



QUALITY ENHANCEMENT UNIT



REVIEW PANEL REPORT

SCOIL LÉANN NA GAEILGE

Date: February 2019

“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)

Contents

Panel Report Template	3
Part 1 - Overall Analysis	3
1.1 List of Panel Members	3
1.2 Context	3
1.3 Review Methodology, Site Visit and Timetable	3
1.4 Overall Analysis of Self-Evaluation Process	4
1.5 Good Practice Case Study	5
Part 2 – Findings of the Panel	6
2.1 School Overview	6
2.2 Evaluation of Academic Standards	7
2.2.1 Student “life-cycle”	7
2.2.2 Postgraduate students	7
2.2.3 Programme delivery and curriculum planning	7
2.3 Evaluation of Student Learning Experience	8
2.3.1 Teaching and learning, including the impact of research on teaching	8
2.3.2 Learning resources (staffing, physical, technical, other)	8
2.3.3 Student support	8
2.3.4 External links/community engagement/employability	8
2.4 Staff	9
2.4.1 Staff Profile	9
2.4.2 Staff Development Objectives	9
2.5 Collaborative partnerships	9
Part 3: Commendations and Recommendations	10
3.1 Commendations and Opportunities	10
3.1.1 Commendations	10
3.1.2 Opportunities	10
3.2 Recommendations	11
3.2.1 Recommendations to the College	11
3.2.2 Recommendations to the School:	11
Appendix 1: Timetable	13
Appendix 2: Table of Programmes	17

Panel Report Template

Part 1 - Overall Analysis

1.1 List of Panel Members

Name	Position/Discipline	Institution
Dr Marian McCarthy (Chair)	Interim Vice-President for Teaching and Learning	University College Cork
Dr Orla Ní Dhubhghaill	School of Chemistry	University College Cork
Professor Gearóid Ó hAllmhúráin	Johnson Chair in Québec and Canadian Irish Studies	Concordia University Montreal, Canada
Professor Ruairí Ó hUiginn	Director, School of Celtic Studies	Dublin Institute of Advanced Studies
Professor Roibeard Ó Maolalaigh	Professor of Gaelic, Vice Principal and Head of the College of Arts	University of Glasgow, Scotland
Ms Grainne Ryan [Student Reviewer]	Sports Studies and Physical Education	University College Cork
Dr Kay Taaffe [Secretarial Support]	Quality Enhancement Advisor	University College Cork

1.2 Context

Scoil Léann na Gaeilge (the School of Irish Learning) was formed in 2008 and comprises three Departments: Roinn na Nua-Ghaeilge (Department of Irish Learning); Roinn an Bhéaloidis (Department of Folklore and Ethnology); and Roinn na Sean- agus na Meán-Ghaeilge (Department of Early and Medieval Irish). The School (formerly under the auspices of the individual Departments) has a long and august history, and globally, is recognised as a rich synergetic field of scholarly activity; the School and University should recognise and acknowledge the world-leading aspects of Scoil Léann na Gaeilge. The Panel was struck by the strong sense of affirmation for the Irish language and was of the opinion that there is an opportunity to strengthen the cultural identity of the University, and proactively embrace the significant opportunities to enhance its global reputation, by building on the highly successful initiatives of Scoil Léann na Gaeilge.

1.3 Review Methodology, Site Visit and Timetable

The Site Visit took place over three days. The timetable was comprehensive and enabled consultation with key stakeholders, including senior management of the University, students, and external stakeholders (see appendix 1 for a copy of the timetable). There was extensive engagement with the Head of School and with School staff. The Head of College, who was unavailable to meet with the Panel in person, provided a contextual written submission for consideration by the Panel, in response to the School's Self-Evaluation Report. The schedule facilitated a thoroughly engaging visit to the Cork Folklore Project in Shandon, which exemplifies the innovative external engagement of the School.

