Quality Assurance / Quality Improvement

Programme for Academic Units

2003-2004

School Quality Improvement Plan

School of Applied Language and Intercultural Studies (SALIS)

November 2005

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1.   INTRODUCTION

This plan represents the outcome of the processes which have been ongoing in the School of Applied Language and Intercultural Studies (SALIS) since March 2004:

1) Quality Review Process
2) Strategic Planning Process

1) **The Quality Review Process** began in March 2004 with the establishment of the SALIS Quality Assessment Team (SQUAT), which produced the School's Self-Assessment Report in March 2005. The visit of the Peer Review Group took place on 9-11 March 2005.

   The School would like to record its gratitude to the members of the Peer Review Group for giving so generously of their time and experience: Dr. Arnd Witte (NUI Maynooth), Professor Roberto Mayoral Asensio (University of Granada, Spain), Ms. Geraldine Marry, (Capella Mc Grath GmbH, Munich, Germany), Dr Sarah Ingle (DCU) and Professor Martin Henry (DCU).

   On receipt of the Peer Review Group (PRG) Report in April 2005, the School set up a SALIS Quality Improvement Planning Group (SQUIP) which met a total of 5 times in May and June in order to formulate the plan.   At the same time the Peer Review Group Report was circulated to the SALIS staff and their responses have informed the School's Quality Improvement Plan.

2) The School instigated a **Strategic Planning Process** in September 2004.   We first agreed the principles on which we would build our Strategic Plan and the process we would follow to develop it.   In December 2004 the three academic sections, Translation Studies, Intercultural Studies and Language Studies, each presented a report to the School. On the basis of these reports the Head of School drew up a draft Strategic Plan in April 2005, which was amended by the School Executive and discussed at the School meeting in May 2005.

   SALIS was one of two schools in DCU which participated in the Irish Universities Quality Board project in *Strategic Planning in Academic Departments (2004/5).* As part of this project we had a Strategic Planning Away Day on 17 June 2005, which was

facilitated by Mr Gordon Mc Connell (DCU Project Leader) and Dr. Ciaran O'hOgairtaigh (Theme Leader: Business and Innovation). Three SALIS colleagues also attended a consultation meeting held by IUQB and facilitated by Mr John Davies.

Over the last 10 months the two processes described above have mutually informed each other, and the information gathered, discussions held and advice received have placed the School in an excellent position to formulate both the current Quality Improvement Plan as well as a Strategic Plan which will be finalised in September 2005.

Main findings in Peer Review Group Report

The Peer Review Group noted the "outstanding reputation of SALIS among national and international translation and language institutions", and the School's "excellent relationship with a plethora of external bodies including embassies, cultural institutes, foreign organisations, national and international universities, schools and trade unions". The PRG paid tribute to the "dedicated staff", "the good relationship between staff and students" and the "esteemed teaching methodology evident in the numerous teaching and learning awards" won by SALIS staff.

The Peer Review Group report congratulated the School on the clarity and transparency of the present workload document and formed the view that the "recent restructuring appears to be working well in setting the agenda for the future development of the School".

The Quality Review Process was particularly valuable in drawing attention to issues such as how the School is perceived in the wider University context, the importance of the School website and student representation at School level.

The PRG recognised the "growing research activity earning an international profile and attracting high-profile European funding and internal grants". At the same time it emphasised the need to involve a "higher proportion of permanent staff in research" and research supervision. The PRG Report highlighted the "accommodation/technology inadequacies" and the need for "a major refurbishment or replacement of the Henry Grattan building", an issue which had also featured many times in the Self-Assessment documents.

