



**UNIVERSITY COLLEGE CORK
NATIONAL UNIVERSITY OF IRELAND, CORK**

QUALITY IMPROVEMENT/QUALITY ASSURANCE

PEER REVIEW GROUP REPORT

**SCOIL LÉANN NA GAELGE
COLLEGE OF ARTS, CELTIC STUDIES AND SOCIAL SCIENCES**

ACADEMIC YEAR 2010/11

Date 21st June 2011

Abbreviations

ACSSS:	Arts, Celtic Studies & Social Sciences
EMG:	Executive Management Group
HR:	Human Resources
JYA:	Junior Year Abroad
PRG:	Peer Review Group
QP:	Quality Promotion
QPC:	Quality Promotion Committee
RAM:	Resource Allocation Model
SAR:	Self-Assessment Report
VP:	Vice-President

PEER REVIEW GROUP MEMBERS

Name	Position/Discipline	Institution
Professor Kathy Hall (Rapporteur)	Department of Education	University College Cork
Dr. Carmel Halton (Rapporteur)	School of Applied Social Studies	University College Cork
Professor Mícheál Mac Craith	Scoil na Gaeilge	NUI, Galway
Méadhbh Nic an Airchinnigh	Scoil na Gaeilge	NUI, Galway
Professor Tomás Ó Cathasaigh (Chair)	Professor of Irish Studies	Harvard University, USA
Dr. Pádraig Ó Héalaí	Scoil na Gaeilge, Emeritus	NUI, Galway

TIMETABLE OF THE SITE VISIT

The timetable for the Site Visit is attached as Appendix A.

The timetable allowed for comprehensive coverage of all aspects of provision. However, the Review Group felt it was very intensive and would recommend that the process begin at lunch time on Day One.

PEER REVIEW

Methodology

The PRG appointed Professor Tomás Ó Cathasaigh as chair of the panel and Professor Kathy Hall and Dr. Carmel Halton as joint Rapporteurs.

The diverse membership of the PRG proved very effective. A mix of experienced, retired and early career academics made a significant contribution to the process.

The Review Group adhered quite closely to the schedule as set out in Appendix A. The team identified questions and issues it wished UCC representatives to address in the course of the proceedings. Members of the Group made notes and discussed the meetings as soon as

possible after their occurrence. The majority of meetings involved all members of the Peer Review Group. Meetings with students involved the Review Group splitting up to ensure all representative groups were met. Those members of the Review Group with the relevant subject expertise visited the Northside Folklore Project in Cork city. All members of the Peer Review Group contributed to the drafting of the Report and to the recommendations for improvement. The main points, incorporating the recommendations, were drafted initially on site during the visit and were finalised by email communications following the review visit.

Site Visit

The comprehensive timetable ensured all areas were covered although pressure of time meant that some visits were rather short e.g. the visit to the library. The visit to the Northside Folklore Project in the north of city was especially insightful and enabled the Review Team appreciate firsthand the contribution to the community made by members of the School. The PRG found that visiting the accommodation and facilities of the School was very important to understand how physically dispersed the School is. The site visit permitted an understanding of the School in terms of its physical location within the University. It also provided an opportunity to see differences in accommodation across the three departments within the School.

The PRG was satisfied with the representation of all categories of relevant staff at UCC in the meetings held with internal stakeholders during the site visit.

Peer Review Group Report

At the end of each evening the members of the PRG had a structured conversation where comments were documented, field notes made during the day were considered, and observations were recorded and interpreted. A draft final report was compiled by the rapporteurs and circulated to all members for comment and development. All stages of writing were undertaken collaboratively.

All members of the PRG contributed to and agreed the final report.

OVERALL ANALYSIS

Self-Assessment Report (SAR)

The members of the PRG received a document comprising of one page on the School itself and three different SARs from the three different departments within the School.

Early and Medieval Irish

The SAR was illuminating and thorough. All members of PRG could understand clearly its purposes and functions. It was well organized and focused.

Modern Irish

The SAR would have benefited from some development. Specifically the Report would have been enhanced had the module descriptions been included.

Béaloideas

The SAR was altogether satisfactory, offering a clear and comprehensive account of provision and activities within the Department.

SWOT Analysis

The substantive SWOT analysis was carried out as three independent units rather than as a School, reflecting the current allegiances and identities around Disciplines/Departments. When the Departments begin to see themselves as a School the PRG believes a single SWOT analysis might help to identify a School community and membership. The PRG believes there is the potential to develop the disciplines under the umbrella of the School and evolve a School identity without compromising understandable disciplinary identities and practices.

Benchmarking

There was no evidence presented to the Review Group of visitation to similar programmes in other institutions. However, in the individual Departments' SARs reference was made to the challenges which benchmarking presented to them in terms of locating comparable departments or schools. The absence of a thorough benchmarking exercise meant that it was difficult to cross compare and consider the school in its wider context. The PRG understood from the QPU that monies were available to the Departments as part of the Peer Review process to undertake this exercise but the departments/school did not avail themselves of this facility. The PRG regretted that this exercise was not completed in line with the guidelines provided by the Quality Promotion Committee. In the interests of the future development of the School, the PRG recommends that such an exercise be carried out.

FINDINGS OF THE PEER REVIEW GROUP

Department/School Details

The PRG noted that the initial steps of setting up the school have been taken. A Head of School has been appointed.

Department/School Organisation & Planning

The PRG was asked to review a school. However, as already noted, colleagues tend to align with Departments/Disciplines and not a School. This also applies to students who strongly identified with their respective Departments.

Some academics reported that the notion of a school makes no sense. If the structure of a school is going to be facilitative and fit for purpose, in our view, much more attention needs to be devoted to how this is going to happen at the level of the membership and at senior levels of the University. More work needs to be done to ensure that members of the new School benefit from this structural arrangement in terms of courses, students, and budgets. It may be that some areas of activity, specifically postgraduate work, especially lend themselves to interdisciplinary and cross-disciplinary working.

Heads of Discipline should be appointed as quickly as possible in facilitating the Head of School to move forward and develop the whole structure and context of the new School. The PRG recognizes the point made by several colleagues regarding the potential conflict of interest when the Head of School is also the Head of Discipline.

Planning for succession is an issue. There is a concern that when people retire their posts will not be filled bearing in mind the discipline needs. The concern is that posts will be advertised as School positions and that professorships tied to disciplines will be lost. Béaloideas currently has no chair. The PRG recommends that the two existing chairs be protected and that a Chair of Béaloideas be appointed as soon as possible.