The Panel brought together a range of national and international expertise within the discrete fields of the School of Irish Learning. Internal reviewers provided knowledge of the institutional and organisational structures within the University. The Panel commented on the calibre of the students they met, as being excellent ambassadors for the School and the University; they particularly commended the Student Reviewer on the Panel for her insightful contributions, both in terms of representing student interests and her evident passion for the discipline. Secretariat support from the Quality Enhancement Unit (QEU) was provided to the Peer Review Panel throughout to facilitate the review process and to support the Review Panel in formulating and agreeing the final Panel Report. The Panel was satisfied that it had the opportunity, through the SER and the site-visit, to garner a sufficiently comprehensive understanding of the activity of the School to develop a set of commendations and recommendations which it is hoped will be enabling and empowering.

1.4 Overall Analysis of Self-Evaluation Process

1.4.1 Self-Evaluation Report (SER)

The introduction to the Self-Evaluation Report describes the School as “a federation of three departments”. This is borne out in the SER which comprised three separate Departmental self-evaluation reports, with an overview by the Head of School. The Panel acknowledges the distinctive and discrete (though cognate) areas of scholarship of the School and commended the comprehensiveness of the self-evaluation process undertaken by each Department – in particular, the many examples of imaginative and innovatory practice which could be held as exemplars for other Schools. However, the individualised reports posed some challenges for the Panel in that the unit of review was the School; consequently, while data and information were provided for each Department, it was not always easy to apply these metrics to the School – particularly given the lack of consistency in the information provided and the relative scales of different Departments. The SER raised some issues around consistency of structures and processes across the School – for example, in relation to administration, staff development, research, teaching etc. – and this was a consistent theme throughout the Site Visit.

1.4.2 SWOT Analysis and Benchmarking

A facilitated SWOT analysis took place in June 2018 and was inclusive of staff from all three Departments. The key strengths of the School include diversification in Teaching and Learning, excellent research and publications, and community engagement.

Each Department conducted its own benchmarking process. Roinn na Nua-Ghaeilge benchmarked with NUI Maynooth and identified some particular divergences: specifically, there are more undergraduate (UG) and postgraduate (PG) programmes delivered at the School in UCC – and consequently, more modules (39 as opposed to 26 UG). The resources of Nua-Ghaeilge are therefore more “compressed” to provide this breadth of modules. Roinn na Sean- agus na Meán-Ghaeilge benchmarked with the Department of Celtic and Scottish Studies at the University of Edinburgh. There were some key similarities between the two Departments: both teach through the mediums of English and Gaelic; and both have comparable research and publishing profiles. The key issues emerging were lack of funding for sabbaticals and lack of dedicated space at the Department at UCC. Roinn an Bhéaloidis conducts on-going benchmarking as part of their work; the Department most comparable in Ireland is at UCD, where the National Folklore Collection is housed. The Department at UCC has recently developed its own archival and research resources and it is the only Department in the country delivering programmes in Folklore/Béaloideas in two languages.

1.4.3 *Developments since last review*

The Panel noted that considerable advancement had occurred in relation to assessment, and teaching and learning. However, some recommendations from the previous review had not been implemented. It became evident from speaking with staff that some of the same issues were again being raised – in particular some recommendations around School structures, space and appointments from the 2011 Panel Report had not been realised. The Panel noted that the 2015 Research Quality Review recommended the exploration of collaborative research possibilities; a cross-School research committee; funding and research space provision for PG students; removal of structural barriers / constraints to enable access to more modules across Departments; a structured rota system to facilitate sabbatical research leave.

In its deliberations, the Panel takes account of the special place of Irish, and the commitment to the development of Irish language and heritage as set out in the University's Strategic Plan 2017 – 2022, *Independent Thinking Shared Ambition* (p. 14). Development of inter- Departmental structures would integrate the School as a whole and provide considerable opportunity for all three Departments to leverage their collective expertise, international profile and resources within and beyond the University. The Panel recognised the need for the School and the College to work together to embed a School culture taking a lead from existing College or University guidelines on the structures, rules and operation of Schools. Furthermore, to support the process of developing School structures and cohesion - which in turn will enable an environment in which the Irish language can flourish - the Panel recommends that, as central space becomes available, the School is prioritised to recognise the special status of Irish language and heritage within the University.

