

Quality Promotion Programme

June 2006

English Department

St Patrick's College

Drumcondra

Dublin 9

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Acronyms used:

BA	Bachelor of Arts
BEd	Bachelor of Education
DR	Department Response
DCU	Dublin City University
ED	English Department
PRG	Peer Review Group
SPCD	St Patrick's College, Drumcondra
QRSAR	Quality Review Self-Assessment Report

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Membership of the English Department Subcommittee on Quality Review:

All members of the English Department:

Dr Brenna Clarke, Head of Department

Dr Patrick Burke, Director of Theatre Studies taught MA

Ms Celia Keenan, Director of Children's Literature taught MA

Mr Tom Halpin, Director of Taught MA Programme Board

Dr Derek Hand, Lecturer

Dr Noreen Doody, Lecturer

Dr Mary Shine Thompson (half position English, half position Director of Research)

Mr Darren Kelly, Teaching Fellow

Dr Julie Anne Stevens, replacement for Derek Hand on research leave

The Peer Review Group:

Mr James Hourihane, Head of Geography, St Patrick's College, Drumcondra

Professor James Hurt, University of Illinois

Dr Margaret Kelleher, Acting Head of English, National University of Ireland, Maynooth

Introduction

To fulfil requirements in relation to quality assurance arising out of the Universities Act (1997) and to foster excellence in all its activities, as identified in the College Strategic Plan, St Patrick's College adopted the Dublin City University model of quality review, adapting it as warranted, to reflect the unique profile and character of the College. The English Department was the first academic-subject department to undergo the Quality Assurance process in St Patrick's College.

Summary of Self-Assessment and Peer Review Group Process

The Review began in February 2004 when Dr PJ Mathews was appointed to oversee the QA process but left St Patrick's College in August 2004 to take up a new job. Dr Derek Hand agreed to act as rapporteur in September 2004 with responsibility for collating and compiling information for the Self-Assessment Report. It was agreed that the entire department would make up the QA committee and a timeline was developed for the process. Decisions in respect of nominations for participation in the PRG were taken and nominations forwarded to the College Committee. The Self Assessment Report involved collation of information from the English Department staff via the circulation of a battery of questionnaires. The Department also conducted an analysis of a large range of student responses to student questionnaires. The rapporteur had one to one meetings with members of the English Department. The entire Department participated fully in the self-assessment process and discussions on the various aspects of the process were constructive and frank. During the process, the unit sought feedback from full-time members of staff, present students from all programmes, graduate students, research students, part-time staff and administration. The PRG visited the College over 4 days in February 2005. The members of the department found the process a very productive one and welcome the recommendations of the Peer Review Group.

1. Background and context

Profile of English Department

The last five to ten years have witnessed the greatest change in the Department since the introduction of the BEd degree in 1974. Before that, all students did English as part of a two year Diploma. These changes have involved an increase in programmes, in student numbers and a greater specialisation among staff members in the Department. The Department has been at the forefront in developing the St Patrick's College BA programme, as English as an academic subject has one of the highest intakes on the BA programme and there has been a huge increase in the numbers of BEd students taking English. Members of the English department have been heavily involved in the development of the successful mature BA programme and English is one of the most popular subjects with our highly successful mature student body. There has also been the creation and development of two MA programmes taught by the Department staff: the MA in Children's Literature (the only one in the country) and the MA in Theatre Studies (the first to significantly complement academic study with a major practical component). 2002 saw the first PhDs graduating from St Patrick's College, one in Education and one in Humanities. Dr Carole Dunbar completed the College's first Humanities PhD in Children's Literature. A further PhD in Theatre Studies will graduate this November 2006. Also, a PhD is being supervised by St. Patrick's College and the Sorbonne in a *cotutelle* arrangement. The last two years have seen an increase in the number of students doing MAs by research including an international student.