Academic staff are rightly concerned that the integrity of the disciplines be supported and some are concerned that this may be imperilled by a school structure, especially by being forced to fit a school structure. It is clear to the Review Group that there is natural co-operation and the potential is there to work in cross disciplinary teams. The PRG would caution against diverting activity away from areas that have taken decades to build up and that have credibility with students and other academics in the field. It is imperative that courses offered in the disciplines and across the disciplines are of an excellent standard. Engaging in short-term commercial enterprises may not benefit the disciplines or the University in their long-term aims of educating and facilitating students in the region.

Teaching & Learning

The contribution of the three departments to the education of students in the Munster region and beyond is invaluable. The importance of supporting and servicing students in the south of the country and beyond this region is recognised by the Departments but may need to be further emphasised in future planning.

The courses run in the three Disciplines in the School play a central role in the College and the University. The high quality of teaching and learning is abundantly evident from the commitment of staff members to high-quality teaching. Students were keen to emphasise to the PRG how committed, enthusiastic and inspirational they found the vast majority of their lecturers and supervisors.

Overall, students are extremely positive and complimentary about their courses and their tutors. They appreciate the academic standing of their courses and value their academic and cultural experience in the University. Moreover, all students commented on how approachable and accessible they find their lecturers and tutors, referring to a genuine 'open door' policy on the part of staff. Such positive accounts were confirmed by external examiners' reports for all three disciplines.

All postgraduate students were extremely positive about their supervisors' support of them.

There is an issue about timetabling for some students. For instance, for Sport Studies students, teaching practice coincides with key lectures which they have to miss because of school commitments, while for Law and Irish there is a major issue around the timing of tutorials. These timetabling issues need to be addressed to ensure that current students are accommodated and that courses are made as attractive as possible to prospective students.

The PRG considers that it is important that areas of scholarship in the three disciplines that have been built up over many decades continue to be developed and shepherded. While a push to new markets and interdisciplinary working is understandable and potentially enriching, it is vital that areas of central and core significance to the disciplines are not damaged or compromised in such processes.

Assessment practices merit some review based on our meetings with students. The PRG recommends that a greater range of assessment methods be used so that students can demonstrate their knowledge and skill in a variety of formats and contexts. Continuous assessment, especially pre-Christmas, would merit further exploitation and exploration. Diverse approaches to summative assessment beyond the end of year examinations may be worth investigating. On the other hand, the PRG also recommends that a co-ordinated approach be adopted to assessment so students are not disadvantaged through different tutors demanding different levels of work within the same module. Consistency and equity need to be further considered in the planning, marking and feeding back on assignments.

There are several supports within the University that staff may draw on to develop their assessment models. For instance the workshops provided by Ionad Bairre under the direction of the Vice President for Teaching and Learning may offer opportunities for colleagues to extend, refine and evaluate current teaching, learning and assessment practices.

The PRG also recommends a better balance between contemporary and classical literature through the three years of the undergraduate course. The PRG suggests that colleagues consider the common co-ordinated language syllabus that is being drawn up and implemented by An Mheitheal um theagasg na Gaeilge ar an 3ú leibhéal, with a view to adapting it to their needs.

Some students interviewed for this review remarked on the wide range of competence in spoken Irish on the part of fellow students, noting in particular that on one end of the spectrum there are many students whose grasp of the language is very poor and this results in the more accomplished students feeling that they are not making sufficient progress in oral Irish beyond what they had achieved at Leaving Certificate level. Students are very enthusiastic about the use of oral Irish and would welcome greater emphasis on a communicative approach. They would also welcome greater opportunity to go to An Ghaeltacht to enhance their competence. While recognising the resource implications of such an initiative, the PRG recommends that budgets should support this as far as possible. The Department of Modern Irish should provide facilities, where possible, to enable students practise oral Irish. While there are new practices associated with the new technologies that render language laboratories less significant than they once were, it seems students still value and benefit from some access to language laboratories. The PRG recommends that greater attention is paid to developing a more receptive culture throughout the University for the Integration of spoken Irish on campus. Some students commented on cultural challenges that made the speaking of Irish on campus a self-conscious experience.

Research & Scholarly Activity

The PRG were singularly impressed with the range and quality of the research publications of the staff in all three Departments of the School. Academic staff have been highly successful in supporting postgraduate students win prestigious IRCHSS scholarships. Many members of staff have been very active in research and scholarly activity while several have published significant work of international importance.

The PRG would like to commend the excellent work being undertaken at the Northside Folklore Project and noted that it has not been adequately recognized to date. The promotion of outreach activities at local level is very important. Generation of goodwill towards the University through this programme is bound to be significant but probably not easily measured in current research and evaluation exercises. A broad definition of research is necessary in the case of Béaloideas – assembling an archive (visual and audio) needs to be regarded as research. The PRG strongly recommends that activities undertaken by Béaloideas that are specific to the discipline be given parity of recognition with more traditional research activities. The PRG recommends that the Northside Folklore Project be recognised as an influential and unique research undertaking and a major contribution to the community.

The PRG recommends that the University should give parity of esteem to research in the Irish language.

The PRG recommends that the highly regarded, bilingual journal, *Béascna: Iris Bhéaloideas agus Eitneolaíochta COC / UCC Journal of Folklore and Ethnology* be made available on JSTOR or some other similar online system for academic journals.

The University should cooperate with the Departments in financially supporting them to enhance the quality of research. Modest support has been made available to Departments via the JYA and the PRG recommends that this should be continued and increased.

Sabbatical leave and support to present at conferences are two crucial elements in maintaining a healthy, research-oriented School and Discipline. Such research support is vital to the integration of research and teaching as stated in the University's Strategic Plan.

Staff Development

The Review Group welcomed the re-introduction of sabbatical leave. The PRG emphasised the importance of developing a culture in the School that would promote and enable colleagues to avail themselves of sabbatical leave arrangements, in order to further their research and scholarly activities. The promotion and dissemination of research is crucial to the ongoing development in all three Departments and for the future success of the School. Heads of disciplines in co-operation with the Head of School should work to help staff avail of sabbatical leave.

The recent introduction of an academic travel grant of 500 euro per annum should go some way towards assisting staff in presentation of their work at relevant conferences and workshops.

As previously stated the PRG would encourage staff to avail themselves of the teaching and learning seminars and other support services provided by Ionad Bairre.

External Relations

The Departments play a very important role in this area. They are centrally involved in promoting the Irish language and culture throughout the University and in the Munster region.

Many staff in all Departments have won both national and international academic acclaim for their work in their various disciplines.