1.5 **Good Practice Case Study**

The Panel drew attention to internationally excellent and world-leading aspects of the activity of the School at UCC, and how it is a beacon for Gaelic studies internationally. This was borne out through a number of case studies of Good Practice (one from each Department), all of which demonstrated imaginative and innovative initiatives and practice. These included the Gaeltacht Semester (Nua-Ghaeilge), performative pedagogy and reflective practice (Béaloideas), and the highly valuable Celtic Digital Initiative (CDI) (Sean- agus na Meán-Ghaeilge) – a resource which is widely used across the world. The QEU will work with the School to publish a Good Practice Case Study.

Part 2 – Findings of the Panel

2.1 School Overview

2.1.1 *Mission, vision, aims and objectives*

The Panel commended the School's internationally excellent and world-class scholarship and research, and its international reputation in the fields of study e.g. the prestigious publications of Early and Medieval Irish, *Béascna* and the collaborative Irish Texts Society international conference proceedings. The Panel recognised much commonality across the three Departments, not least the shared research interests and commitment to scholarship, conferences and publications, which bind the constituent Departments. The importance of retaining the individual Departments' identities was not lost on the Panel, who acknowledged the importance of the distinct disciplines within the School. However, while there is strong evidence of collegiality and cooperation across the School, and Departments have expressed individual missions in the SER, there appeared to be an absence of a shared strategic vision for the School as an entity. The Panel was of the opinion that all three Departments had much to gain by developing a mission which articulates a clear School identity – a philosophical fusion which can move forward the three disciplines while conveying a unified, macro world-view. This strategic mission should align under the framework of the University's Strategic Plan. The Panel strongly recommends that the School invests resources and time into developing this shared strategic mission, taking account of how the School will be positioned nationally and internationally in 5 - 10 years.

2.1.2 *Unit details including staff and student profile*

The Panel commended the highly committed, collegial and innovative staff at the School. An organogram of the School indicates the relative size of each Department, with 5 and 6 faculty staff in Sean- agus Meán-Ghaeilge and Béaloideas respectively. With 10 faculty members, Nua-Ghaeilge is the largest Department – a reflection of the larger student numbers in the Department. The challenges across the Departments in relation to student numbers are very different; while Sean- agus Meán-Ghaeilge and Béaloideas have a concern about falling numbers, numbers in Nua-Ghaeilge are expanding, with attendant space and resource implications, and an increase in staff-student ratio.

The management team consists of the three Heads of Department (currently the Head of School is also the Head of Department of Nua-Ghaeilge) and this team meets regularly. The sense of collegiality and cooperation across Departments has flourished under current leadership. The Panel commended the committed and dynamic leadership of the School, which has seen exciting and innovative projects come to fruition (e.g. Gaeltacht Semester).

2.1.3 *School organisation, planning, and communication*

Given that the School is the unit of resource allocation within the College, there is potential for the School to leverage and maximise its synergies, resources and creativity through integrated School structures, in accordance with the vision of the University's Strategic Plan and the Academic Strategy. There is much to be gained from developing more cohesive School structures, with opportunities for further collaboration, interdisciplinarity, knowledge sharing, and dissemination of current good practice, through cross-School committees as well as efficiencies in administration workloads. The Panel recommends that the School establishes interdepartmental Learning & Teaching, and Research, committees. To enhance staff engagement and transparency, and to build leadership capacity, there should be representation from these committees on the executive management team of the School, and a School Forum open to all should be held each semester. The appointment of a School Manager would be a key catalyst to enabling and embedding more cohesive School structures and communication. In developing these structures, the School should look to other examples of best practice across the University to inform the development of their own processes and rules.

