

Quality Implementation Plan for School of Celtic Studies.

Introduction

The Review of the School of Celtic Studies undertaken in 2010 considered the quality assurance arrangements and practices, and the related resource issues, within the constituent Departments of Nua- Ghaeilge and SeanGhaeilge (Old and Middle Irish). The recommendations in the Peer Review Report are structured mainly for each department with limited commentary on School-wide issues, apart from staffing. In September 2011 the leadership, direction and management of the two subject areas reverted back to the department Heads, Professor O hUiginn (Nua-Ghaeilge) and Professor Stifter (Old and Middle Irish). Each has provided separate responses to the recommendations contained in the Peer Review Report which are detailed below. In each case any recommendations that referred to joint activities and / or resources affecting both departments have been considered.

Roinn na Nua-Ghaeilge

(Quality Implementaion Plan)

Bhí an Roinn thar a bheith sásta leis an tuarascáil fhíordhearfach a chuir na measúnóirí ar fáil, agus is mór againn na moltaí a rinneadar sa tuarascáil sin. Tá a gcuid moltaí le fáil i gcorp na tuarascála féin agus ag a deireadh.

Tá gníomhú na Roinne maidir le gach aon cheann de na moltaí sin anseo inár ndiaidh (is do leathanaigh na tuarascála atá na huimreacha ag tagairt):

- **Athbhreithiú ar spriocanna na modúl lárnach (15-16)**

Tá sin á dhéanamh ar bhonn leanúnach.

- **Miontráchtas taighde sa tríú bliain (17)**

Bhíodh a leithéid riachtanach, ach cuireadh do leataobh é le teacht chóras na modúl. Mar a tugadh faoi deara sa tuarascáil, is ar bhonn móraistí a dhéantar cuid de na modúil againn a mheas. Breathnófar in athuair, áfach, ar mhóraiste a thabhairt isteach mar mhodúl roghnach.

- **Ba chóir breis modúl ag leibhéal níos doimhne a chur ar fáil (17-18)**

Tá seo á dhéanamh, m.sh.

Tá NG319 Gaeilge na hAlban 2.5 ECTS curtha do leataobh agus NG323 Gaeilge na hAlban 5 ECTS tugtha isteach ina áit

Tá NG308 Logainmneacha agus ainmneacha pearsanta 2.5 ECTS curtha do leataobh agus NG325 Logainmneacha agus ainmneacha pearsanta 5 ECTS tugtha isteach ina áit

Tá cúrsa nua 5 ECTS, NG222 Oidhreacht an Ochtú hAois Déag, tugtha isteach i mbliana.

Féachfar le breis cúrsaí 5 ECTS a thabhairt isteach amach anseo

- **Ranganna Teagaisc agus Oidis (18-19)**

Tá ábhar na ranganna teagaisc leagtha amach chomh fada agus is féidir agus tá siollabas nua lárnach i bhfeidhm. Ní mór dár dteagascóirí cloí leis seo.

Tá sruthú i bhfeidhm sna ranganna chomh fada agus is féidir. Ar ndóigh, ní i gcónaí a ligeann an clár ama dúinn é seo a dheánamh go hiomlan de bhrí go gcaithfear a chinntiú go mbeidh teagascóirí, mic léinn agus ionaid ar fáil ag an am céanna. Chomh fada agus is féidir linn na mic léinn a shruthú, tá sin déanta, agus féachfar le leanacht leis.

Maidir le ranganna oidis sa Chéad Bhliain, ceist acmhainní atá anseo go bunúsach. Tá méadú céatach tagtha ar líon na mac léinn le tamall anuas agus leanfadh costas ollmhór na ranganna breise seo a chur ar fáil. Tá roinnt mhaith acmhainní á gcaitheamh cheana ar ranganna teagaisc teanga a chur ar fáil sa Chéad Bhliain agus má théann cúrsaí i bhfeabhas, féachfar le ranganna oidis a chur ar fáil arís.

- **Iarchéimithe agus seimineáir (21)**

Tugann iarchéimithe ranganna teagaisc agus oidis. Bíonn bac orthu dul thar líon áirithe ranganna, áfach, sa chás go mbeadh scoláireacht IRHCSS acu.

Moltaí Breise (26-27):

- go gcuirfear staitisticí oifigiúla ar fáil ar líon na mac léinn atá ag dul do gach cúrsa agus gach módúl sa tslí gur féidir lorg na mac léinn agus líon na bpasanna agus na dteipeanna a leanstan ó bhliain go bliain.

Déanfar seo i gcomhar le hOifig na Scrúduithe agus beidh na staitisticí seo ar fáil le plé ag cruinnithe dheireadh na bliana.

- **go gcuirfear tuilleadh spáis ar fáil don Scoil, go háirithe do theagascóirí agus d'iarchéimithe.**

Tá roinnt seomraí breise faighte ag an Scoil cheana de bharr atheagraithe a tharla i samhradh 2010. Ina cheann sin, tá áit taighde anois ag roinnt dár n-iarchéimithe leis an bhForas Feasa i bhfoirgneamh Iontas.

- **go bhféachfar chuige comhoibriú níos éifeachtaí a chur ar bun leis na hionaid éagsúla atá ag plé leis an Ghaeilge san Ollscoil agus go ndéanfar plé ar Coiste Gaeilge nó Bord Gaeilge a bhunú san Ollscoil.**

Tá Bord Gaeilge na Ollscoile le teacht le chéile arís go luath agus beidh ionadaíocht ón Roinn ar an mBord sin.

- **go lonnófar baill na Scoile ar fad san fhoirgneamh agus sa láthair céanna. Tuigimid go bhfuil cuid den fhoireann scoite amach ósna baill eile.**

Tá gach ball den Roinn lonnaithe anois i bhFoirgneamh na nEalaíon.