The Departments attract a number of students from abroad to undertake postgraduate studies. This is a valuable scholarly and fiscal resource both to the School and to the University.

The PRG acknowledge the very valuable role that the School in contributing to the overall strategic mission of the University in promoting Irish culture and the Irish language.

The external stakeholders who attended a session with the panel were very positive and affirming in their commendation of both staff and their work. They were also fulsome in their praise of the high calibre of students being produced by all three departments.

It was noted that further opportunities to promote and to showcase the Irish language throughout the University campus should be given serious consideration. More social and public events could provide appropriate and stimulating opportunities for development and growth of the Irish language and culture in the University and throughout the Munster region.

Support Services

The Review Group would advise the promotion and development of closer communication among the three Departments to ensure the future development of the School within the University structure.

Library services were very good. There is a highly effective and efficient method of sorting books and the special facilities in the basement for housing manuscripts are also very impressive.

The Office of Buildings and Estates needs to be involved in reassessing the suitability of some of the accommodation available within the school. Specifically, the accommodation in which Béaloideas is currently housed needs to be urgently upgraded. Issues of access and health and safety need immediate attention.

Departmental/School Co-ordinating Committee & Methodology employed in the preparation of the Self-Assessment Report

All three Departments prepared the departmental Self-Assessment Reports.

The Head of School coordinated the School report and some staff spoke to the panel of their disappointment at not being included in the process of preparing the self-assessment report of the School. The PRG noted that some members of staff in Modern Irish had not had the opportunity of viewing or commenting on the final report for their Department prior to submission to the QPU.

The Peer Review Group noted that there was some staff dissatisfaction with the Review process, in particular the lack of opportunity to review the document prior to its submission.

Governance

Members of the School see themselves primarily as belonging to Departments rather than to the School. It may be that the process of moving towards a School in practical and identity terms could begin by operating as a School for postgraduate level work and continuing to

work at discipline/department level for undergraduate work. It remains important to maintain department identity.

Traditionally the Head of Discipline had to have attained the status of Senior Lecturer at a minimum. This requirement posed some difficulty for the disciplines in this School since Lecturers were precluded from such a leadership role. However, the new, more flexible rules that allow Lecturers assume the role of Head of Discipline are welcomed by the Review Group as they will facilitate much needed clarity in the formal delegation of leadership responsibilities to members of staff.

Schoolification

The cooperation that already exists among the three units that make up the School could be extended to explore different School models that may suit their purposes and ways of working. For example, it may be that an incremental approach whereby some activities, specifically postgraduate work, could be foregrounded in the early years moving towards a meaningful school structure. A multi-unit School would enable Departments to further develop the co-operation that already exists without compromising their disciplinary identities. It is important that the Heads of Discipline and the Head of School liaise with Universities authorities in evolving the kind of School structure that will enhance course provision and research and scholarly activity.

Staffing

The Peer Review Group detected a certain anxiety about the implications for a School carrying the deficit that has accumulated in the Department of Béaloideas.

The absence of a Chair in Béaloideas is a grave concern to the staff and means that scholarly leadership and progression of the discipline is compromised. The PRG recommends that the University takes on board the pressing need for appointing a Chair in Béaloideas not only in the interests of the Discipline but also in facilitating a truly integrated School where the three constituent Disciplines enjoy parity in staffing status.

Concern was expressed about the mismatch between recruitment and resources, and Modern Irish, in particular, have argued that they may need to cap student numbers as the current workload/situation is unsustainable. This would be a great loss to the University and to the region and the PRG advises that the issue of resources be examined carefully with a view to obtaining an appropriate balance between student numbers and staffing resources.

Accommodation

Some office accommodation and student postgraduate accommodation viewed by the PRG was deemed to be inadequate for the number of people using it. The Head of School stated

that she had repeatedly requested more space and on occasions had not received an acknowledgement to her requests from the relevant sections of the University.

Space and accommodation are explicitly associated with receipt of IRCHSS funding. The host institution is under obligation to IRCHSS to provide adequate facilities for the recipients of its scholarships. Dedicated space for postgraduate students is available throughout campus and it needs to be utilized more by postgraduate students of the School. The Review Panel deems the current School accommodation provision for postgraduate research as inadequate. The space used is regarded by the Panel as unhealthy and in need of immediate attention. Students have no dedicated space/lockers so postgraduate students have to carry their books and papers with them everywhere. The PRG recommends that the issue of accommodation for postgraduate students and those on IRCHSS scholarships be addressed as a matter of urgency by the University's Space Committee. The planned dedicated space (at Sheraton Court) for postgraduate students incorporating lockers, shelves, desks etc. should relieve the space problem for postgraduate students and, as the Head of College advised, one of the rooms could be ear-marked for Irish-speaking postgraduate students. We recommend that this is progressed as soon as possible.

The central departmental office for Béaloideas is regarded by the PRG as inadequate and not fit for purpose. The scanner is placed in a postgraduate room and the photocopying machine is housed in the administrator's office. The office of the departmental administrator should be located on the ground floor to ensure visibility and to address security concerns – the latter especially relevant during the summer months when fewer students are on campus. It seems that the reason why the administrator is housed on the third floor is due to the limited internet access on the ground floor. The Review Group concludes that accommodation conditions pose challenges for health and safety and recommends that they are given immediate attention.

Concerns were raised regarding the room G.20, which currently has to be booked through central bookings – a space that was originally a dedicated office space of the Department of Modern Irish. While 5 Elderwood, College Road, is the dedicated accommodation for Béaloideas/Department of Folklore, no priority booking is available on the room on the ground floor for the staff which seriously impacts on those using the facility.

If the School is to be a truly integrated unit then the location of Béaloideas needs to be urgently addressed. Currently Béaloideas is located at too far a remove from the other departments.

Financing

Currently it appears that while the School is financially sound, Béaloideas continues to run a significant deficit due to the costly nature of some of its activities. It is imperative that the Head of Discipline of Béaloideas, in liaison with the Head of School (and possibly the Head of College ACSSS) could carefully scrutinise how it deploys its scarce resources and seek to

obtain a better fit between its provision and its costs. It may be that a greater proportion of the funding from the JYA scheme could be used to incentivise and support areas deemed of central significance to Béaloideas.

Communications

Better and more meaningful communication systems between the School and the University are needed.

Communication between the University management and the School needs to be on matters of significance to the School. Information gathering on general details regarding numbers of students, staff and student profiles should be carried out by the administrative staff in the University. The Head of School spoke to the PRG about the extent of her time spent on the collection and collating of data that she believed could have been done by the College /University administration.