2.2 Evaluation of Academic Standards

2.2.1 Student “life-cycle”

The School attracts a diverse population of students – particularly impressive is the capacity to attract international students. For Nua-Ghaeilge, the enrolment comes primarily through the conventional CAO route; Béaloideas has a very large and significant international student cohort (approximately 80% international), and Sean- agus Meán-Ghaeilge attracts mature and international students. Students spoke very highly of their experience in the School and it is evident that there is a highly affirmative support and pastoral care culture for students. The Panel, in turn, was impressed by the students that they met; the calibre of the students is also evidenced by the highly competitive scholarship awards achieved by the School’s undergraduate and postgraduate students. In line with the new Academic Strategy, the Panel would encourage the School to ensure that all students develop a clear understanding of the graduate attributes and transferable skills inherent in an Arts and Humanities education. This could be achieved, for example, by employing presentations or group work as part of the assessment strategy.

An issue raised in the SER and during the Site Visit was the varying standards of competency in oral and communicative Irish. This is an issue, not just for struggling students, but also for exceptional students (and native speakers), some of whom believed that their standard of Irish was not improving as it should over their period of study. It was evident that the School is taking action in an attempt to address this issue. The Panel encourages the School to continue to enhance oral and communicative competencies, and strive to maintain high standards. Some standardisation of curriculum has been implemented through the *ranganna comhrá* and *ranganna teagaisc*, which provide opportunity for the development of communicative competencies. This curriculum should be monitored in terms of standardisation, implementation and effectiveness, possibly under the direction of a head/lead tutor.

2.2.2 Postgraduate students

A key concern for the Panel was the lack of a communal space for postgraduate students (exacerbated by the imminent loss of a vital space which some postgraduates currently occupy) where they could meet, share, collaborate and support each other. It was striking that many of the postgraduate students did not know each other and the loss of this postgraduate space could further increase a sense of isolation. As well as enabling knowledge-sharing and interdisciplinarity, a shared space would help to build and foster a shared School identity.

In addition to the critical space issue, the Panel recommends that the School continues to convene and support School-level graduate seminars regularly to further enhance the sense of community among PGs, and encourage and support postgraduates to attend conferences and submit their work for publication in academic journals.

2.2.3 Programme delivery and curriculum planning

The contemporaneous nature of the programme portfolio e.g. Law and Irish; Commerce and Irish; MA in Translation Studies etc. was highly commended by the Panel. The School continues to expand its programme portfolio to include, for example, a planned BEd (Gaeilge) with a key objective to improve standards in Irish language teaching in schools. The full list of programmes anchored in the School are listed in Appendix 2. The Panel was satisfied that programme provision is located correctly on the National Framework of Qualifications (NFQ), and that the School operates in compliance with European Standards and Guidelines for Quality Assurance in the European Higher Education Area – Part 1.

2.3 Evaluation of Student Learning Experience

2.3.1 *Teaching and learning, including the impact of research on teaching*

The evident commitment to reflective pedagogy and innovative teaching, learning and assessment (e.g. research-led independent learning projects) was impressive. The Panel commended the School's digital delivery platforms, e.g. the distance/online learning and the Celtic Digital Resource (CDI). The Gaeltacht Semester is an exciting development, and a powerful exemplar of immersive learning – through collaboration, external engagement and employing the latest in digital capacity. There were some excellent examples of innovative pedagogies which could be held as exemplars; it was clear from the SER however, that this was not universal. Staff should be encouraged to engage with student-centred teaching and learning, which identifies with a new generation of learners.

The Panel noted that there was a clear policy in relation to assessment in Sean- agus Mean-Ghaeilge, and there would be great benefit in sharing this type of information (rubrics etc.) with students as well as staff across the whole School. The Panel recommends that the School implements consistent School-wide policies around the quality and timing of student feedback, and that this information is shared with students. In addition, the School should ensure mechanisms for disseminating feedback from external examiners, both to identify areas of good practice as well as areas for action and development.

2.3.2 *Learning resources (staffing, physical, technical, other)*

The issue of space for the large student numbers in Nua-Ghaeilge – particularly in CK101 – is of concern. While space is evidently at a premium within the University, the Panel found it remarkable that the Department, rather than Room Bookings, was left with the challenge of addressing space issues due to increased student numbers.

In relation to resources, the most pressing issue appeared to be those which would enable improved School communication and structures. Having an identifiable physical space which would co-locate all three Departments would harness the School's collective potential to maximise their research and community impact. Having a School Manager in place, who could also support the Head of School and the embedding of School structures, would also be a critical aspect in realising a cohesive School.