2.   RESPONSE TO RECOMMENDATIONS IN THE PEER REVIEW GROUP REPORT

A Teaching and Learning - Recommendations		School Response	University Response	Timeline
_A1_ [P1-S]	Review numbers of contact hours for language teaching and investigate whether student absenteeism in language teaching classes is having a negative effect on grammatical progression and overall rate of class progress.	• Regrettably, the current budget model does not allow more allocation of contact hours for language teaching. A task force has been set up to investigate student absenteeism and retention in all SALIS modules and has presented initial findings to the School. See also D2.	[University Response Requested by SALIS] The response concerns a) Student Retention is a university wide challenge and action to increase retention will be coordingated by Executive b) The present budget model can not be changed in the near future; however, the university is prepared to follow best practice (NUI Maynooth) and count language classes as laboratory-based classes. SALIS is encouraged to further increase its numbers of non-EU students. The new Faculty-wide study programme was commended as a positive step forward.	June 2005-June 2006
_A2_ [P1-S]	Agree common assessment and marking schemes for different languages to ensure broad compatibility	• Preparation is underway to develop a policy framework for grading all assessments based on the Common	n/a: if there is no specific university response this has to be read as approval of the School response.	By September 2006

A Teaching and Learning - Recommendations		School Response	University Response	Timeline
		European Framework (CEF) with a view to implementation in 2005/6.		
A3 [P1-S]	Introduce a grammar progression table to set out what should be achieved at each stage for each language.	• An inter-language working group has been set up to establish a Moodle-based Structural Grammar course for students. • Progression in all SALIS subjects will be on the agenda of all section meetings.		By September 2006
A4 [P1-S]	Draw up cross-language essay writing formats for postgraduate students.	• Existing academic writing guidelines in the Faculty available have been made accessible to all SALIS taught postgraduate students.		By September 2005
A5 [P1-SF]	Identify and explain more clearly to students the holistic benefits of undertaking a language based degree in terms of transferable skills that students develop. i.e. develop a sense of the degree being important as it stands without having to have an add-on qualification such as	• SALIS is actively involved in the Transferable Skills Project. Colleagues involved in the pilot will make the findings available to all other SALIS colleagues. This will be an item on all Programme Board agendas.	The Faculty is aware of School action and approves.	By November 2005

A Teaching and Learning - Recommendations		School Response	University Response	Timeline
	business studies.			
A6 [P1-SF]	Have defined targets and methods and develop proposals to increase the number of students. Develop new subject combinations to develop a greater variety of degree types.	• The nature of co-operation for publicity both at Faculty and University level is to be clarified (See C1). The setting of targets has been set out in the Strategic Plan. • Negotiations are underway for the further development of English, Irish and Asian studies.	See above	By September 2005 Ongoing
A7 [P1-SU]	Improve and promote language-learning facilities in library.	• The Humanities Librarian will be invited to SALIS to outline all facilities available to both SALIS students and staff and to engage in a discussion about possible improvements, such as introducing an identifiable language learning section. • Library induction will be made compulsory for incoming SALIS students and staff. • We will also continue to improve collaboration with the library in relation to the needs of International students. • We will investigate the	In relation to availability of foreign language TV channels: The university sees this also as a good opportunity for promoting and cultivating an international campus. The Learning Innovation Unit in the OVPLI will support the School in this regard.	By December 2005

A Teaching and Learning - Recommendations		School Response	University Response	Timeline
		feasibility of making for foreign-language TV channels available to students on campus		
A8 [P1-SU]	Ensure availability of listed course reading material in library. Provide more dictionaries particularly during exam periods	• All SALIS lecturers will monitor the availability of prescribed reading material in the library and order extra copies of material when needed, within the constraints of the SALIS library budget. • We will also investigate the possibility of acquiring more dictionaries and cultivate the use of electronic dictionaries on relevant modules.	The university agrees.	By September 2005
A9 [P1-SFU]	Investigate whether the provision of independent language learning facilities is important for SALIS students and if so to establish activities on a cost-sharing basis if required with the University.	• SALIS is convinced that Independent Language Learning facilities are extremely important. We propose to expand current provision by the implementation of the Lingua Space Report, which highlights the facilities, which are urgently required. The Lingua Space document will be updated in Semester 1	The Faculty supports this response and has earmarked a specific area for this purpose. It was requested that the updated Lingua Space report be made available to the university upon its completion.	Academic year 2005/6