- **muna bhfuil sé déanta cheana féin, go gcuirfear eolas ar fáil sna Lámhleabhair faoi aidhmeanna agus spriocanna na gcúrsaí agus faoi na scileanna atá le hinsealbhú.**

San áit nach bhfuil sin déanta cheana cuirfear i bhfeidhm é sa bhliain acadúil seo.

- **go ndéanfar athbhreithniú ar líon na gcomhairleoirí atá ag teastáil sna blianta éagsúla de chéim na Nua-Ghaeilge.**

Tá athbhreithniú déanta air sin ach ní mór dúinn súil a choimeád air agus líon na mac léinn ag dul i méid.

- **go bpléifear ceist na cothromaíochta idir acadúlacht agus praiticiúlacht i gcúrsa na bunchéime sa Nua-Ghaeilge agus go bpléifear pleananna don Ghaeltacht sa chomhthéacs seo.**

Déanfar plé ar a bhfuil i gceist leis seo ag cruinnithe Roinne agus déanfar iarracht an chothromaíocht cheart a bheith ann.

- **go bpléifear ceist shruthú na mac léinn sna ranganna teanga agus oidis.**

Luamar a leithéid a bheith inmhianaithe sa cháipéis féinmheasúnaithe a scríobhamar i 2004. Ghlac measúnóirí na tuairisce a lean leis seo agus bhí sé ar cheann de na moltaí acu. Tá gach iarracht déanta againn é a chur i bhfeidhm, ach ní sprioc é seo is furasta a bhaint amach i ngach aon chás ón uair nach mór (i) an líon ceart mac léinn (ii) an teagascóir agus (iii) seomra teagaisc a bheith ar fáil ag an am céanna. Mar sin féin, déanfar gach iarracht cloí le sruthú mac léinn sna ranganna teagaisc chomh fada is a cheadóidh an clár ama dúinn.

- **go ndéanfaidh an Dámh athbhreithniú ar an chóras cúitimh sna scrúduithe a cheadaíonn do mhic léinn Gaeilge pas a fháil nuair is Teip Theicniúil atá acu i ngeall ar gur theip orthu pas a fháil sa teanga.**

Is ábhar buartha dúinn ceist seo an chúitimh. Is léir gur ábhar buartha ag ranna eile freisin é ó tá sé pléite ag Dámh na nEalaíon, an Léinn Cheiltigh agus na Fealsúnachta, ag Dámh na nEolaíochtaí Sóisialta agus ag an gComhairle Acadúil. Gheall an tUachtarán nua go ndéanfaí cinneadh faoi sa bhliain acadúil seo (2012).

Department of Old and Middle Irish

Quality Implementation Plan

The review of the Department of Old and Middle Irish took place at a critical stage of its development, when the previous professor was retiring and when it was not clear yet whether a new professor would be appointed. Some of the problems highlighted by the reviewers were immediately connected with the uncertainties inherent in transitional phases, and some of the peers' recommendations in regard of this department rather addressed the responsibilities of the university than of the department itself. In the following, response will be given to the points that fall within the area of influence of the departmental staff.

- **The present undergraduate syllabus should retain its academic core in Medieval Irish literature and language (10–11)**

This suggestion has been implemented. The undergraduate modules devoted to literature have been subjected to a thorough restructuring in the academic year 2011/2, in order to enhance thematic integrity, to introduce thematic variation and avoid repetitions between the modules over the years, and even within years. Further small-scale adaptations, dependent on continuous revision of the programme, may be undertaken in the future. Through the introduction of cyclical literary modules, open to both second and third-year students, the amount and variety of literature taught could be raised by 4h over a period of two years. This process of restructuring will continue into the coming academic year. The intention is that the resulting structure will provide an even broader coverage of literary topics and genres. Elements of language instruction have been re-introduced into the first year in order to anchor the language component in the entire three-year programme, and in order to attract more students to the language classes in the subsequent years, thus giving language instruction a new boost altogether.

- **The possibility of making the Old Irish language modules available as an option to undergraduates in Modern Irish should be explored (11)**

The Old Irish language modules are open to all students. Students of Modern Irish who want to take them as options for their own programme would be particularly welcome.

- **Undergraduate teaching in Medieval Irish should be allotted to those qualified in the discipline (11)**

A decision has been taken within the department to allot lectures only to persons with a postgraduate degree in the subject.

- **Student handbooks should contain full accounts of courses, their aims, requirements, intended learning outcomes, and modes of assessment (11)**

The new handbooks for this year were produced with these suggestions in mind.

- **At postgraduate level, continuity of the research and publication record of the department should be ensured; appropriate arrangements should be put in place for interim postgraduate teaching and supervision. Future postgraduate structures will have to provide PhD training modules; opportunities should arise for greater co-operation within and without the School. (11)**

The staff of this department do their best to retain postgraduate teaching and supervision, but without additional staff it is impossible to make use of all the potential that would be there. The two regular academic members of staff are already stretched to their limits in regard to teaching, administration and research. As for potential co-operation in postgraduate studies, discussions are on-going with Modern Irish.

- **Account must be taken of the importance of team-based projects, both in terms of research outcomes and funding (11)**

Plans and applications in this direction are being made, both on a national and international level, but again the serious problem of understaffing and the concomitant amount of work incumbent on the available members of staff does not allow them to devote all the necessary time to developing such ideas.

- **A professional administrator be appointed for the subject; it is not appropriate that such a post be held by someone academically associated with the department (12)**

The suggestion that a professional administrator be appointed, a suggestion which was properly directed at the higher levels of university administration, has been implemented. The roles of administrative and academic personnel were blurred in the past in order to answer staffing necessities that arose on short notice. Those roles will now be kept separate.