and Covid-19 Addendum. Their commitment to leading the School into a phase of consolidation (through a strategic and systematic overhaul of its programme and module portfolio) and further development stood clearly out.

It was also evident that strong departmental and disciplinary identities are of paramount importance to a large portion of the staff who participated in the site visit. However, the Panel is of the view that the SoLLC could gain greater strategic cohesion, visibility and an amplified voice within the University and society at large through the development of stronger School leadership and governance structures (including a restructured Executive Management Committee). This would not be mutually exclusive with the retention of individual disciplinary and departmental identities and pride. In fact, while the Panel acknowledged the importance of current distributed leadership patterns in the School, it noted that a hyper-localised structure is not conducive to fostering School-level leadership and may negatively impact on workloads and, in turn, limit staff professional and career development opportunities. A stronger School structure will promote more effectively the work of individual departments. The Panel stressed that leveraging the resources of the whole School would benefit all the stakeholders and prevent duplication of functions and, specially, positively impact on the overall student experience in the School.

The School would also benefit from completing, in collaboration with a purposely constituted Advisory Board, a formal Strategic Plan, in order to realise its vision of bringing the SoLLC to its full potential. This should be mapped onto the institutional Strategic Plan 2017-22, Academic Strategy 2018-22 and recently issued Strategic Pivot 2020-22 and should be implemented under the guidance of an especially established Strategic Plan Implementation Board.

The Panel found that the School's current reputation and wider visibility does not adequately reflect its many strengths, such as the high calibre and dedication of its staff and students, the varied and responsive range of its programmes and introduction of some innovative approaches to Teaching, Learning and Assessment. These deserve wider public recognition and celebration, together with its quality research outputs, contributions to the University community and numerous outreach activities conducted by School staff and students. The latter comprise of initiatives promoting foreign languages, literatures and cultures among community audiences, as well as the cross-School commitment to issues of social justice, equality and inclusion. Moreover, the Panel is of the view that there is scope for the SoLLC to play a key role as part of the University's implementation of internationalisation, one of UCC's strategic priorities.

The Panel was of the view that the School's external collaborations with partners in industry, primary and secondary schools, public institutions (schools, museums, libraries and others), NGOs and cultural organisations show great potential for expansion beyond the Cork area. In particular, the Panel was impressed with the external stakeholders' expressed esteem for the School's staff, students and graduates. Their appetite for further strengthening their formal partnerships for education, student internships, work placements and cultural projects, if developed further would showcase the international reach of the School. It would also further strengthen the School's already positive track record on pursuing key priorities of the University's Academic Strategy 2018-22, such as the Connected Curriculum, Graduate Values and Attributes. The development of a sustained relationship with the University's Career Services, as well as the existing collaboration with the Graduate Attributes

Programme, could be leveraged further to support the School and its students in realising some of the above targets. This would deliver both a positive outcome for the overall student experience in the School and graduate employability outcomes.

As for academic excellence and research, the Panel noted the School's steady uptick in competitive research funding and the presence of a growing community of proactive doctoral and post-doctoral researchers with a good proportion of externally founded scholarships. It was impressed with the evident academic success of the School's UG and PG students, regularly securing, in recent years, prestigious external prizes and awards. There is scope for SoLLC to pursue EU research funding opportunities within Horizon 2020, with the support of the Office of the Vice-President for Research and Innovation. As part of this, School's staff could look into establishing strategic partnerships with colleagues in cognate disciplines, to further expand the scope and reach of its research endeavour and ensure the awarding of additional external funding.

Furthermore, while there seem to be very high levels of informal collegiality and solidarity between staff members of the School, the Panel noted that there is need for further embedding staff support mechanisms and professional development opportunities within the School's structures and processes.

Overall, the Panel agreed that the unit has much untapped potential to establish itself as a highly reputed, strategically-oriented, internally cohesive and dynamic School, leading on the University's internationalisation processes. It could do so by building on its disciplinary focus on languages, on its own staff's strengths in teaching, research and other activities, on the outstanding quality of its students, on its comprehensive range of programme offerings and on the substantial range of outreach activities carried out by staff and students.