A Teaching and Learning - Recommendations		School Response	University Response	Timeline
		2005/6.		
_A10_ [P2-S]	Introduce closer supervision of undergraduate theses and introduce a fixed penalty system for late submission of projects	• A fixed penalty system has been agreed and will be incorporated into SALIS marking policy. Supervisors of year abroad students are to discuss and streamline supervision of theses.	n/a	By October 2005
_A11_ [P2-S]	Focus more on conversational skills/phonetics in year 1&2 and address deficiencies in the teaching of intermediate language modules in year 1.	• Language-specific workshops run by LSS will be continued. • Reduced funding has caused deficiencies in the delivery of intermediate language modules with the result that not all skills can be covered sufficiently in the hours currently available (See A1). • We will explore the possibility of using additional resources, e.g. tandem learning as well as extracurricular activities for students.	n/a	Ongoing
_A12_ [P1-SF]	Encourage more use of Moodle where appropriate.	• 2 Moodle training workshops have taken place and more are planned.	The Faculty approves of the response.	Ongoing
_A13_ [P1-SF]	Spread out and coordinate deadlines for continuous assessment.	• Coordination of deadlines for continuous assessment will be an item on all Programme	Ditto.	By December 2005

A Teaching and Learning - Recommendations		School Response	University Response	Timeline
		Board agendas in Semester 1 (2005/6).		
_A14_ [P1-SF]	Provide basic IT skills for students to overcome wide variations in abilities within student body.	• ECDL will be made available to all SALIS staff and first-year students.	Ditto.	From September 2005
_A15_	Encourage self-learning/autonomous learning.	• See A9 in particular. See also A2, A5 and A7.		

[Recommendations of Self-Assessment Report in Relation to Teaching and Learning]
• Contact hours for language learning are under severe pressure. Two responses are envisaged: firstly, to make more use of new technologies, as well as techniques like tandem partnerships and multilingual working groups, to increase contact time; secondly, to find creative ways of acknowledging independent study time spent on language-related activities. In the long term, increasing the number of contact hours would be the ideal solution.
• Languages with a growing demand (English, Spanish) need to be developed; other existing languages need to be consolidated in accordance with EU language policy guidelines.
• The clarification of copyright issues which impact on the provision of materials for students.
• The future-proofing of teaching and research materials.

University Response: The University agrees with the recommendations made in the Self-Assessment Report. It recommends that the School contact the Secretary's Office in relation to the clarification of copyright issues.

B Research and scholarship - Recommendations		School Response	University Response	Timeline
_B1_ [P1-S]	Investigate a variety of ways to obtain funding for research students through OVPR and their contacts.	• Continue the development of existing links with the OVPR and invite the OVPR to a School Meeting to explain support mechanisms. • SALIS has employed staff on a short term basis to systematically research funding and resourcing opportunities		Semester 1 2005/6
_B2_ [P1-S]	Respond to research postgraduate students' document on best practice/code of conduct in research supervision process.	• The SALIS Research Committee is currently drafting a document on best practice/code of conduct in research supervision taking into consideration the IUQB PhD-document. SALIS welcomes the University-wide initiative in this area.		By December 2005
_B3_ [P1-S]	Review workload allocation document to actively encourage research rather than assuming everyone is actually working on research projects.	• The Workload document will be revised as a matter of urgency.	Workload allocation will also be discussed on a Faculty-wide basis.	Begin revision in September 2005
_B4_ [P1-SF]	Initiate regular meetings with OVPR to facilitate increased communication	• See B1. • Continue to develop existing links with DCUBS, School of	It is recommended that the School should include the OVPR amongst the	

B Research and scholarship - Recommendations		School Response	University Response	Timeline
	about SALIS's research activities and to develop connections with other faculties in terms of lobbying/applying for research funding.	Nursing and School of Computing.	addressees of the School's newsletter. The Faculty has developed a web-page devoted to research.	
B5 [P1-S]	For a project idea select the Funding Scheme most appropriate to the project.	• We will capitalise more effectively on existing expertise in making successful funding applications within SALIS by making such applications available to everyone in SALIS	n/a	Immediate/ Ongoing
B6 [P1-SF]	Promote/extend use of second supervisor for Master and PhD theses, particularly among temporary contact staff.	• SALIS has already introduced team supervision for Masters and PhD theses. Given the current budget situation we are reluctant to use Temporary Contract Staff for supervision of Research Masters & PhD theses.	The Faculty agrees and consents.	Already happening
B7 [P1-SF]	Offer more support to research students in writing funding applications.	• SALIS will introduce more structured support for IRCHSS and similar applications. More liaison with OVPR in preparing such applications is envisaged (See B1).	The Faculty approves.	Immediate
B8 [P1-SF]	Strengthen research training within School and	• Two new research training modules are to be introduced	The fact that there is no mechanism in place for part-	Academic Year