The School needs greater visibility both in the University and in the community. The Review Group regards the upgrading of Departments' websites and the introduction of a School website as a priority for the School. This exercise could provide an opportunity for colleagues across the three disciplines to come together and identify areas of joint working. It is likely that links with other Departments and Schools in the University be identified e.g. Béaloideas and History, Béaloideas and Sociology in relation to anthropological aspects. Students of Music could take courses in Béaloideas e.g. Tradition and Blues offered by Béaloideas. There is huge potential for overlap here between the Schools of Irish and Music at UCC. The PRG hopes that students of Irish would have the opportunity to take a course or courses in the Music Department on the theory and practice of traditional Irish music.

Greater communication and interaction between the staffs of the three departments is needed. More joint research and development projects could be explored. However, the PRG recognises that research initiatives have to grow organically and cannot be imposed.

Implementation of recommendations for improvement made in Peer Review Group Report arising from last quality review

The PRG noted that the previous Quality Review Report identified accommodation as an issue and recommended that it be attended to. The fact that this Review is also pinpointing space as a serious issue in need of attention casts some doubt on the potential of this exercise and the Peer Review Group to influence developments. The PRG recommends that School Discipline leaders liaise with the Head of College to action this.

Department of Modern Irish Follow-Up Report

Recommendation of PRG	Recommendation of QPC	Follow-up Report January 2006	Follow-Up Report March 2011
That clear lines of demarcation should be made and maintained between Department of Modern Irish and the Department of Early and Medieval Irish.	Agreed that the separate identities of the two departments should be supported. The QPC would encourage flexibility wherever possible and noted the comments of the Department regarding sharing of facilities, etc.	Implemented. The two departments have separate budgets and are treated as separate departments by the College of ACSSS and the University.	Implemented. The two departments have separate budgets and are treated as separate departments by the College of ACSSS and the University.
That an additional postgraduate room is required plus additional computing facilities	Recommended that the Department discuss the issue of space with the Dean of Arts, with a view to bringing forward a proposal to the Space Subcommittee of the Buildings Committee. QPC also recommended that the Department consider the availability of sources outside of UCC which might provide grants for the provision of IT equipment. The Department should consider liaising with Ionad na Gaeilge Labhartha who have achieved significant success in this area.	This is under active consideration by the Space Subcommittee of the Buildings Committee. The Space Subcommittee has completed an audit of the space usage in the O'Rahilly Building and is preparing a report for the Buildings Committee with recommendations for re-allocation of some space. Implementation will be difficult but is necessary if the University is serious about plans for enhancement of its research agenda.	This has not been implemented and five years later is now being re-recommended.
That the two senior members of staff due to retire within the next number of years be replaced immediately.	Noted that one replacement is already in place and endorsed the recommendation that staff in the Department be replaced on retirement. The responsibility of the University to support the Irish language by ensuring the provision of appropriate programmes and by supporting the activities of the Irish departments was acknowledged.	Implemented. One replacement has already been appointed and the Chair of Modern Irish has been sanctioned for filling on the retirement of the present incumbent.	Implemented. Both senior members of staff have been replaced at the appropriate levels.
The transfer of the College Language Teacher to the Department is welcomed.	Noted that the recommendation had already been implemented.	Implemented.	Implemented.

Recommendation of PRG	Recommendation of QPC	Follow-up Report January 2006	Follow-Up Report March 2011
<p>The initiatives suggested by Roinn na Nua-Ghaeilge deserve full consideration.</p>	<p>Noted recommendation with support for proactive considerations of Department.</p> <p>The possibilities outlined by the Department referred to two initiatives, both with funding implications: (a) that the Department could become the principal scholarly centre for publications in the Irish language, and (b) that it would establish an archive of the Irish-language dialects of Munster which might be extended, with the assistance of the English Department, to include English-language dialects also. While these are aspirational, the Department intends to explore them further with the Dean and others.</p>	<p>This recommendation is still under consideration. To implement this recommendation would require additional space and personnel resources. The implementation of the RAM in 06/07 may realise the necessary resources.</p>	
<p>Profile of the Department</p> <ul style="list-style-type: none"> - department should aim to achieve greater publicity for their achievements - hold regular and widely publicised seminars - include history of department on web site 	<p>QPC strongly endorsed the recommendation that the Department should celebrate its achievements on a broader scale and suggested that the Director of the Office of Marketing & Communications should assist in this endeavour.</p> <p>The QPC was made aware of a new book by the Professor of Modern Irish which has recently been published and recommended that this should be celebrated publicly.</p>	<p>The Department is continuing to work towards this goal. The web site for the Department has been significantly improved and is continuously updated. The department is well recognised at national and international level and has a high profile outside UCC. The Department is seeking to raise its profile within UCC.</p>	
<p>That the possibility of having greater co-ordination in the language syllabus of the department be examined.</p> <p>To liaise with teachers and schools at second level on standards and developments and that the department should use the information in syllabus development.</p>	<p>Endorsed recommendation and noted that the Department is already seeking to take action.</p>	<p>Implemented.</p> <p>The department has re-organised the delivery and assessment of the language syllabus, ensuring that all tutors and teachers are working to the same content and same standards. The structure of language teaching has been improved and is continuously monitored.</p>	<p>Implemented.</p> <p>The department has re-organised the delivery and assessment of the language syllabus, ensuring that all tutors and teachers are working to the same content and same standards. The structure of language teaching has been improved and is continuously monitored.</p>

Recommendation of PRG	Recommendation of QPC	Follow-up Report January 2006	Follow-Up Report March 2011
<p>That the University should fill the Chair of Literature left vacant since 1991.</p>	<p>Endorsed. The QPC would be very supportive of imaginative solutions to the difficulty of financing the filling of the Chair of Literature and recommended that the Department explore the possibilities for external funding of the post, for example by means of making a proleptic appointment. QPC recommended the Department should engage with the VP for Planning, Communications and Development and the Director of Development to explore possibilities.</p>	<p>Remains under consideration. The department is aware that filling of the Chair requires substantial investment and will engage in discussions with the VP for Planning, Communications & Development about possible sources of external funding.</p>	<p>The chair of Béaloideas is now a pressing matter.</p>
<p>The University should give serious consideration to establishing a centre for academic writing to service all sectors of the university.</p>	<p>QPC expressed its welcome for suggestions/proposals from the Department as to how this may be addressed. QPC suggested that the Department discuss with Ionad na Gaeilge Labhartha and would encourage the use of existing facilities where they exist. The development of summer schools, short programmes are all possibilities the Department are asked to consider.</p>	<p>Remains under consideration. This is related to the previous recommendation. Establishment of such a centre would need a dedicated post to be put in place. There is a possibility of establishing a 'University writers scheme in Irish language' The Acting Head of the College of ACSSS undertook to investigate possibilities.</p>	
<p>Consideration should be given to acknowledging the fact that the excellent work of the administrative colleagues on the Department is carried out in two languages.</p>	<p>QPC recognised the expertise of the administrative staff and suggested that this be brought to the attention of the Department of Human Resources who should be requested to consider how the skills should be acknowledged and whether re-grading of the post(s) would be appropriate.</p>	<p>Implemented. An allowance has been made to acknowledge the fact that additional skills are required.</p>	<p>Implemented. An allowance has been made to acknowledge the fact that additional skills are required.</p>