2.2 Commendations to the School
In an ethos of quality enhancement, whereby good practice is identified, acknowledged and disseminated, the Peer Review Panel noted the following areas for commendation:
- Clear, detailed, coherent, honest, thorough and reflective SER documents with very good layout;
- Reflective and open engagement with the self-evaluation process and commitment to quality enhancement in the activities of the School going forward;
- Implementation of some key recommendations made by the last Quality Peer Review Panel in their Quality Improvement Report (2013), such as the creation of the School T&L post, of a School-wide research centre (CaSiLAC) and a range of new/restructured School-wide UG and PG programmes (e.g., BAWL, MAAL, MATS and others) and modules (e.g. WL/ LL-coded);
- Agility in creating new programmes in response to government initiatives (e.g. Human Capital Initiative; Springboard) and industry stimuli;
- Rapid and effective adaptation of the School's Teaching, Learning and Assessment practices to a virtual environment in the aftermath of the Covid-19 pandemic;
- Excellent examples within the School of individual work ethic, an overall sense of global citizenship, extraordinary informal commitment to students and responsive teaching in both their own programmes and other programmes across the Institution;
- Remarkable informal collegiality and solidarity among staff members across the School;
- Evidence of cross-School engagement and commitment to developing new approaches to Teaching, Learning and Assessment, including interdisciplinary engagement with the development of transferable skills in students, as presented in the session on 'Enhancing the Student Learning Experience';

- Evidence of pro-active and committed engagement with the Academic Strategy 2018-22 and collaboration with Graduate Attributes Programme Office (Graduate Attributes and Employability);
- Academic success of SoLLC students: internal and external awards (e.g. Quercus/Mary Ryan Scholarships, NUI Dr HH Stewart Literary Scholarships and Prizes and others);
- Thriving and growing community of doctoral and post-doctoral researchers, with a good proportion of externally funded scholarships (i.e. Irish Research Council);
- Excellent peer esteem of School staff and students by colleagues and professionals, both internally and externally to the University;
- Wide and vocally expressed recognition of the critically important role of languages for students and graduates in developing their language and intercultural skills within the University, industry, NGO, public and private sector;
- Clear appetite for formalised and enhanced strategic engagement from external local stakeholders;
- Positive track record of engagement with partner schools in the College of Arts, Celtic Studies and Social Sciences and College of Business and Law;
- Clear evidence of research excellence within the School in specialist areas, despite the high teaching and administrative workload, and notable recent uptick in competitive research funding;
- Steady increase in student enrolment (FTE);
- Outreach activities conducted by School's staff and students, such as initiatives promoting languages and literature among community audiences, as well as the cross-School commitment to issues of social justice, equality and inclusion.

2.3 Recommendations to the School

The Panel identified the following areas, which should be addressed to further quality enhancement of the School's activities and to realise its full potential:

2.3.1 Strategic Leadership, Governance & School Visibility

- The Panel acknowledges the current benefits arising for the School from maintaining disciplinary and departmental distinctiveness within the School. It also stresses that this is not incompatible with an effective School governance structure, the development of leadership at School level, and a strong and visible School identity. Given the lack of visibility of the School's governance & leadership structure, the Panel requests the Head of the School and the School Executive Management Committee (SEMC) to develop an explicit and more comprehensive organigram than the one initially supplied. This should describe School governance structures and lines of reporting in practice, including an indication of how the existing School Committees (Research, Graduate Studies and Teaching and Learning) fit in.
- The Panel strongly recommends the Head of the School to consider that the optimal composition of the SEMC should be:
  - Head of School;
  - Director of Learning and Teaching*;
  - Director of Research*;
  - Director of Graduate Studies*;
  - Director of External Relations*;
  - Heads of Departments;
  - Two elected School Student Representatives (1 UG & 1 PG);
  - One elected or rotating School Representative of the Professional Services staff.
    (*Senior academic leadership roles)

- The Panel recommends that the Head of School and the restructured School Executive Management Committee agree upon a new set of Terms of Reference for the SEMC, in order to capture the new School Directorships as well as the new School-level committees that will emerge from the development of School-level leadership in these areas.
- The Panel therefore recommends the Head of School and the restructured School Executive Management Committee to develop an action plan for the development and implementation of appropriate School, rather than departmental, committees (e.g. Learning and Teaching), in order to support the mission of the School.
- The Panel strongly recommends that the Head of School and restructured School Executive Management Committee immediately commence work on a School Strategic Plan, mapped to the University Strategic Plan, Academic Strategy and recently issued Strategic Pivot. This strategy document should include a clear vision, mission and values statement for the School, as well as key SMART goals to be achieved within the next five years and action plan to realise these goals.
- The Panel suggests that, in the process of drawing up a new School Strategic Plan, the Head of School and the restructured School Executive Management Committee should include:
  - ➤ The establishment of a Strategic Plan Implementation Board, composed of a variety of internal and external stakeholders, including, for instance, student representation, alumni, employers, partner Schools and others;
  - ➤ Consideration of the financial implications for the School of future programme planning, new initiatives and appointments;
- The Panel supports the resumption of the School's Athena SWAN (Bronze) application in early 2021, according to its plans. With this in mind, the Panel recommends the Head of School and restructured School Executive Management Committee to appoint a fully representative Self-Assessment Team at School level.