The aim of the English Department is to introduce BA and B.ED students to a broad selection of literature and to the variety of the forms and functions of language. An important aim of the course is the promotion and development of independent critical and creative abilities of the students, with an emphasis on authentic personal response of the students through participation in seminars, workshops and the completion of written assignments and creative projects. In its teaching of English as an academic subject, the English Department aims to encourage the personal development of BEd students in parallel with their professional development in Education. It is also the aim of the English Department to prepare all students to a standard that would allow them to go on to further postgraduate study within the subject of English Literature.

The programmes provided by the English Department include the following:

Bachelor of Education (English)
Bachelor of Arts (English)
Professional English (1st and 3rd Year BEDs)
Curriculum English (all 2nd Year BEDs)
Masters of Arts (Children's Literature)
Master of Arts (Theatre Studies)
MA by Research
PhD Programme
Graduate Diploma in Education (English Course)

Staff:

There are seven permanent academic members of staff in the English Department. One of these is a half-time post while a Teaching Fellow on Contract makes up the second half. The introduction of a Teaching Fellowship in 2001 to fill the half post when Mary Shine Thompson was appointed Director of Research has proved innovative and very successful. The Department functions with a very committed part-time staff engaged in seminar work, occasional lectures and some examination work.

The Peer Review Report recommendations and the Departmental Responses are divided into the following categories. Numbering is retained from the Peer Review Group Report to allow cross-referencing to that report.

2. Staffing, Accommodation and Resources
3. Organisation and Management
4. Programmes and Course Content
5. Planning and Evaluation
6. Teaching and Learning
7. Scholarships and Research

Summary of the Self-Assessment and Peer Review Group Report and Department Responses

2. Staffing, Accommodation and Resources

Findings:

2.2 Staff profile (See staff listing above)

Findings:

It was found that the Department is effectively composed of two broad components. The first group has spent much of its academic life in the English Department while the second group has been appointed relatively recently. The blend of both represents a major source of strength, in that the longer-serving group provides expertise, continuity and experience while the newer appointees bring a level of invigoration, which is rewarding. The PRG saw a concern in the profile of the Department being the lack of a 'middle' group in the profile, suggesting that within a number of years the recent appointees will be the longest-serving group. The Directors of MA programmes are both in the longer-serving group.

Recommendations:

- With recognition of the present staff profile, additional expertise be provided in order to facilitate the future success of the undergraduate and graduate Programmes. **DR: We strongly agree.**
- PRG urges that a new appointment be made in the Department with expertise in at least one of the MA programmes.
DR: We welcome the PRG recommendation and given the wide range of the work done in the Department, suggest that it is essential that we get three new appointments to maintain present undergraduate and graduate programmes and to develop them fully.

Teaching and Research Fellowships

Finding:

That the existence of the Teaching Fellowship within the Department was felt to be a most desirable method of using the half-time post created by one member of the Department holding a half-time post as Director of Research.

Recommendation:

- The PRG strongly supports the creation of additional Teaching Fellowship(s) time limited for one year initially and renewable for a second.

DR: Agree but not seen as substitute for full-time members of staff.

- Additional teaching/research fellowships are recommended, to facilitate proposed expansion, e.g. a Centre for Children's Literature; such fellowships to have clear time limits as currently established, and to facilitate recent postgraduates on a pre-entry level to academic careers.

DR: Strongly Agree, essential.

The Establishment of a Children's Centre for Children's Literature and Culture Recommendation:

- The PRG supports the Department's proposal for the establishment of a Centre for Children's Literature with a Research Fellowship specifically dedicated to advancing the concept. **DR: Strongly agree, ongoing**
- Support from internal and external sources: The long term financing of the Centre would need to be external to the College and would benefit from an initial start-up grant provided by the College.

DR: We see the Centre as integral and beneficial to the work of the College and central to the College's Mission Statement and Strategic Plan. While agreeing that external funding would be important, the College would need to show a long term commitment in terms of financial support, provision of dedicated space, technological and staff support.

- The Establishment of a Writing Centre:

The PRG proposes the creation of a Writing Centre to provide First Year writing/study skills to all students and to resource all sectors of the College including the Postgraduate sector. Such a Centre would require institutional resources with regard to space and staff. The director of the Centre could hold a half-time position and other part-time staff, trained in writing instruction would be employed.