Department of Early & Medieval Irish Follow-Up Report

Recommendation of PRG	Recommendation of QPC	Follow-up Report January 2006	Follow-Up Report March 2011
<p>That the UCC Authorities help and encourage the Department of Early and Medieval Irish, under the auspices of the East-West dimension of the Anglo-Irish agreement, to reinstate the Celtic Studies network which worked well in the 1980s.</p>	<p>Endorsed. The QPC recommended that the Department take the initiative and make appropriate suggestions for action.</p>	<p>On-going. The Department has acquired another partner, which will lead to developing further connections to universities in Wales. The Celtic Studies Network is an EU matter, and some progress is being made through EU links.</p>	
<p>PRG considers that, particularly in First Arts, it is important to move away from the more passive forms of learning associated with the traditional lecture format, and to encourage a more active engagement in learning through discussion, writing and debate.</p>	<p>Endorsed</p>	<p>The Department has reviewed its curriculum and has implemented alternative forms of continuous assessment for First Year courses, focussing on the acquisition of understanding. The use of Blackboard is becoming more frequent, and the Department is attempting to encourage its use as an ancillary to teaching. The Department seeks to avoid use of Blackboard merely as a repository of factual information.</p>	
<p>That the provision of Welsh on the curriculum be enhanced.</p>	<p>Endorsed. QPC welcomed positive attitude of Department to the recommendation.</p>	<p>The Department continues to develop this area. A visiting lecturer scheme has been put in place. A Medieval Welsh course has been put in place for Masters programmes but it is difficult to progress much further without a staff member specialising in this area.</p>	

Recommendation of PRG	Recommendation of QPC	Follow-up Report January 2006	Follow-Up Report March 2011
That the Department establish close working relations with the administrators of the PRTL grant for 'Transmissions and Transformations of the Ancient World'.	Endorsed.	Implemented.	Implemented.
That the separate identity of the Department of Early and Medieval Irish should continue to be recognized.	Very strongly endorsed	Implemented.	Implemented.
That separate budgets, under two separate budget codes, be allocated to the Department of Early and Medieval Irish and to the Department of Modern Irish.	Endorsed.	Implemented	Implemented
That the vacant Chair in Early & Medieval Irish be filled as a matter of urgency.	Endorsed. QPC referred the issue to the Deans-EMG for consideration, acknowledging the importance	Implemented. Chair was advertised and filled in 2005.	Implemented. Chair was advertised and filled in 2005.
That the College Authorities give consideration to lengthening the Christmas Vacation to three weeks.	The QPC recommended that the issue be considered by the Registrar and Deans.	Implemented. This is being tried on an experimental basis for 2006/07 with a review following the experiment to decide the structure of the academic year for the following years.	
That the Department should be given an increased proportion of the fees paid by overseas students. An appropriate portion of the Summer School and Early Start fees should be assigned to the department.	The QPC noted and welcomed the comment from the Dean of Arts which confirmed that the Department are receiving an increased proportion of the fees from the current year.	Implemented.	Implemented.

Recommendation of PRG	Recommendation of QPC	Follow-up Report January 2006	Follow-Up Report March 2011
The College should assign extra space to the Department as a matter of priority.	Noted by QPC. The QPC suggested that the Department should make a submission to the Space Subcommittee of the Buildings Committee making a case for extra space.	Not implemented. The issue of space allocations is under active consideration by the Space Subcommittee of the Buildings Committee for a number of years. The Space Subcommittee has conducted an audit of the space usage of the O'Rahilly Building and has yet to make recommendations for change in space allocation to the Buildings Committee.	Space remains a significant issue.
That the Department should gain a post-Doctoral Teaching Fellow, so as to release full-time members of the department for regular Study Leave. This Fellowship might be funded from increased revenue from, and increased departmental sharing of, JYA funds. The Department should be given an increased proportion of the fees paid by overseas students. An appropriate portion of the Summer School and Early Start fees should be assigned to the department.	Noted by QPC. The QPC observed that when the recommendation concerning the allocation of fee income to the Department is implemented the Department will be able to use the monies accruing from all sources for this purpose if the Department deems it appropriate.	The Acting Head of College noted that proposals are being considered in the College of ACSSS to put in place a Postdoctoral Fellowship Scheme. The Department confirmed it would consider use of some of the monies accruing from JYA fee income, but needs to accumulate a surplus for a couple of years in order to have sufficient funds. Some of the JYA fee income is already going towards funding the Locus Project (http://www.ucc.ie/locus/).	

Department of Béaloideas Follow-Up Report

Recommendation of PRG	Recommendation of QPC	Follow-up Report January '06	Follow-up Report March 2011
That a more formalised	Endorsed by the QPC.	Implemented.	Implemented

Recommendation of PRG	Recommendation of QPC	Follow-up Report January '06	Follow-up Report March 2011
administrative structure be put in place, to include department management group meetings.		A formalised administrative structure has been put in place in the department. Formal departmental procedures have been developed for various eventualities, including absences, missing of lectures and examinations.	A formalised administrative structure has been put in place in the department. Formal departmental procedures have been developed for various eventualities, including absences, missing of lectures and examinations.
That a formal staff:student committee be established.	Endorsed by the QPC. The QPC welcomed the response of the Department.	Implemented. The staff:student committee is in its second year of operation.	Implemented.
That staff responsibilities be rotated so that all staff engage in and gain experience in departmental administration.	Endorsed by the QPC. The QPC welcomed the response of the Department.	Implemented. - in so far as is possible with the small cohort of staff available.	Implemented. - in so far as is possible with the small cohort of staff available.
That a realistic strategic plan for the Department be developed and formulated as soon as possible.	Endorsed by the QPC. The QPC recommended that discussions should take place with the Deans of the Faculties of Celtic Studies and Arts on the development of Celtic Studies in UCC and the relationship of an Roinn an Bhéaloidis with other cognate departments, in particular those interested in Celtic Studies.	Implemented. A strategic plan has been developed and includes support for the proposal of a School of Irish/Celtic Studies	Implemented.
That serious concerted attention be given to the areas of teaching and learning.	Endorsed by the QPC.	Implemented and on-going. The Department has given priority in getting the new First Year programme successfully launched. The Department is planning to review some courses in 05/06. The Department has also introduced a Visiting Lecturer programme which brings in an external speaker every two weeks.	Implemented and on-going.