2.3.2 Identity, Culture, Profile and Reputation
- The Panel recommends that the School communicates its identity consistently within and outwith the University, by using branding artefacts such as letterheads, email signatures, PPT templates, which represent the School and disciplinary/departmental affiliation (this should apply also to the Virtual Learning Environment);
- With reference to the commendation above regarding the positive voices of external stakeholders, the Panel recommends that the School reaches out to a broader range of external stakeholders beyond the Cork area in future strategic engagements, reviews and collaborative initiatives, in order to showcase the international reach of the School;
- Establishment of partnership with Alumni & Development through CACSSS fundraising role to secure both coverage within its graduate campaigns/news and ongoing philanthropic funding streams for SoLLC's activities/language hub.

2.3.3 Teaching, Learning, Assessment, Student Experience
The Panel recommends that the Head of School, restructured Executive Management Committee and Teaching and Learning Committee should:
- Pursue, as planned, a full and in-depth review of curricula, assessment and delivery in order to consolidate and streamline its programme portfolio, as well as mapping out its alignment with the implementation of the Academic Strategy (e.g. Connected Curriculum and Graduate Attributes);

- Capture a baseline for all current language teaching practices across the School, in order to ensure consistency of student experience, and make this information available among all School staff for comparative purposes;
- Implement a standardised approach to student feedback, including a suite of School Student Evaluation Forms, a standardised question bank (to allow data comparability) and agreed School procedures regarding all stages of the student feedback loop;
- Delineate set roles and responsibilities for all its departments regarding collecting and processing student feedback, with regard to consistency of the student experience;
- Establish clear steps and formal lines of communication in order to ensure that the student feedback loop is comprehensively closed in similar ways in each department (i.e. that students are informed when actions are implemented following their submission of feedback, and why not, if action is not possible);
- Further reinforce the School's pursuit of the Graduate Attributes and Employability agenda (SER, pp.6-7) by:
  - Maintaining and further advancing the School's synergy recently created with the Graduate Attribute Programme Office;
  - Developing a sustained relationship at School level with the Career Services, in order to facilitate the fruition of personal and professional development and career orientation services by all students, as well as increase awareness among UG students of the CACSSS Professional Development module PX3001 (i.e. optional 5-credit module awarded to students as a diploma supplement outside of their degree).
  In particular, the Panel recommends that:
  - Undergraduate and postgraduate students should be proactively and systematically guided towards university resources such as career development opportunities and professional skill development facilities (as well as other University Student Services, such as the library and the Skills Centre) and informed of PX3001 by their Programme Directors, lecturers and supervisors, to ensure all in the School are aware of the various opportunities on offer;
  - Regular career events should be run in collaboration with the Career Services and the Graduate Attribute Programme Office;
  - In consideration of the high administrative and bureaucratic burden associated with the implementation of student professional placements abroad, the Head of School and the School Executive Management Committee should articulate a compelling case for the provision of sufficient human resource allocation for this strategic priority as well as equal placement opportunities and coherence of approaches across the disciplinary/departmental components of the School.[2]

2.3.4 Staffing
- The Panel recommends that the Head of School, in conjunction with the School Executive Management Committee, reviews its current workload distribution practices operating both at School and departmental level, to adopt a unitary Workload Allocation Model, which ensures fair, efficient and transparent workload distribution for all staff across the School, regardless of the department they are affiliated with. This model should take account of the various administrative responsibilities of academic staff, to ensure that they have sufficient time to engage in research, learning and teaching activities to advance their own professional development and career objectives, as well as delivering on the strategic priorities of the School.

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[2] This need should be taken into account as part of the College and University response to the recent Thematic Review of Work Placements.