DR: This is a great idea, but beyond the control of the English Department. We already have a Writing Workshop available to all students in the College. A Writing Centre would need the highest level of IT facilities as well as on-line access. Any such additional work would be taken on in the clear understanding that it would not in any way dilute the academic focus of the English Department's work.

Full-time post:

Recommendation:

Recognizing the current vesting of expertise within the Department in areas that are of substantial importance in an institutional and national framework, an additional full-time post is recommended to sustain and develop these areas of undergraduate, postgraduate and research levels.

DR: We strongly agree with and welcome the recommendation as stated above. Given the wide range of the work done in the Department, we suggest that it is essential that three new appointments be made to maintain present programmes and to develop them fully.

2.3 Accommodation:

Findings:

Overall, the Department expressed satisfaction with the provision of accommodation for full-time members of staff and suitability of teaching space. The lack of a room specifically dedicated to postgraduate students both in the College and in the Library was however noted. The absence of a room for part-time staff was identified as a source of great concern by both the full time and part-time staff. Provision of on-line access from home for post-graduate students was also noted as a need.

Recommendation:

- A dedicated room for postgraduate students should be a priority now or if not then in the new building programme. **DR: Strongly agree.**
- A dedicated room be provided as soon as possible for Part-time English Staff. **DR: Strongly agree**

3. Organisation and Management

Findings:

The PRG found that there was excellent communication by Department Head and within the Department as a whole, with a general sense of equality and helpfulness. There is excellent organisation and management with an open atmosphere fostered with respect for colleagues and students. All information to staff and students is available, archived and accessible with comprehensive record keeping. There is a high quality and up to date information provided to students, and a Part-time newsletter.

The PRG noted a need for rotation and sharing of some responsibilities. They also noted the difficulties related to shared courses between BEd and BA and their effect on course development. A lack of University nomenclature was also noted.

Recommendations:

- PRG recognises the diverse and ever-accumulating tasks of the Head of Department. In recognition of these administrative responsibilities, and to facilitate future Departmental developments, the PRG recommends that the teaching duties of the Head be reduced significantly. **DR: Strongly Agree**
- PRG recommends that a sharing and rotation of some administrative responsibilities be enacted e.g. Website responsibility, year head-liaison etc. **DR: Agree but would need extra staff.**
- The current reduction in teaching allowed to the Directors of the MA programmes does not adequately reflect the duties and responsibilities attached to them. PRG recommends that appropriate recognition and compensation be put in place for directorships. **DR: Agree strongly as a matter of urgency, but not dependent on the implementation of the career structure.**
- PRG recommends that the English Department establish BA and BED programme boards within the Department in order to examine existing and future practices. **DR: Approve in principle of College BA and BED programme boards if English Department would be represented on such a College Board.**
- PRG recommends an increase in administrative support for the Department with an accompanying extension of responsibilities and contributions of the holder of such a post (e.g. database work; e-publications; day-to-day management of website.) PRG supports the Department's desire for increased institutional support concerning the computerization of examination marks and other data. **DR: Strong Agreement (Need PR work and website work and full range of IT supports included in such a position)**
- To underline the importance of the part-time staff and a concern about communication with them, the PRG recommends that a part-time forum be developed and expanded and that the Department through a meeting once per semester enact a formalisation of means of communication of part-time staff with full-time staff. **DR: Agree. Ongoing**

4. Programmes and Course Content

Findings:

The PRG outlined the contribution of the English Department to the various programmes including: the Bachelor of Education degree and the Bachelor of Arts degree, Professional English, Curriculum English, the Masters degree in Children's Literature, the Masters degree in Theatre Studies, the Masters of Arts by Research, the Graduate Diploma and the PhD programme. The PRG cited a move towards Cultural Studies as one of the most significant developments in literary studies in the past quarter-century, and the application of the methods of literary study to non-literary topics especially appropriate to students preparing for primary and secondary-level teaching. The existence of BA and BED programmes within the College has brought enrichment and growth. It has also brought the need to teach both groups at the same time, resulting in restrictions related to course development.