2.3.3 *Student support*

The highly affirmative support and pastoral care of students has already been highlighted. This occurs at Departmental and individual level between students and lecturers. In line with good practice across the University, the School should ensure that there is student representation on School committees.

2.3.4 *External links/community engagement/employability*

There was exemplary evidence of community engagement and the work of the School was highly commended by external stakeholders. Staff in the School engage widely (for example as guest lecturers) with the local city and county Heritage Departments, and the Cork Historical and Archaeological Society, etc. Gaelcholáiste Mhic Shuibhne, Knocknaheeny came in for special mention – not least in relation to the leadership that has been shown by the Head of School in spearheading this project – for its impact on students, parents, staff (teachers) and the wider community in that area. The LOCUS project, which is spear-headed by EMI, was also commended as an excellent open source which is available to all, along with the Celtic Digital Initiative.

The Panel was treated to a highly engaging visit to the Cork Folklore Project (CFP) in Shandon, which was an excellent example of community partnership and engagement. There are considerable opportunities to integrate postgraduate research and student learning through this project. The Panel

saw the CFP as a potential vehicle for exploring future partnerships, with might include research, scholarships and joint programmes.

2.4 Staff

2.4.1 Staff Profile

Because of the different sizes of the Departments, there is an imbalance in the FTEs across the School (exacerbated by an increase in undergraduate numbers in Nua-Ghaeilge), which may lead to frustration amongst some staff members in relation to workload distribution. Developing School structures and meetings would increase transparency and communication around resource allocation and distributed workload. The School should explore potential for efficiencies across the Departments in terms of sharing workload (for both administration and academic purposes); for example, appointing Head Tutors to share some of the scheduling and academic administrative tasks. The implementation of a flexible workload model that is transparent and visible to all staff members would be beneficial in identifying issues and enabling the management of equitable workloads. The School should consider opening up more modules to students across the School which would facilitate regular sabbatical leave to all staff. This would have the added value of fostering a richer understanding amongst students of the breadth of “Irish studies” across the three Departments.

2.4.2 Staff Development Objectives

An ongoing issue for the School will be staff development; this is critically important for academic succession and leadership. Staff should be supported to develop their career pathways and the workload model should ensure sufficient time for all staff to undertake research, to enable their own career progression. While the staff profile demonstrates gender balance, there was an absence of female colleagues in leadership roles in the School. Both male and female colleagues should be encouraged to undertake leadership training, and more female colleagues to participate in initiatives such as Aurora.

2.5 Collaborative partnerships

The School’s exemplary external engagement has already been commented on and there are many examples of effective partnerships across the University, and at local and community level. The Panel was of the view that the School is too modest about its achievements, and that the School could leverage its international reputation to explore further opportunities for potential research partnerships and increase their visibility in support of strategic funding within the University, nationally and internationally.

Part 3: Commendations and Recommendations

3.1 Commendations and Opportunities

3.1.1 Commendations

In an ethos of quality enhancement, whereby good practice is acknowledged and disseminated, the Panel notes the following areas for commendation:

- The School's world-class scholarship and research, and its international reputation in the fields of study e.g. the prestigious publications of EMI, *Béascna* and the collaborative Irish Texts Society international conference proceedings
- Extraordinary sense of affirmation for *an chéad teanga oifigiúil*
- Highly committed, collegial and innovative staff
- Committed and dynamic leadership of the School, which has seen exciting and innovative projects come to fruition
- The contemporaneous nature of the programme portfolio e.g. Law and Irish; Commerce and Irish; MA in Translation Studies
- The School's digital delivery platforms e.g. the Celtic digital resource and the distance/online learning
- The School's capacity to attract international students
- Exemplary evidence of community engagement (e.g. Cork Folklore Project; *Gaelcholáiste Mhic Shuibhne*, Knocknaheeney); the School was highly commended by external stakeholders
- The Panel viewed the Cork Folklore Project (Bealoideas) as having great capacity, and a potential vehicle for exploring future partnerships, with might include research, scholarships and joint programmes.
- The SER presented examples of reflection and good practice
- Clear evidence of engagement with innovative teaching practices (as evidenced in the Case-Studies presented); examples of good practice which could be replicated, not only in UCC but beyond
- Highly affirmative learner support – pastoral care for students
- Innovative pedagogies – pro-active learning approaches, performative learning
- Research-led independent learning projects
- Highly competitive scholarship awards and successes for both undergraduate and postgraduates