B Research and scholarship - Recommendations		School Response	University Response	Timeline
	in conjunction with Faculty.	at both School and Faculty level and in conjunction with St Patrick's College	time research students will be taken up by Executive and brought in line with regulations in other postgraduate areas.	2005/6
_B9_ [P1-SF]	Foster and encourage individual and team-based research among staff particularly those who are less research active at present.	• See B3 and B6.	See B3 and B6	Ongoing
_B10_ [P1-SFU]	Initiate discussions within DCU and with partner institutions in order to strengthen research-funding applications.	• See B4 • SALIS will continue to develop the international research partnerships, which have led to, for example, EIWP, Asia Link and Lolipop Projects. We will continue to build on existing co-operation at national level on projects such as Transferable Skills.	Faculty and University agree	Ongoing
_B11_ [P2-S]	Plan and communicate the development of a post-graduate area if there is one being developed (student comment)	• Faculty Research students have now moved into the new Postgraduate area.	n/a	Already happened
_B12_	Prepare and publish an annual report to demonstrate the School's	• Since the discontinuation of the annual report, SALIS publishes research output and	n/a	Ongoing

B Research and scholarship - Recommendations	School Response	University Response	Timeline
research publications and activities.	activities in the following ways: - CTTS annual report - SALIS Newsletter (3 times a year) - Through the Genius Research Support System. We plan to include the most recent publications in the new revamped website, see C4.		

C Community and Public - Recommendation		School Response	University Response	Timeline
C1 [P1-S]	Produce more information material for prospective students and employers, both web and non-web based.	• We will pursue the development of the SALIS website further, with a view to tailoring it more effectively to the needs of future students and employers. (See also C4)	n/a	By December 2005
		• We will clarify and streamline the procedures for making changes to the SALIS website with a view to facilitating changes more easily and quickly. (See also C4)		By December 2005
		• We will draw up a short overview of each of our programmes specifically for employers		By December 2005
		• We will provide more 'can do' statements on module descriptors (where appropriate)		Academic Year 2005/6
		• We will continue with current promotional activities.		Ongoing
C2 [P2-SF]	Be more active in promulgating SALIS	• SALIS will request a display-case in 'The Street' in order to	The University recommends contacting the Estates Office	September 2005

C Community and Public - Recommendation		School Response	University Response	Timeline
	identity and activities and research throughout the DCU community.	display SALIS publications, projects etc. more publicly (to be located where vending machines currently stand)	in order to facilitate the School Response; The Faculty supports the School's response.	
		• We will maintain SALIS Research Seminar series and open these to all University staff.		Ongoing
		• We will maintain our current SALIS Newsletter		Ongoing
_C3_ [P2-SFU]	Look outside the school for future developments in teaching and research.	• We will lobby for increased support for research in Humanities and Social Sciences in the Office of the Vice President for Research.	The Associate Dean for Research will support SALIS where possible.	Ongoing
		• We will make details of successful applications available internally (See B5)		
		• We will actively seek collaboration at Faculty level and support the new cross-Faculty BA in Contemporary Culture and Society.		Academic Year 2005/6
		• In revising the LIC degree we will collaborate with other Schools		Ongoing
_C4_ [P2-SFU]	Improve and regularly update School web content.	• A small SALIS Website Working Group has been established to monitor and	Both Dean of Faculty and Registrar will take this issue up with CSD with a view to	Ongoing

C Community and Public - Recommendation		School Response	University Response	Timeline
		improve content regularly (See C1).	clarify and improve the processes involved in upgrading web content.	