Recommendations:

- Revision of Professional English. The PRG recommended the creation of a Writing Centre, which may render Professional English obsolete, since it would provide more individualized and continuing writing instruction than Professional English can do (See earlier recommendation re the development of a Writing Centre). **DR: Professional English is under constant revision. The Department disagree with the recommendation that a Writing Centre would make Professional English obsolete.**
- Specialised seminar options for BA students during the teaching practice period. This idea, which came from members of the Department struck the PRG as an excellent one. The PRG recommends the introduction of specialised seminar options/modules during teaching practice period for 2nd year BA students with the creative project as one of the options provided. **DR: Strongly agree and already implemented on a pilot scheme in 2005-2006 and fully integrated in 2006-7.**
- The above recommendation was made in the context of a warm and enthusiastic endorsement of the role of the creative project, and the PRG urges its continuance as central to the BA programme. **DR: Strongly agree with endorsement**
- Greater interdisciplinary and multidisciplinary emphasis in third-year dissertations and in MA and PhD work. **DR: Agree and continuing**
- That the Department should act on its own impulse to encourage third-year dissertations and graduate studies that deal with cultural studies. **DR: Agree as long as single discipline studies remain central.**
- Graduate seminars in the second year of the MA programmes Post-graduate interviewees commented that they would like occasional seminars throughout the year to share ideas and preserve a sense of group solidarity during the

second year. **DR: Ongoing. Children's Literature meets fortnightly and Theatre Studies second year revision is ongoing.**

5. **Planning and Evaluation: Quality Assessment and Improvement**

Findings:

The PRG found that the English Department excelled at self-evaluation and planning and the monitoring of the performance of students. The Department pointed to a perceived weakness in longer-range planning. Some of these weaknesses are attributable to institutional practices: for example, in relation to obtaining projected student numbers, and the arrival of various elements of the Departmental timetable; it was noted that ongoing improvements were being generated in these areas by the College. Other issues could be remedied within the Department.

Recommendations:

- The Department needs to engage in strategic planning for future appointments to sustain and develop existing undergraduate and graduate programmes. The most obvious examples of these programmes are the MA programmes in Children's Literature and Theatre Studies. These are excellent programmes that fill felt needs in Irish postgraduate study and promise to enhance the College's high reputation for quality education, but they need the presence of adequate staff both for the present and for the future. **DR: Strongly agree with continuing the strategic planning.**
- Planning and evaluation needs to be strengthened for the part-time staff. The Department needs to improve its two-way communication with the part-timers, both providing them with guidance about the programme and informing itself about the part-timers' work. **DR: Agree. Ongoing.**
- In addition, as recommended earlier, a dedicated room for the part-time English staff is desirable. **DR: Agree.**
- To ensure the consistency of grading essays, a concern expressed by the Department, the creation and circulation of essay guidelines and marking sheets was suggested. This seems an excellent idea. **DR: Agree and ongoing.**

6. Teaching and Learning

6.1 Teaching:

Findings:

The Department shows excellence in teaching throughout its courses and programmes testified to warmly by student evaluation, external examiners' reports etc. Types of teaching vary with a judicious balance of large lecture and small group seminars/tutorials. The seminar/tutorial system is especially to be commended, staffed by full-time lecturing staff and by part-time staff. The Department's training programme for part-time staff is also highly commendable and provides an excellent model for emulation. The Department employs a wide range of innovative teaching methods ranging from film, creative projects, interdisciplinary courses, children's literature, etc.

6.2 Assessment

Currently the English Department employs various assessment methods with continuous assessment ranging from 20 to 30%. The Department conducts regular and careful monitoring to ensure standardisation, also employing a useful Buddy scheme for part-time tutors. Considerable care is taken by the Department to ensure students' understanding of the major grades, to provide opportunities for students to seek clarification of these requirements and to communicate the procedure for appealing results of examinations.