- The School should prioritise professional and career development of its staff and, in this context, the Head of School should make sure that the School Mentoring scheme and periodic Staff Performance Management and Development review are utilized effectively to ensure that staff are aware of promotion and progression criteria and avail of guidance in developing their professional development and career.

2.3.5 Infrastructures and Resources
- The Panel recommends that the Head of School, in conjunction with the restructured School Executive Management Committee, should make a compelling case to the Head of College for additional space in the O'Rahilly Building, as CUBS vacate the premises, to maximise their cohesive physical configuration and academic synergies;
- The Panel recommends the Head of School and School Executive Management Committee to pursue SER plans to create a Language Learning Hub with a self-access centre for students, reflecting international university norms for good practice in language learning pedagogies;
- The Panel recommends the Head of School and School Executive Management Committee to consider replication of successful exercises, such as the Human Capital Initiative bid, in order to increase and secure ongoing external sources of funding;
- The Panel recommends that the Head of School and School Executive Management Committee, with the support of the Head of College, makes a compelling case for adequate funding to be allocated to the SoLLC for the provision of library information resources on an ongoing basis, given the centrality of these to the School.

2.3.6 Communication and Marketing
- The Panel recommends that the Head of School and the restructured School Executive Management Committee liaise with Alumni and Development for securing coverage of successful SoLLC graduates within its very effective communication campaign;
- The Panel recommends that the Head of School and the restructured School Executive Management Committee review their existing lines of communication with current students and staff and devise and implement an effective and agile School communication plan that covers all the lines of communication from the centre to the periphery and vice versa. As part of this, a mechanism must be put in place to guarantee that crucial communication is delivered at all levels.

2.3.7 Finance and Sustainability
- The Head of School and the School Executive Management Committee, with the support of the newly established CACSSS fundraising role, need to pursue their intention to develop income-generation plans through philanthropy and internationalisation, to ensure the long-term financial sustainability of the School's activities.

2.3.8 External Links and Community/Civic Engagement
- The Panel recommends the Head of School, in conjunction with the restructured School Executive Management Committee, to pursue SER intention to establish an Advisory Body as to create more sustainable relations with key external stakeholders such as industry representatives, school principals, Dept of Foreign Affairs and Trade, Language Teachers' Associations and Post Primary Languages Initiative;
- The Panel recommends that the School, led by the Director of External Relations, undertakes a mapping exercise and strategic review of its external partnerships to consolidate and grow the effectiveness of its external reach and engagement.

2.4   Observations to CACSSS

- The Head of CACSSS should prioritise the appointment of the new college fundraising role, in order to support schools within its remit to work towards securing external sources of funding.

2.5   Observations to to the University

- The Panel encourages the University Management Team, in the review of the academic promotions process, to consider equity of opportunity for promotion across the four Colleges.
- Particular attention should be paid to the unique nature of language learning and teaching in terms of the intensive resources, including contact hours, required to deliver specialist language teaching so that opportunities for academic career progression are not inadvertently penalised by the heavy teaching loads demanded in this subject.
- The Panel advises the University Management Team to review resource allocation to the College of Arts, Celtic Studies and Social Sciences to ensure that it is sufficient to support achievement of its strategic directions without compromising core activities.
- The Panel observes that the University through its EDI unit should continue to pay attention to patterns of institutional hiring practices and contractual arrangements with reference to stability and sustainability of academic employment and its impact for the quality delivery of academic activities and overall student experience.

Appendix A – Panel Profiles

Panel Profiles – Quality Review of the School of Languages, Literatures and Cultures, UCC