Recommendation of PRG	Recommendation of QPC	Follow-up Report January '06	Follow-up Report March 2011
That a first-year programme in Folklore be initiated as soon as possible.	Endorsed by the QPC.	Implemented. The new programme has commenced and 20 Irish plus additional visiting students are registered. There is no evidence of a reduction in the course on Irish Language already offered in First Year.	Implemented.
In tandem with future planning and curricular review, that material culture be considered as an appropriate area of specialization for a new appointment.	Both the recommendation and the comment of the Department were noted by the QPC.	Implemented. A new appointment in the Department has taken responsibility for this.	Implemented
That a curriculum review be carried out and that a 3-year BA in Folklore be introduced.	Endorsed by the QPC.	Implemented.	Implemented
That opportunities to develop or enhance pedagogical skills be availed of.	Endorsed by the QPC.	Implementation on-going. Staff are taking advantage of all opportunities to engage in enhancement of pedagogical skills.	Implementation on-going.
That archival resources and audiovisual aids be regularly used in teaching.	Endorsed by the QPC. The comment of the Department was noted by the QPC, who confirmed this is being addressed. The QPC noted that significant resources are being put into support for equipping and up-grading as many of the common teaching spaces as possible over the summer months. The QPC hoped this will alleviate some of the difficulties experienced by the Department.	Implemented as far as is possible with resources available in teaching rooms allocated to the Department. Members of the department use A/V aids and are improving A/V resources. Many of the courses use archival material and this use is increasing. The department's pilot CD-ROM, An Léann Dúchais Leictreonach, funded by the HEA, is now almost ready. One member of staff is in the process of sourcing Irish-language A/V materials, particularly from TG4 and Radio na Gaeltachta. Further HEA funding, to the tune of €25,000, was secured by a	Implemented as far as is possible with resources available in teaching rooms allocated to the Department.

Recommendation of PRG	Recommendation of QPC	Follow-up Report January '06	Follow-up Report March 2011
		member of the Department in 2005 order to put An Léann Dúchais Leictreonach on-line. Also in 2005 an application from a member of staff won €22,300 from the President's Strategic Fund for the project 'Backlog Reduction and Enhancement of Archival Knowledge'.	
That the teaching of the Department should continue to be informed by the use of student questionnaires.	Endorsed by the QPC.	Implemented.	Implemented
That both Folklore and An Léann Dúchais be maintained at both undergraduate and postgraduate levels.	Endorsed by the QPC.	Implemented.	Implemented
The PRG welcomed the first draft of a Departmental Student Handbook, and recommended that the completed document should include course outlines, an overview of programmes, and, where appropriate, more recourse to publications of folklore scholarship in Ireland.	Endorsed by the QPC. The QPC noted and welcomed the prompt action of the Department in this regard.	Implemented. The Department noted that all appropriate publications and source materials are used to support teaching.	Implemented
That more submissions to appropriate international peer-reviewed journals are made.	Recommendation noted by the QPC. The QPC noted the very significant publication record of the academic staff of the Department and the award to a member of the Department of the Faculty of Arts Research Achievement Award.	The staff of the Department continue to publish extensively in all appropriate media, including international peer-reviewed journals. The Department submitted an extensive list of publications since the quality review.	The staff of the Department continue to produce publications of high quality in all appropriate media including international peer-reviewed journals, and also make a significant contribution to the development of folklore scholarship in the Irish language.
The PRG also recommended that the southern region's rich traditions and	Noted by the QPC. The QPC noted the comments of the	Recommendation and comment noted. The research of the	The Department's activities and research clearly demonstrate its

Recommendation of PRG	Recommendation of QPC	Follow-up Report January '06	Follow-up Report March 2011
resources should be a particular focus for fieldwork, research, and publication.	Department in connection to this recommendation and the current research interests of the staff of the Department.	Department will continue to be informed by best practice elsewhere.	focus on regional culture.
That further links with other institutions, both national and international be sought and formalised.	Endorsed by the QPC.	Implementation on-going. For the size of the Department it has an extensive range of links with other institutions, national and international, and the Department is seeking to extend these further.	Implementation on-going and efforts to forge new links continue to be successful.
The Department's web site should continue to be developed.	Endorsed by the QPC.	The web site has been improved. The Department is planning at developing a fully bi-lingual web site.	Implemented.
That, on retirement of the present Head of Department, a replacement be appointed without delay.	Implemented. The QPC noted that a 3-year appointment at Lecturer level had recently been approved by the Deans-EMG.	Implemented.	Implemented.
That the Tenure B post be regularized.	Endorsed by the QPC.	Implemented.	Implemented.
That the members of the Department be located in one venue.	Endorsed by the QPC. The QPC requested that the Space subcommittee of the Buildings Committee be written to recommending that this issue be given due attention.	The Department is not a large one and to be divided over three locations is seriously disadvantaging for the members. It is recognised that space is a difficult issue in UCC. Nevertheless it should be possible to resolve the needs of this Department, even with current restrictions.	The provision of a single location for the School must remain a priority, especially in view of the positive effect this measure would have on the advancement of schoolification. Béaloideas is in a very vulnerable position physically in the University.
The Departmental Folklore Archive be given sustained financial support to secure its future, and to provide a full-time archivist.	QPC noted this recommendation and commented on the importance of the archive. QPC suggested that perhaps some resources allocated to the Department from JYA	There has been no sustained financial support to date to secure the archive's future nor to provide a full-time archivist. At the moment, the only source of funding available for the archive is	Sustained financial support for the Department of Folklore Archive is of vital importance for the continued success of the Department's teaching and research activities. Assembling and