The English Department Student Handbook offers the students a comprehensive Style Sheet to follow in the writing of essays and dissertations and also informs students as to the unacceptability of plagiarism.

External Examination and the Assessment Process

The report of the External Examiners is considered by members of the Department when drawing up assessment standards. The Department's relationship with its external examiners has clearly been productive and very positive.

6.3 Student Support and Welfare

Students of the programmes provided by the English Department may avail of excellent academic support services, some of them of special relevance to the students and staff of the English Department such as the Writing Workshop set up by the English Department.

Recommendations:

- The PRG sees as vital the continuance of the existing tutorial/seminar system. These tutorials have immense educational value and a vital role in relation to pastoral care and student retention. The PRG notes the Department's concern that growing numbers of students, and the absence of attendant rise in Departmental staff numbers, may pose a threat to seminars in particular and urges their continuing financial support. It is recommended that a minor increase in tutorials be introduced for first year students, during the creative project period, to twice-weekly tutorials for BA students. **DR: Agree provided we have additional personnel. Disagree with the extra seminar during the Creative Project.**
- In response to student evaluations and discussion with staff, it is recommended by the PRG that consideration be given to further reducing the percentage allotted to examinations, and to increasing the percentage given to continuous assessment. **DR: Agree and under consideration with emphasis on flexibility. The College needs to commit to a plagiarism programme and policy across departments.**
- The PRG recommends that the Department consider the nature of its current teaching in relation to the shared and solo teaching of courses. While shared teaching as implemented at present has obvious advantages, it may restrict the flexibility of staff (including the taking of research leave) and may on occasion be confusing for students. An increase in solo teaching may also prove useful in the context of future movements towards modularisation, and may facilitate staff in teaching in areas of their specialization/expertise. **DR: Agree. Ongoing.**
- As noted above, the PRG recommends the introduction of seminar options for undergraduate BA students, specifically in their second year of study and third year, if possible. **DR: Agree. Under consideration**

Post-graduate Programmes

- The PRG recommends the introduction and/or expansion of graduate seminars in the second year of the taught MA programmes. **DR: Agree**
- The PRG recommends the development of a module in postgraduate study skills, early in the first year, to include an IT component in conjunction with SPCD's lecturers in IT. **DR: Not in Department remit.**
- Interdisciplinary and multi-disciplinary approaches are encouraged, as of especial value for postgraduate students.

7. Scholarship and Research

Findings:

7.1 Department and College Policy on Scholarship and Research

The policy of the English Department on Scholarship and Research is inextricably linked to SPCD's Strategic Research Plan 2000-6 and the College Mission Statement.

Research Expertise and Experience

An impressive range of research interests and level of research expertise currently exists within the English Department. Individual members of the Department have contributed to prestigious journals and edited various volumes, and are in the process of editing and writing articles and book length studies in the area of English literature. Members of the Department contribute to international literary conferences by organising and participating in panels and giving papers. Members of the Department are asked to give public lectures and have a considerable public profile in their areas of expertise. The Department's involvement with the MA in Children's Literature, which is the first of its kind in Ireland has produced two International Literature Conferences and produced two collections of essays. In recent years, the research profile of the English Department has been clearly growing in strength and visibility.

7.4 Potential Barriers to the Enhancement of Research in the English Department

Findings:

The PRG noted the need for a medium to long-term planning strategy in respect of research activity at administrative and Departmental level and among individual members of academic staff. It found insufficient formal recognition of research as important aspects of staff's workload by College authorities. The need to establish consistent and transparent structures e.g. rotated sabbatical/blocked release or other organized research time was cited as well as a lack of College-wide paid sabbatical leave.