Dr Francis Burke (Chair)	Dr Francis Burke is Deputy Head for Academic Affairs in the College of Medicine and Health and Senior Lecturer/Consultant in Restorative Dentistry at the University Dental School and Hospital. He has worked previously at The Royal London School of Medicine and Dentistry at Queen Mary and Westfield College, London. He has just stepped down as Chair of the Training and Education Committee of the Dental Council of Ireland. He is Past President of the British Society of Gerodontology, the British Association of Teachers of Conservative Dentistry and the Irish Division of the International Association for Dental Research. He has published six book chapters and over fifty per-reviewed papers including editing the *Dental Update* series on Gerodontology.
Dr Lorna Carson	Dr Lorna Carson is Head of the School of Linguistic, Speech and Communication Sciences and Associate Professor in Applied Linguistics. She is Director of the Trinity Centre for Asian Studies, a multidisciplinary teaching and research centre which brings together the university's expertise in Japanese, Korean and Chinese Studies. She holds a B.A. (Mod.), M.Phil. and Ph.D. from Trinity College Dublin, and an M.A. from the College of Europe, Bruges. In 2015 she was elected a Fellow of Trinity College Dublin. Professor Carson's research on language learning addresses issues located at the interface between individual and societal multilingualism, with a particular attention on the language. She is a former President of IRAAL, the Irish Association for Applied Linguistics (2014-2017). She is a member of the Governing Body of Marino Institute of Education and sits on its Academic Council.
Ms Colette McKenna	Ms Colette McKenna is currently Director of Library Services in University College Cork. She moved there in 2013 to take up this role having been University Librarian in Ulster University. Having been on various committees and working parties throughout her career, Colette is now on a variety of internal UCC committees, representing both the Library and also Information Services. These include Academic Council; Academic Council Teaching & Learning, Information Strategy & Education Resources amongst others. Given the current COVID-19 situation, she is on CBCT (Campus Business Continuity Team) and ARC (Academic Recovery Committee). She is also an Academic Council representative on Governing Body - Student Experience. Externally, Colette is on the HEAnet Board, HEAnet Finance Sub-Committee, CONUL Board (Consortium of National and University Libraries) and IUALG (Irish University Association Librarians' Group). She is current Chair of the CCCA (Cork City and County Archives). Current interests are advocating Open Science/Open Scholarship, developing innovative partnerships in the use of library space, both virtually and physically and exploring funding opportunities for increasing access and digitisation of UDCs.
Professor Giuliana Pieri	Professor Giuliana Pieri (Dott. Lett. Pavia; MA Kent; DPhil Oxon) is Head of the School of Humanities and Professor of Italian and the Visual Arts at Royal Holloway. She has published widely on 19th and 20th-century visual culture, cultural history and popular literature. Her research interests are comparative and interdisciplinary, especially the intersection of the verbal and the visual, and the role of Italian visual culture in the construction of Italian identity both in Italy and abroad. Recent volumes include *Chivalry, Academy and Cultural Dialogues: The Italian Contribution to European Modernity*, with S. Jossa (Legenda, 2017); *Visualizzare la guerra: l'iconografia del conflitto e l'Italia*, with M. G Di Monte, and S. Storchi (Mimesis, 2016); and *The Cult of the Duce. Mussolini and the Italians from 1914 to the Present*, with S. Gundle and C.

	Duggan (Manchester, 2013). In 2010 she co-curated the exhibition *Against Mussolini. Art and the Fall of a Dictator* (Estorick Collection of Modern Italian Art, London), and in 2019 she curated the exhibition *The Making of Modern Italy: Art and Design in the early 1960s* (Estorick Collection of Modern Italian Art, London). She is Senior Editor of the journal *Italian Studies*, General Series Editor of *Studies in Visual Culture* (University of Wales Press), and Principal Investigator of the AHRC funded research project *Interdisciplinary Italy 1900-2020: Interart/Intermedia*: www.interdisciplinaryitaly.org
Mr Luke Watson **(Student Reviewer)**	Mr Luke Watson is a PhD-Student in the School of History at University College Cork. His research interests include Franco-Irish history and Irish political history. Through both his undergraduate and master's degrees, he has gained relevant critical thinking skills, which can be applied to the Peer Review process. Mr Watson is also an editor and proof-reader for a Wuhan-based Chinese philosopher and lecturer and works as a tutor with UCC's Skills Centre. He has also contributed to the latter's internal review process in the past. Both of these roles have provided Mr Watson with valuable experiences in inter-academic and interdisciplinary work. Mr Watson has also previously sat on a peer review panel in the capacity of a student reviewer, in that instance as a reviewer for the School of Law. As such, he is familiar with the review process, and has experience working with a broad team of reviewers drawn from a variety of backgrounds.
Quality Enhancement Unit Members	
Dr Silvia Brandi *(Review Coordinator)*	Dr Silvia Brandi has worked in UCC's Quality Enhancement Unit since February 2019. Prior to this, in January 2018, she became a team member of the Student Records and Examinations Office, one of the University's core Professional Services, progressing from her previous post at the Boole Library (since December 2016). Having gained her Masters' Degree in Youth and Community Work (2006) and PhD Degree (2013) in Social Policy with UCC's School of Applied Social Studies, Dr Brandi worked as UCC university lecturer within the Higher Diploma in Social Policy programme for nearly four years. While pursuing her postgraduate studies at the UCC School of Applied Social Studies, she acquired other relevant public service experience by working for Cork's social services (HSE South/Tusla) for ten years, where she supported young people out of home and, later, assisted Tusla's Implementation Officer (Cork) with relevant research on contemporary issues in Irish social work. Her undergraduate (Honours) degree in Ancient Classics was awarded by Padua University (Italy) in 2000. During her undergraduate studies she also worked as a free-lance journalist.
Ms Marie O'Regan *(IT and Logistics Coordinator)*	Ms Marie O'Regan is an Executive Assistant in the Quality Enhancement Unit. Marie worked in Health Insurance for several years and completed APA (Accredited Product Adviser) and CIP (Certified Insurance Practitioner) exams during this time. She studied at UCC, completing a BA, in Geography and Psychology. Her interests include environmental sustainability and she is the Secretary of the newly formed committee, 'Inchydoney Dunes Conservation Project', which aims to protect the dunes and preserve them as an amenity for the community and wider public.