[Recommendations of Self-Assessment Report in Relation to Public Activities] • Recruit Life-Long Learners more actively • Lobby for improvement in facilities for students with disabilities • Identify a SALIS contact for Access Programme Students (in consultation with Access Office)

D Organisation and Management - Recommendation		School Response	University Response	Timeline
_D1_ [P1-S]	Reduce levels of overall administration, e.g. consider reducing the number of programme chairs through amalgamation.	• A review of how we could make more efficient use of administrative and secretarial support within the School is being undertaken with a view to reducing the administrative load for colleagues.	n/a	Ongoing
		• The nature of administrative support available to staff within the Faculty Office is to be clarified.	This issue was not specifically discussed at the follow-on meeting. However, discussions are ongoing between Faculty and School.	Immediate
_D2_ [P1-S]	Review the mentoring and Year- Head co-ordination systems, particularly for 1st year students, to ensure they are working correctly.	• A student retention task force has been established to look at issues affecting 1st year students. (See A1)	n/a	Ongoing
		• We will request a review of the personal tutor system which will investigate ways of making this system work more effectively and efficiently.		Immediate
		• We will introduce a new system of Induction in 2005/6, based on best practice in other schools in the University (e.g. Physical		

D Organisation and Management - Recommendation		School Response	University Response	Timeline
		Sciences)		
_D3_ [PI-S]	Remove unsightly wheelie bins for students' assignments – replace with project boxes as in other areas of the University.	• A new arrangement has been put in place for students to post assignments/projects directly into the School Office. A large letterbox and collection box for this purpose has been provided.	n/a	Already done
_D4_ [P1-S]	Ensure posts of chairs of UG and PG studies boards on School Executive are filled as soon as possible.	• Following on from discussions at the end-of- year Review of School Structures meeting, it has been decided to streamline the School Executive in such a way as to ensure representation of all school interests. As a result, these 2 posts have been removed from the School Structure. Instead, Undergraduate and Postgraduate Chairs will be invited to attend Executive meetings on a regular basis.	n/a	Already done
_D5_ [P1-S]	Review module descriptors – aim to make them clearer and more transparent.	• See C1 and C4	n/a	Ongoing
_D6_ [P1-S]	Improve management of sabbatical leave process so	• Criteria for sabbatical leave have been agreed and a new	n/a	Already Done

D Organisation and Management - Recommendation		School Response	University Response	Timeline
	that senior levels of staff are not substantially reduced.	system for scheduling leave is in place.		
D7 [P1-S]	Ensure information on year abroad is provided well on time and start the information process in 1st year	• From 2005/6, a detailed briefing on the Year Abroad will begin early in Semester 1 of 2nd Year. • Information on the Year Abroad will be provided on the SALIS website and available to all students.	n/a	Semester 1 2005/6
D8 [P1-S]	Establish social area for staff and postgraduate students.	• We will lobby for kitchen facilities and a social area to be provided as a Faculty facility for all Faculty staff and research students.	[Faculty/University response required by SALIS] Faculty assures that space could be made available as social area for staff and postgraduates University supports the recommendation but points out difficult budgetary situation	Academic Year 2005/6
D9 [P1-SF]	Review workload document to encourage research.	• The revision of the workload document is to be made a priority for 2005/6 (See B3).	Faculty agrees and issue will be raised Faculty-wide. Workload issue is also going to be tackled on university-wide basis	Academic Year 2005/6
D10 [P1-SF]	Continue to encourage staff to apply for progression and promotion within	• The new Performance Management System will provide a framework in which	Faculty agrees	Ongoing

D Organisation and Management - Recommendation		School Response	University Response	Timeline
	University structures.	individual members of staff can articulate and discuss their career plans and aspirations.		
D11 [P1-SFU]	Investigate ways in which present inadequate levels of physical accommodation and teaching resources could be improved and make proposals to University.	• We will lobby to secure the total refurbishment of the Henry Gratton Building in order to fully exploit its potential (e.g. inner courtyard) and to make it more accessible to people with disabilities (See A9).	Faculty agrees and supports School in lobbying. A phased plan will be submitted to University by Faculty. University agrees but points out difficult budgetary situation.	
D12 [P1-SFU]	Ensure changes to module descriptors get made in a timely fashion, as web-based methods of information are extremely important for potential SALIS students.	• See C1 and C4. • A complete review and update of Module Descriptors was begun in August 2005.	Faculty and University commend School for actions and support them.	Ongoing By October 2005
D13 [P1-SFU]	In order to maintain staff numbers, the School should direct its efforts to increase student numbers.	• Current recruitment efforts will be maintained. 50% more school visits will be carried out 2005/06 and there will also be an extensive direct mail campaign to secondary schools.	Ditto.	By September 2005
D14 [P1-SFU]	Prepare an induction package and process for new staff and postgraduate	• The induction document for new staff is to be updated • An induction document for	Ditto.	By September 2005