3.1.2 Opportunities

The Panel is of the opinion that, by unleashing the benefits of the School as a collective, there would be many opportunities for the School as follows:

- Globally, Scoil Léann na Gaeilge is a rich synergetic field of scholarly activity; the School and University should recognise and acknowledge that Scoil Léann na Gaeilge are world leaders in the field
- There is potential for the School to leverage its synergies, resources and creativity through integrated School structures, in accordance with the vision of the University's Strategic Plan and Academic Strategy
- The School needs to harness its collective potential to maximise its research and community impact
- The University should proactively embrace the formidable opportunities to enhance its global reputation by building on the highly successful initiatives of Scoil Léann na Gaeilge

3.2 Recommendations

In formulating the recommendations, the Panel notes that it is remarkable that a number of recommendations from previous quality reports seem not to have been acted upon. The Panel recognises the international standing of Scoil Léann na Gaeilge at UCC, and calls for positive and proactive engagement and cooperation on all sides to deliver on the forthcoming recommendations.

3.2.1 Recommendations to the College

1. In recognition of the special status of Irish at UCC, and to increase the visibility of the School as a strong and vibrant centre for Irish learning, the School should be prioritised as space becomes available to enable co-location and centrality within the University campus. This space, which should accommodate School staff and postgraduate students, is a critical requirement to enable interdisciplinary dialogue, crucial to fostering School identity.
2. The appointment of a School Manager should be supported as a matter of urgency; this role should support the Head of School (HOS) and the embedding of School structures
3. Explore College-wide systems which will offer assistance to and support the School with timetabling and room bookings

3.2.2 Recommendations to the School:

1. Create an executive management team comprising Heads of Departments (HODs), and representatives from key committees (T & L, Research, School Manager).
2. Formulate and articulate a Strategic Plan for the School, which reflects its shared, cognate and collegial priorities. This should reflect the University's strategic vision.
3. Ensure succession planning for leadership roles, including HOS, HODs, and administrative roles; the School should consider having three HODs, as well as a HOS when planning for new School structures. The School should also consider gender equity in leadership planning.
4. Appoint a School Manager as a matter of urgency; this role should support the Head of School and the embedding of School structures.
5. Adopt structures that enhance communication and staff engagement across its constituencies, including a School assembly every semester. Establish interdepartmental Teaching & Learning (T & L), and Research committees.
6. Put in place a flexible, transparent workload model for the whole School.
7. Explore potential for efficiencies across the Departments in terms of sharing workload (for both administration and academic purposes); for example, appointing Head Tutors to share some of the scheduling and academic administrative tasks.
8. Continue to enhance oral and communicative competencies; strive to maintain high standards through monitoring the effectiveness of the standardised curriculum for *ranganna cómhra*.
9. Diversify assessment modalities in Modern Irish, and communicate assessment policies, (grading criteria, etc.) with students across all departments within the School; standardise the timing of feedback to students.
10. Continue to support postgraduates to attend conferences and submit their work for publication in academic journals (nationally and internationally); continue to convene and support graduate seminars regularly
11. Enhance formal pedagogical training for postgraduate students who teach courses/tutorials. This might be considered in association with CIRT¹.
12. Maintain consistent communication with the Office of the Vice President for Research and Innovation to stay informed on research funding opportunities and create visibility for current

¹ The Centre for the Integration of Research, Teaching & Learning

research and innovation within the School, (critical for both faculty and postgraduate students).

13. Sabbatical leave needs to be given serious long-term consideration within the School. Sharing of modules across the School could facilitate this process, as well as fostering a broader appreciation of the intellectual diversity offered by Irish/Gaelic/Celtic Studies.