Appendix B – Peer Review Panel Remote Site Visit Timetable

QUALITY REVIEW OF THE SCHOOL OF LANGUAGES LITERATURES AND CULTURES

PEER REVIEW PANEL
REMOTE SITE VISIT TIMETABLE

In Summary

In advance:	The Peer Review Panel's Chair is briefed by the Quality Review Coordinator, followed by a briefing from the Director of Quality Enhancement and the Review Co-ordinator to the whole Quality Peer Review Panel.
Week 1:	The Panel has a range of online meetings with the Head of School, Senior Management, students and stakeholders.
Week 2:	The Panel has a range of online meetings with School staff. The Panel commences drafting the report including recommendations and commendations.
	The Panel has a final meeting with the Head of School followed by a closing presentation to all members of the School.

IN ADVANCE

Friday, 13th November, 2020	
11.00 – 12.00	Chair Briefing with Review Co-ordinator.
Tuesday, 17th November, 2020	
11.00 – 13.00	Briefing of the Panel with Director of Quality and Review Co-ordinator.

WEEK 1

Wednesday, 2nd December, 2020	
09.00 – 09.45	Convening of Panel members – preparation for day ahead
09.45 – 10.00	Break for Panel Members
10.00 – 11.30	Meeting with the Head of School *Focus on:* *- SER: how the School undertook its SER; what it learned from the process; what it hopes to gain from the review; Covid19 Addendum to the SER.*

	- School developments to date, strategic priorities of the School and overview of educational provision.
11.30 – 12.00	Break for Panel members
12.00 – 13.00	Meeting with the Head of College *(to be joined by the College Financial Analyst at 12.40)* *Panel discuss College strategy and priorities. The links between College/School financial resource allocations process, staffing resources and infrastructure.*
13.00 – 13.30	Break for Panel members
13.30 – 14.00	Meeting with Interim Deputy President & Registrar *Discussion of UCC's Strategic Plan (2017-2022) and Academic Strategy (2018-2022)*
14.00 – 14.30	Wrap-up meeting

Thursday, 3rd December, 2020	
09.30 – 10.00	Convening of the Panel – preparation for the day ahead
10.00 – 10.45	Meeting with Undergraduate Students, including student representatives of: BComm International with Italian (4th Year) BA World Languages (2nd Year) BA World Languages (3rd Year) BA Italian and French (2nd Year) BCL (Hons) Law and French (2nd Year) BA with French (3rd Year) BAJ (Hons) Joint Honours French and Geography (3rd Year) BA Asian Studies (1st Year)
10.45 – 11.00	Break for Panel members
11.00 – 11.45	Meeting with Postgraduate Students, including student representatives of: PhD in Interlingual subtitling between French and English (2nd Year) PhD in Spanish, Portuguese and Latin American Studies (1st Year) (previously completed MA in Languages and Cultures) MA (part-time) in Translation Studies (1st Year) PhD in Contemporary Italian Literature (2nd Year) MA Asian Studies (1st year)
11.45 – 12.00	Break for Panel members