D Organisation and Management - Recommendation		School Response	University Response	Timeline
	students.	new research students is to be developed.		
_D15_ [P1-SFU]	Examine the extent and effectiveness of the current programme of informal academic and social activities to ensure support for, and integration of, international students.	• Liaison with the International Office will continue in order to encourage students to take effective advantage of the activities which are available to them, e.g. tandem learning, buddy system, social gatherings etc. A number of Intercultural Lunches were successfully held.		Ongoing
		• We will collaborate with the International Office to provide appropriate intercultural training for non-national students.	The University supports this collaboration.	
_D16_ [P1-SFU]	Provide disabled/wheelchair access to staff offices.	• Regrettably this is not possible in the Henry Grattan Extension where most staff offices and the School Office are located. See D11.	Faculty can provide rooms for interaction between staff and disabled students on provisional basis. University recognises that this is a serious issue. The issue should be discussed between School, Faculty and Disability Office.	
_D17_ [P1-SFU]	Provide additional/better quality printing/copying/post room	• A minor reconfiguration of the current post-room has been undertaken. More substantial	Faculty could provide suitable space and support in reconfiguring or moving	By December 2005

D Organisation and Management - Recommendation		School Response	University Response	Timeline
	facilities for staff.	changes are subject to budget constraints.	printing/post room. See D8	
_D18_ [P1-SFU]	Agree with University and Faculty revision of SCR allocation in line with international best practice.	• We will lobby for revision of SCR allocation.	University Response: see A1; best practice (NUI Maynooth) is accepted as a model	
_D19_ [P1-S]	Revisit procedures for access to computer facilities in order to make best use of space and to facilitate increased student usage.	• A Technology Plan for the school has been devised in order to address the issue of maximising space and facilitating access to computing facilities for all students. See Prioritised Resource Requirements.	The University suggests that a request be made to the Budget Committee in this respect.	
_D20_ [P1-U]	Allow temporary contracts to be renewed much earlier than September of an academic year in order to facilitate planning and workload allocation.	• There was some improvement due to improvement in Faculty and School processes.	The Faculty will make the case to the University Budget Committee.	
_D21_ [P2-S]	Increase student representation at School level.	• We will investigate the establishment of a student-staff Consultative Committee.		Academic Year 2005/6

	Recommendations for Improvements 2(not included above) Specific University Management Issues	University Response required
6.1	Urgently and significantly improve the current inadequate accommodation for both staff and students with regard to offices, lecture rooms, computer access, language learning technology, disabled /wheelchair access. More specific recommendations in this area include: • Provide area near or within offices for meeting student groups • Provide adequate storage facilities in School office and staff offices. • Redesign lecture rooms to allow for interactive learning • Replace damaged, broken and outdated furniture. • Repair broken windows and blinds. • Repair/replace loose/broken ceiling tiles. • Replace blackboards with white boards. • Remove loose bundles of cables in lecture and other rooms (safety hazard). • Improve cleaning service particularly in lecture rooms, ground floor toilets and The Street	Most of these points were discussed in connection with the detailed recommendations above. The follow-on meeting did not have the opportunity to discuss these matters due to lack of time.
6.2	Urgently attend to heating and ventilation problem in Henry Grattan building in classrooms, labs and offices, particularly the offices situated over The Street	√
6.3	In conjunction with School urgently review recommendations put forward in Lingua Space report to improve language learning environment.	√
6.4	Provide wheelchair/disabled access to staff offices or provide a suitable private wheelchair accessible room for staff/students consultations.	√

	Recommendations for Improvements 2(not included above) **Specific University Management Issues**	**University Response required**
6.10	Review current programme of activities to provide better support for and integration of international students.	√
6.11	Define required levels of leadership for UDRCs and prepare a clear statement of University policy regarding the provision and continuity of funding for UDRCs	√
6.13	Improve general learning environment in library, which is poor in comparison to other universities.	√
6.14	Review staff allocation/SCRs (subject weightings) for language learning modules.	√

3. PRIORITISED RESOURCE REQUIREMENTS

This section should only contain a list, prioritised by the Quality Implementation Committee, of resource requirements necessary to implement the recommendations outlined in the Self- Assessment and Peer Review Group Reports. Estimates of the cost involved should also be included.