Appendix 1: Timetable

SCOIL LÉANN NA GAEILGE PEER REVIEW PANEL SITE VISIT TIMETABLE

Tuesday 12 February 2019	
Venue: Tower Room 1	
12.00 – 13.30	Convening of Panel members. Briefing by Director of Quality Enhancement followed by lunch.
13.30 – 14.00	Private meeting of Panel
14.00 – 15.30	Meeting with Head, Scoil Léann na Gaeilge <ul style="list-style-type: none"> To be joined by Heads of Departments at 14.45 <ul style="list-style-type: none"> – Head of Department of Early and Medieval Irish – Head of Department of Folklore and Ethnology
15.30 – 15.50	Tea/coffee: Private meeting of Panel
15.50	Panel moves to CACSSS Seminar Room
16.00 – 16.50	Meeting with School staff Venue: CACSSS Seminar Room
17.00 – 18.00	Meeting with Stakeholders UCC Graduate Representative from Adult Education, UCC Heritage Officer, Cork County Council Retired Secondary School Principal, Kinsale Solicitor, Cork IT Professional/Organiser of Imbolc Cultural Festival, Ballyvourney Principal, Terence McSwiney Community College, Knocknaheeny Representative from AHRC-funded eDIL Project Representative from Dingle Hub, Dingle Venue: Staff Common Room
19.00	Informal dinner for members of the Panel & staff members of the School Venue: Jacobs on the Mall

Wednesday 13 February 2019	
Venue: CACSSS Seminar Room	
08.45 – 09.00	Convening of the Panel
09.00 – 09.30	Feedback from Head of College <i>Panel will have an opportunity to discuss written feedback from the Head of College.</i>
09.30 – 10.00	Meeting with administrative staff
10.00 – 10.30	Tea/coffee
10.30 – 11.15	Enhancing Student Learning Experience
11.15	Taxi to Cork Folklore Project, Shandon
11.15 – 12.45	Panel visits Cork Folklore Project in Shandon Director of the Cork Folklore Project
12.45 – 13.45	Lunch with members of the Cork Folklore Project in Shandon
13.15	Return taxi from Shandon to UCC
	Return to Tower Room 1
13.45 – 14.15	Meeting with Undergraduate Students Modern Irish Early and Medieval Folklore

14.15 – 14.45	Representatives of Postgraduate Students Modern Irish Early & Medieval Folklore
14.45 – 15.15	Meeting with Deputy Vice President & Registrar
15.15 – 15.45	Tea/coffee
15.45 – 16.30	Meeting with Senior Officers of the University: Vice President for Research & Innovation Head of Research Collections and Communications, Boole Library
16.30 – 17.30	Meeting with Programme Directors/Programme Coordinators
19.00	Working private dinner for members of the Panel to commence drafting the report. Venue: Meeting Room 6, River Lee Hotel, Western Road

Thursday 14 February 2019	
Venue: Tower Room 1	
08.45 – 09.00	Convening of the Panel
09.00 – 10.00	Meeting with Head of School
10.00 – 11.00	Tea/coffee and private meeting of Panel
11.00 – 11.30	Closing presentation Venue: CACSSS Seminar Room
11.30 – 15.00	Further work on drafting the final report (lunch)

Appendix 2: Table of Programmes

Table of programmes anchored in the School of Irish Learning

PROGRAMME	NFQ LEVEL
Department of Early & Medieval Irish	
MA (Early and Medieval Irish)	Level 9
MA (Celtic Civilisation)	Level 9
MA (The Beginning of Irish Christianity)	Level 9
Higher Diploma in Arts (Celtic Civilisation)	Level 8
Department of Folklore/Bealoideas	
Higher Diploma in Arts (Bealoideas)	Level 8
Higher Diploma in Arts (Folklore)	Level 8
Department of Modern Irish	
Higher Diploma in Arts – Modern Irish	Level 8
MA (Modern Irish)	Level 9
MA (Irish Language and European Law)	Level 9
MA (Translation Studies)	Level 9
MA (Gaelic Literature) (on-line)	Level 9