Recommendation of PRG	Recommendation of QPC	Follow-up Report January '06	Follow-up Report March 2011
	<p>funds or other international sources be used for this valuable purpose.</p> <p>The QPC suggested that the Department consult with the Head of the International Education Office on possible avenues for funding.</p>	<p>from JYA.</p>	<p>maintaining the archive represents a valued contribution the Department makes to regional and folklore studies.</p>
<p>Both Departmental and Archival computing facilities, including those of the Northside Folklore Project, be upgraded.</p>	<p>Endorsed by the QPC.</p> <p>The QPC noted and welcomed the intention of the Department to seek funding for this purpose.</p>	<p>Implemented.</p> <p>The departmental computer facilities are in the process of being upgraded and have substantially improved since the Quality Review was carried out.</p>	<p>Implemented</p>
<p>Urgent steps be taken to ensure the safety of the Northside Folklore Project's archival holdings.</p>	<p>Endorsed by the QPC.</p> <p>The QPC recommended that the issue be discussed with the UCC Librarian.</p>	<p>With regard to the safeguarding of the Northside Folklore Project's archival holdings, the transfer of sound recordings to the departmental archive has already commenced. Of major concern is the future of the part-time director of the Northside Folklore Project, who has been in post for the last five years. At present she is being from the McCarthy Bursary and from departmental funds. After 2006-2007 the McCarthy Bursary will no longer be available. The role and abilities of the archivist are central to the survival of the Project, which was highly praised in the Quality Review. It is hoped that it might be possible to regulate this position with a Tenure B post.</p>	<p>Steps still need to be taken to house the archival material of the Folklore Department.</p> <p>The Northside Folklore Project is a major innovative research undertaking providing an extremely valuable link between the University and its immediate environs. Safeguarding its holdings and adequate staffing for its operation are key elements in ensuring it continues its distinctive role in furthering folkloristics and generating good will towards the University.</p>
<p>That the Department be supported in every way possible to enable it to reach its full potential.</p>	<p>Endorsed by the QPC.</p> <p>The QPC re-iterated its view that the possibility of establishing a 'School of Celtic Studies/School of</p>	<p>The Department is not being supported 'in every way possible [in order] to enable it to reach its full potential'. Of continued major concern are the</p>	<p>To enable the Department reach its full potential as a unit within the School, three prerequisites need to be in place – i) appointing chair in Béaloideas; ii) a</p>

Recommendation of PRG	Recommendation of QPC	Follow-up Report January '06	Follow-up Report March 2011
	Irish Studies' be explored actively with cognate departments and relevant Deans in UCC. The QPC would welcome and strongly support all such moves in this direction.	questions of housing for the department and the future of the Northside Folklore Project when the McCarthy Bursary expires.	suitable integrated location for the Department; iii) adequate provision for both the Departmental archive and the Northside Folklore Project.

RECOMMENDATIONS FOR IMPROVEMENT

The PRG has considered carefully the recommendations for improvement made in the SAR and have incorporated these into the recommendations summarised below.

The PRG recommends that:

1. A wider range of assessment modes be introduced so students can demonstrate their knowledge and skills in a variety of formats and that undergraduates have the opportunity to have some summative assessment assignments pre-Christmas thus having a better balance between end-of-year exam and continuous assessment.
2. A better balance be sought between contemporary and classical literature through the three years of the undergraduate course in modern Irish.
3. That colleagues consider the common co-ordinated language syllabus that is being drawn up and implemented by An Mheitheal um theagasg na Gaeilge ar an 3ú leibhéal, with a view to adapting it to their needs.
4. That greater opportunities be sought to enhance students' communicative competence in Irish.
5. The cooperation that already exists among the three units that make up the School be extended to explore different School models that may suit their purposes and ways of working. It is important that the Heads of Discipline and the Head of School liaise with University authorities in evolving the kind of School structure that will enhance course provision and research and scholarly activity.
6. Thought be given by the University authorities and the Head of School to succession planning. The two existing chairs ought to be protected and a Chair be appointed in Béaloideas.
7. Heads of Disciplines be appointed without delay.
8. A broad definition of research be adopted so that the scholarship of the different disciplines and ways of researching is given due recognition and respect. Research through the medium of Irish also needs to have parity of esteem with research in English.

9. The highly regarded journal, *Béascna: Iris Bhéaloideasa agus Eitneolaíochta COC / UCC Journal of Folklore and Ethnology* be made available online.
10. The support that has been made available to Departments via the JYA should be continued and increased.
11. The location of Béaloideas be urgently addressed.
12. The central departmental office for Béaloideas be located on the ground floor to ensure visibility and to address security concerns.
13. Accommodation for Béaloideas and the postgraduate room in Nua-Gaeilge/Modern Irish be given urgent attention on grounds of health and safety.
14. More meaningful and efficient communication systems be evolved between the School and the University.
15. The upgrading of websites and the introduction of a School website be implemented as a priority.

SCOIL LÉANN NA GAEILGE

PEER REVIEW GROUP SITE VISIT TIMETABLE

In Summary

Monday 28 February	The Peer Review Group (PRG) arrives at the River Lee Hotel for a briefing from the Director of the Quality Promotion Unit, followed by an informal meeting with school staff members.
Tuesday 1 March:	The PRG considers the Self-Assessment Report and meets with school staff, student and stakeholder representatives. A working private dinner is held that evening for the PRG.
Wednesday 2 March:	The PRG meets with relevant officers of UCC. An exit presentation is given by the PRG to all members of the school. A working private dinner is held that evening for the PRG in order to finalise the report. This is the final evening of the review.
Thursday 3 March:	External PRG members depart.

Monday 28 February 2011	
16.00	Meeting of members of the Peer Review Group Briefing by Director of Quality Promotion Unit, Dr. Norma Ryan. Group agrees final work schedule and assignment of tasks for the following 2 days. Views are exchanged and areas to be clarified or explored are identified.
19.00	Dinner for members of the Peer Review Group & Head of School, including Heads of Departments and the Departmental Co-ordinating Committee: Dr. John Carey, Co-ordinating Committee, Early & Medieval Irish Dr Marie-Annick Desplanques, Co-ordinating Committee, Béaloideas Professor Máire Herbert, Head of School Mr. Liam Ó Murchú, Co-ordinating Committee, Modern Irish Dr. Pádraigín Riggs, Co-ordinating Committee, Modern Irish Professor Alan Titley, Head, Modern Irish
Tuesday 1 March 2011	
08.30	Convening of Peer Review Group
09.00	Professor Máire Herbert, Head of School
09.30	Group meeting with all School staff
10.30	Tea/coffee