12.00 – 13.00	Meeting with External Stakeholders Director of International Relations, Cork Chamber of Commerce Past graduate, Manager in Premier Support Account Management VMware which employs graduates Senior Executive Librarian, Cork City Libraries Graduate of BComm International Consultant in Computational Linguistics, Digital Publishing, NLP, Data Programming, Project Management Business Development Coordinator at Tyndall National Institute, UCC, Business Development Coordinator
13.00 – 14.00	Break for Panel members
14.00 – 15.00	Meeting with Senior Officers and Key Internal Stakeholders of the University Vice President for Research and Innovation Careers Advisor, Career Services Work Placement Manager, College of Arts, Celtic Studies, and Social Sciences, Career Services Vice President for Learning & Teaching Graduate Attributes Programme Co-ordinator Work Placement Manager, College of Business and Law, Career Services
15.00 – 15.30	Wrap-up meeting

WEEK 2

Tuesday, 8ᵗʰ December, 2020	
10.00 – 10.30	Convening of the Panel – preparation for the day ahead

10.30 – 11.40	Meetings with School Staff
	
	10.30 - 10.40 Chair's address and Panel's introduction to all staff
	
	10.40 - 11.30 Group discussion (in max of 3 break-out rooms in MS Teams):
	
	    - *What is working well in the School?*
	    - *What has potential? What should be improving?*
	    - *What is the one thing that needs to change?*
	
	11.30 - 11.40 Conclusion and Close of School Staff Meeting by the Chair

11.40 – 12.15	Break for Panel members
12.15 – 13.15	Meeting with Programme Directors/Chairs of Boards of Studies Programme Director of BA World Languages Head of French Head of German Head of Asian Studies Head of Italian, previous Programme Director of BA International Teaching and Learning Officer Coordinator of MA Applied Linguistics Programme Director of MA Translation Studies Representative on behalf of SPLAS (Spanish, Portuguese and Latin American Studies), Coordinator of Higher Diploma in Arts (Spanish) *Discussion on monitoring and review of programmes to include indicatively, programme & module approval processes, student progression, External Examiner reports, external accreditation/recognition (where appropriate), supports for learners, placement (where appropriate) and, implementation of the Academic Strategy (2018-22).*
13.15 – 14.15	Break for Panel members
14.15 – 15.00	Meeting with Programme Stakeholders (outside the School) Representative from Department of Theatre BComm International Programme Co-Director Head of the Department of Digital Humanities, School of English and Digital Humanities Head of Music Department BComm International Programme Co-Director *Discussion on service teaching and joint programmes with other Schools (e.g. programme & module approval processes, student progression, External Examiner reports, external accreditation/recognition -where appropriate-, supports for learners,*

	placement - where appropriate)
15.00 – 15.30	Wrap-up meeting

Wednesday, 9th December, 2020	
09.45 – 10.00	Convening of the Panel
10.00 – 10.45	Enhancing Student Learning Experience Masters in Translation Studies: EMT Certification: Preparing Graduates for Professional Translation 'Project DaRT' (Discussions and Reflections on Translation) Making connections between teaching, research and practice Engaging Students: Supporting Teachers and Students in moving to online teaching *Opportunity for the School to showcase good practice and enhancements to the student learning experience.*
10.45 – 11.00	Break for Panel members
11.00 – 12.30	Panel meeting to draft the report recommendations and commendations
12.30 – 13.00	Break for Panel members
13.00 - 14.00	Panel meeting to draft the report recommendations and commendations
14.00 – 14.30	Break for Panel members
14.30 - 15.30	Panel meeting to draft the report recommendations and commendations

Thursday, 10th December, 2020	
10.00 – 10.30	Convening of the Panel – preparation for day ahead
10.30 – 11.15	Meeting with Head of School *Clarification and discussions of main findings by Panel*
11.15 – 11.45	Break for Panel members
11.45 – 12.30	Panel meeting to finalise drafting the report recommendations and commendations
12.30 – 13.30	Break for Panel members
13.30 – 14.30	Panel meeting to formulate closing presentation
14.30 – 15.00	Closing Presentation *Closing presentation to all staff, to be made by the Chair or other member(s) of Panel*

	as agreed, summarising the principal findings of the Panel. This presentation is <u>not</u> for discussion at this time.