7.5 Recommendations:

- Doubling of teaching work in one semester. This could involve a punitive teaching load either prior to or immediately consequent to the period of research leave which would have a significant disadvantage for staff and students. Semester leave, with coverage from colleagues on a rotating basis. The seeming advantage of this option as a facility open to a large Department carries the disadvantage of adding to colleagues' already heavy teaching loads.
DR: Ongoing exploration of different models of teaching to allow for flexible leave.
- Partly paid/ fully paid sabbatical leave. **DR: Strongly agree**
- More College research fellowships. **DR: Strongly agree**

8. The Broader Context: Future Developments, Innovation and Community Contribution

Findings:

Currently, members of staff, both individually and as a Department, make substantial and wide-ranging community contributions. English Department members demonstrate a very wide-ranging and extensive membership of College committees and groups and engage in a multiplicity of roles within these. Members of the English Department have initiated many groundbreaking developments in the College including the Writing Workshop, Senior Tutor Service, Induction Programmes for Undergraduates/Graduates and Student Tutor system. Members of staff continue to have key roles with regard to students from mature entry and access programmes. With the growth in degree programmes, at both undergraduate and graduate level, this degree of involvement may be difficult to sustain in the future, and increased institutional recognition, along with additional administrative support, for Department members are especially deserved in this regard.

Staff Contributions to Schools and Other Education Providers:

The English Department staff engage in a range of activities with other education providers including schools, other Colleges of Education and other third-level institutions.

Staff Contribution to the Wider Community outside College

The contribution of members of the English Department to the Arts is richly diverse and wide ranging.

8.3 Findings

The PRG recognises and commends the research culture already fostered among students and staff in the English Department and urges its support and continuation. Members of staff have substantial public profiles in the general area of education and the humanities and in their individual areas of expertise. Successful research initiatives have developed from the interaction between staff and students at both undergraduate and post-graduate level and provide an admirable model for the very real relationship between Research and Teaching/Learning in tertiary education.

In recognition of the excellent expertise already established within the English Department, and as suggestions towards its future development, the PRG recommends the following initiatives:

Recommendations:

- The creation of a Centre for Children's Literature in the English Department SPCD. A dedicated space for this centre would also facilitate the development of a library and archive, and the expansion of current projects to create an on-line and electronic database for Children's Literature. Valuable opportunities exist for research and teaching fellowship(s) attached to the centre. The PRG is confident that considerable funding opportunities exist for such a centre in the private and public sector, with institutional support also necessary in relation to financial, spatial and human resources. **DR: Strongly agree and ongoing. The Centre has been launched. The dedicated physical space should be sufficient for expansion in the future.**
- The expansion of the existing MA in Theatre Studies to the wider community through distance education. Building on the existing national profile of staff members and of the postgraduate degree programme, this expansion would provide a much-needed resource for theatre work throughout the country. In addition to this expansion, it is recommended that a theatre studio be created on campus as the centre for theatre programmes. **DR: Agree. The importance of a dedicated space is essential. A Repertory Company has already been set up and is about to be launched in November 2006.**
- The development of a centre of excellence in film studies within the English Department (with viewing room and film library) by which existing developments in multi-media may enjoy further advancement. **DR: Strongly agree. Leading from the Leaving Certificate, film forms a crucial part of the students' education in courses such as Book to Film, Film in Children's Literature and Theatre at both undergraduate and postgraduate level. A viewing room for DVDs and multi media is essential and would benefit other departments.**

Strategic Plan for the English Department based on PRG recommendations and Department priorities:

Staffing, Accommodation and Resources

Recommendation	Responsibility	Time Frame	Costing	Other
Additional Posts	External	1-2 Years	External	To facilitate success and development of undergrad and post grad programmes
Additional Teaching Fellowships/ Research Fellowships	External	1-2 years		Such as Children's Lit and Theatre Studies Fellowships
Administrative Support	External	External		Essential for strategic plan to succeed
Writing Centre	Internal/External	5 year plan	External	Would build on present writing workshop
Film Library	Internal/ External	1 year		Essential for MA and undergrad courses/ could be used for other departments
Theatre Space	External	Building Programme	External	
Post Grad Room/ Library Space/ On line access	External	Building Programme	External	
Part Time Dedicated Room	External	Building Programme	External	