11.00	Private meetings with individual staff members <i>Professor Tomás Ó Cathasaigh</i> <i>Dr. Carmel Halton</i> <u>Group 1</u> 11.00 Dr. Seán Ó Duinnshléibhe 11.15: Dr. John Carey 11.30: Dr. Kevin Murray 11.45: Dr Emma Nic Cárthaigh 12.00: Dr Cairtriona Ó Dochartaigh	Private meetings with individual staff members <i>Professor Mícheál Mac Craith</i> <i>Professor Kathy Hall</i> <u>Group 2</u> 11.00: Dr. Pádraigín Riggs 11.15: Dr. Clíona O'Carroll 11.30: Dr. Brent Miles 11.45: Ms. Mairéad Ní Loingsigh 12.00: Mr. Ciarán Ó Gealbháin	Private meetings with individual staff members <i>Dr Pádraig Ó Héalaí</i> <i>Ms. Méadhbh Nic an Airchinnigh</i> <u>Group 3</u> 11.00: Dr. Neil Buttimer
12.15	Meeting with Professor Alan Titley, Head, Modern Irish		
12.40	Meeting with Dr. Stiofán Ó Cadhla, Head, Béaloideas		
13.00	Working lunch		
14.00	Visit to core facilities of School, escorted by Professor Maire Herbert, Head of School & Dr. Clíona O'Carroll, member of staff from Scoil Léann na Gaeilge		
14.30	Meeting with Professor Máire Herbert, Head, Early & Medieval Irish		
	<u>Group 1</u> <i>Professor Tomás Ó Cathasaigh</i> <i>Dr. Carmel Halton</i>	<u>Group 2</u> <i>Professor Mícheál Mac Craith</i> <i>Professor Kathy Hall</i>	<u>Group 3</u> <i>Dr Pádraig Ó Héalaí</i> <i>Ms. Méadhbh Nic an Airchinnigh</i>
15.00	<u>Representatives of 1st and 2nd Year Early & Medieval Students</u> Mr. Séan Kearney, Year 1, BA Mr. Gerard Terry, Year 1, BA Ms. Lisa Ryan, Year 2, BA Mr. Tomás O hAodha, Year 2, BA	<u>Representatives of 1st and 2nd Year Modern Irish Students</u> Mr. Paul Barry, Year 1 Ms. Dearbhla de Barra, Year 1 Ms. Mary Elizabeth Kane, Year 1 Mr. Joe Keane, Year 1 Ms. Alison Long, Year 1 Ms. Kate Twohig, Year 1	<u>Representatives of 1st and 2nd Year Béaloideas Students</u> Ms. Orla Ní Chaomháin, Year 1, Léann Dúchais Ms. Ruth Waters, Year 1, Folklore Mr. Henry Cole, Year 2, Folklore Ms. Marta Sagan, Year 2, Folklore
15.40	<u>Representatives of 3rd Year Early & Medieval Students</u> Mr. Martin O'Driscoll,	<u>Representatives of 3rd Year Modern Irish Students</u> Ms. Maeve Clancy, Year 3 Mr. Gavin Murphy, Year 3	<u>Representatives of 3rd Year Béaloideas Students</u> Ms. Áine Ní Neachtain, Year 3, Léann Dúchais

	Year 3, BA Mr. Damian McCarthy, Year 3, BA Ms. Heather O’Flaherty, Year 3, BA Mr. Paul Hegarty, Year 3, BA Ms. Mareike Stang, Erasmus Ms. Maike Axenkopf, Certificate in Irish Studies Ms. Iiona Emilia Tuomi, Certificate in Irish Studies	Ms. Donna Mulhall, Year 3 Ms. Ciara Nic Liam, Year 3 Mr. Karl Ryan, Year 3 Ms. Catherine Joanna Scannell, Year 3	Ms. Caoimhín Ó Fearghail, Year 3, Léann Dúchais
16.20	<u>Representatives of Early & Medieval Graduate Students</u> Mr. Gavin Dillon, PhD Ms. Michelle Doran, PhD Ms. Heather Key, PhD Ms. Martina Maher, MA Ms. Josephine O’Connell, MA Ms. Kathryn O’Neill, MA Ms. Nathalie Schneider, PhD Ms. Marie-Luise Theuerkauf, PhD Ms. Nicole Volmering, PhD	<u>Representatives of Graduate Modern Irish Students</u> Ms. Carol McCarthy Ms. Aoife O’Riordan Mr. Ronan O’Mahony Mr. Dónal Ó Catháin	<u>Representatives of Graduate Béaloideas Students</u> Ms. Angun Sønnesyn Olsen Folklore, Year 4, PhD Ms. Rosari Kingston Folklore, Year 2, PhD
17.00	<u>Representatives of stakeholders, past graduates and employers</u> Dr. Gearóidín de Buitléir, past graduate & tutor Ms. Jenifer Ní Ghrádaigh Ms. Tríona Ní Shíocháin Mr. Diarmaid Ó Catháin, Solicitor Ms. Mary O’Driscoll, Northside Folklore Project Mr. Tadhg Ó Síocháin Ms. Emer Purcell Ms. Valerie Uí Churtáin		
19.00	Meeting of Peer Review Group to identify remaining aspects to be clarified and to finalise tasks for the following day, a followed by a working private dinner.		
Wednesday 2 March 2011			
08.15	Convening of Peer Review Group		
08.30	Professor Paul Giller, Registrar & Senior Vice-President		
09.00	Professor Anita Maguire, VP for Research & Innovation		
09.20	Professor Grace Neville, VP for Teaching and Learning		

09.40	Mr. Con O'Brien, VP for the Student Experience	Visit to Cork Northside Folklore Project escorted by Dr. Cliona O'Carroll <i>Dr Pdraig Ó Héalaí</i> <i>Professor Micheál Mac Craith</i>
10.00	Tea/coffee	
10.	Mr. Cormac McSweeney, Finance Office	
11.00	Visit to UCC Library, meeting with Ms Margot Conrick, Head of Information Services and Mr. Crónán Ó Doibhlin, Sub-Librarian Special Collections, Boole Library.	
11.45	Professor Caroline Fennell, Head of College of Arts, Celtic Studies and Social Sciences	
12.30	Working Lunch	
13.30	Preparation of first draft of final report	
16.30	Professor Máire Herbert, Head of School	
17.00	Exit presentation to all staff made by the Chair of the Peer Review Group, summarising the principal findings of the Peer Review Group.	
19.00	Working private dinner for members of the Peer Review Group to complete drafting of report and finalisation of arrangements for completion and submission of final report.	