Appendix C – Taught Programmes in the School of Languages, Literatures and Cultures

Level 8 Programmes

BA (Hons) World Languages

BA (Hons) International

BA (Hons)*(relevant S/M/J degree configurations with SoLLC options)

BA Arts*- Music *(relevant S/M/J degree configurations with SoLLC options)

Bachelor of Commerce (BComm, Hons) International (with French/German/Hispanic Studies/Italian/Chinese)

BA (Hons) Criminology (with French/German/Spanish/Irish/Italian)

BA (Hons) Digital Humanities and Information Technology

BEd (Hons) Sports Studies and Physical Education with French

BEd (Hons) Education Gaeilge (with French, German, Italian or Spanish)

BA (Hons) Film and Screen Media

BA (Hons) Theatre & Performative Practices (previously Drama and Theatre Studies)

Bachelor of Science (Hons) Government and Political Science

Bachelor of Civil Law (BCL) Law and French

Level 9 Programmes

MA in Applied Linguistics

MA in Asian Studies

MA in Global Cultures and Languages

MA Teaching Chinese to Speakers of Other Languages

MA Translation Studies

Appendix D – Current Taught Programme Headcount Data

Qualification	UG/PG	EU/International	2020/21 Current Headcount				
			Year 1	Year 2	Year 3	Year 4	Total
CK101 BA (Hons)	UG	EU/International	105				105
CK101 BA (Single Honours)	UG	EU/International		6	6		12
CK101 BA (Joint Honours)	UG	EU/International		51	69		120
CK101 BA (Major)	UG	EU/International		13	27		40
CK108 BA (International)	UG	EU/International	106				106
CK108 BA (International) Single Honours	UG	EU/International		2	1	5	8
CK108 BA (International) Joint Honours	UG	EU/International		94	39	47	180
CK108 BA (International) Major Honours	UG	EU/International		14	18	12	44
CK110 BA (World Languages)	UG	EU/International	56	44	34	29	163
CK205 BComm (Hons) (International) with French	UG	EU/International	37	33	29	25	124
CK206 BComm (Hons) (International) with German	UG	EU/International	22	11	22	13	68
CK208 BComm (Hons) (International) with Hispanic Studies	UG	EU/International	30	15	24	23	92
CK207 BComm (Hons) (International) with Italian	UG	EU/International	12	4	5	12	33
CK211 BComm (Hons) (International) with Chinese Studies	UG	EU/International	5	3	2	8	18
CK113 BA (Hons) Criminology	UG	EU/International	75	42	58		75
CK113 BA (Hons) Criminology (International)	UG	EU/International		24			24
CK105 BA (Hons) Film and Screen Media	UG	EU/International	42	23	38		103
CK105 BA (Hons) Film and Screen Media - International	UG	EU/International		8		3	11
CK118 BA (Hons) Digital Humanities and Information Technology	UG	EU/International	44	9	10		63
CK118 BA (Hons) Digital Humanities and Information Technology - International	UG	EU/International			5	5	10
CK118 BA (Hons) Digital Humanities and Information Technology - Work Experience	UG	EU/International		17	8	20	45
CK112 BA (Hons) Theatre & Performative Practices Drama and Theatre Studies	UG	EU/International	12	5			17
CK112 BA (Hons) Theatre & Performative Practices (Drama and Theatre Studies) (International)	UG	EU/International		8			8
CK112 BA (Hons) Drama and Theatre Studies	UG	EU/International			5		5
CK112 BA (Hons) Drama and Theatre Studies (Single Honours)	UG	EU/International			5		5
CK112 BA (Hons) Drama and Theatre Studies - International	UG	EU/International			4	3	7
CK112 BA (Hons) Drama and Theatre Studies - International (Single Honours)	UG	EU/International				2	2
CK124 BEd (Hons) Education Gaeilge	UG	EU/International	40				
CK125 BEd Hons) Sports Studies and Physical Education with French	UG	EU/International	2		5		7
CK122 BSc (Hons) Government and Political Science	UG	EU/International	44	38			82
CK302 BCL Law and French	UG	EU/International	20	21	1	18	60
CKE01 MA (Applied Linguistics)	PG	EU/International	6				6
CKE81 MA (Asian Studies)	PG	EU/International	2				2

CKD16 MA (Languages and Cultures)	PG	EU/ International	5				5
CKD47 MA in Teaching Chinese to Speakers of Other Languages	PG	EU/ International	17				17
CKE77 MA (Translation Studies)	PG	EU/ International	22				22
CKE77 MA (Translation Studies - German)	PG	EU/ International		1			1
CKE77 MA (Translation Studies - German and Irish)	PG	EU/ International		1			1

2019/20 School of Languages, Literatures and Cultures' Current Programme Headcount Data (source: School of Languages, Literatures and Cultures, December 2020)