Organisation & Management

Recommendation	Responsibility	Time Frame	Costing	Other
Sharing Admin Duties: Year Heads	Internal	Implemented/ Ongoing	NC	
Part Time Staff Forum	Internal	Ongoing	May require Training funds	
B.A. / B.Ed Programme Boards	Internal/External	College Dependent		
College Career Structure	External	Ongoing	External	
MA Course Directors: Recognition & Compensation	External	1-2 years	External	Essential
Reduce teaching for Head of Dept.	Internal/ External	Ongoing	External for part time hours	
Support for computerisation of systems: Marks/Data/Exams	External	1-2 years	External	
English Website	Internal/External	Immediate	External	

Programmes & Course Content

Recommendation	Responsibility	Time Frame	Costing	Other
Special Options/ Including Creative Project for 2 nd B.A.	Internal	Implemented	Some part- Time hours	
Expansion of Interdisciplinary & Multidisciplinary aspects to 3 rd Yr Dissertation /MA / PhD	Internal	Ongoing		Encourage cultural studies as long as single discipline is central
Increase Group Contact in 2 nd Year of MA	Internal	Ongoing		
Analysis of Professional English	Internal/ External	Ongoing	NC	
Writing centre to replace Professional English	Internal / External	Disagree		

Planning & Evaluation: Quality Assessment & Improvement

Recommendations	Responsibility	Time Frame	Costing	Other
Strategic Planning for future appointment to sustain and develop existing programmes	Internal	Ongoing	Continue part-time hours	
Monitor communication with part timers	Internal	Ongoing		
More comprehensive guidelines & marking sheets, details schedule & syllabi	Internal	Ongoing		Develop Plagiarism Programme Cross dept and College

Teaching & Learning

Recommendations	Responsibility	Time Frame	Costing	Other
Continuance of existing tutorial/ seminar structures	Internal	Ongoing	Continue part time hours	
Examine current teaching in relation to shared and solo teaching of courses	Internal	Ongoing	NC	
Develop post graduate study skills to include IT component	External		External	
Improved web resources for grad students: previous dissertations, on-line bibliographies	Internal / External	External		
Further opportunities for interdisciplinary and multidisciplinary approaches, including links with DCU	Internal / External	Ongoing		
Reduction in exams and increase % of C.A.	Internal Marks and Standards	In Plan Ongoing	NC	

Scholarship & Research

Recommendation	Responsibility	Time Frame	Costing	Other
Expand time for research	Internal / External	Implemented Ongoing		
Expansion of college support for scholarship & research	External	External	External	
Partly paid/ fully paid sabbatical leave	External	External	External	
More college research fellowships	External	External	External	

English Department, SPCD & the broader context: Future development, innovation & community contribution.

Recommendation	Responsibility	Time Frame	Costing	Other
Creation of Centre for Children's Literature to include, dedicated space for library / archive; database; research & teaching fellowships	Internal / External	Launched and ongoing	Detailed consideration of funding opportunities in public and private sector	
Expansion of MA in Theatre Studies outside the College through distance education	Internal / External	2-5 years	External	
Creation of Theatre studio on campus	External	External Building Programme	External	
Development of Dept as a centre of excellence in film studies: viewing room and film library	Internal / External	External Building Programme	External	
Introduction of a series of working papers, perhaps as e-publications as bridge between research and teaching	Internal			

Conclusion:

It seems appropriate to conclude in the words of the Forward to our QRSAR.

The English Department was the first academic department to undergo the Quality Assurance process in the College. We decided to go ahead, not with fear but with a very positive outlook, for the following reasons: 1) We felt that we were a very good department already doing many of the necessary things for good QA, 2) that everyone in the department spoke to each other and 3) that we had a great deal to learn from the process. We are pleased that after the onerous process, particularly as it was undertaken concurrent with a very high workload by all members of the department, and with the rapporteur having very little teaching alleviation, that 1) we still think we are a very good department, 2) we are still talking to each other and 3) we have learned a great deal. We are constantly reviewing our courses and the work of the department. We will continue to do this, keeping the welfare of the students as our main priority.