Resources for Quality Improvement will be allocated by the University under 2 separate funds:

A. The HEA Quality Assurance Programme (funded under the National Development Plan) has a sub measure for *Quality Improvement following Quality Review*. Each year, the HEA allocate a sum of money to the University to be used to fund some of the recommendations from Quality Review Reports. In total the University received €80K in both 2002 and 2003 for this purpose.

B. In addition, the University sets aside a portion of its core Budget, under the sub-heading: *Quality Promotion and Strategic Development Fund*) to fund Quality Improvement measures arising from the recommendations in Quality Review Reports.

1. ***Initiate improvements in technology infrastructure by fitting out C135 with a mobile computing lab to be used by SALIS students (see recommendation D19, 6.1) Cost: €45,000***

2. ***Provide a social space in Henry Grattan building for SALIS students and staff (see recommendation D8) Cost: €5,000***

3. ***Upgrade computing facilities of 10 SALIS staff to enable them to make maximum use of Moodle (see recommendation D19) Cost: €25,000***

3.   SUMMARY OF THE ONE-YEAR PLAN

At School Level:

Summary of One-Year Plan

Finalise SALIS Strategic Plan, 2005-2008

Revise Workload document

Begin process of integrating Transferable Skills explicitly into all SALIS degree programmes

Improve Induction and Student Support

Revisit and update the *Lingua Space* report

Begin process of updating computing skills:
- Improve staff computing skills by running 1 workshop in September 2005 and timetabling a slot for ECDL training from Semester 1.
- Improve students' computing skills by timetabling a slot for ECDL training from Semester 2.
- Begin process of integrating more technology into teaching and learning practice.

Implement code of practice in research supervision

Strengthen research training in the School for both students and supervisors

Update website

Update module descriptors

Explore possibility of introducing Irish as part of a full programme review of LIC

Establish a social area for SALIS staff and students

Lobby for the refurbishment/ rebuilding of Henry Grattan Building, including improving ventilation in offices facing the Street.

Increase security in Henry Grattan Building.

4.   SUMMARY OF THE FIVE-YEAR PLAN (to be read in conjunction with SALIS Strategic Plan)

Over the next five years we will be operating in an environment which poses significant challenges as well as offering opportunities to the School:

1. The current falling number of traditional school leavers means increased competition for undergraduate students, particularly in traditional modern languages; at the same time there is an increasing demand for Spanish as well as for English and Irish Studies from a growing cohort of international students, which SALIS is well placed to respond to.

2. Globalisation has increased the demand for translation exponentially and the School is in a good position to meet this demand in terms of both training translators and engaging in research to support the needs of the translation/ localisation/multimedia industry.

3. An increasingly multicultural Ireland has led to a demand for graduates with the intercultural training and awareness which SALIS programmes provide.

In short, SALIS is uniquely placed to undertake teaching and research into those aspects of globalisation which intersect with Language Studies, Intercultural Studies and Translation Studies.

Based on the outcome of the Quality Review Process and the SALIS Strategic Plan, which is due to be finalised in September, we envisage the following developments over the next five years:

1. Complete refurbishment of the Henry Grattan building

2. Complete review of the LIC degree

3. The establishment of the technological infrastructure and training for both students and staff which are required to meet the current and future needs of Teaching and Learning as well as Research.

4. In the area of **Research**, we will

   i.   Increase the number of SALIS staff involved in research supervision from 10 (2004/5) to 20 (2009/10).
   ii. Increase the number of research students from 19 (2004/5) to 30 – although this depends on the University facilitating part-time registration.
   iii. Encourage the development of team research while continuing to value individual researchers.

6. In the area of **Translation Studies** we plan to:

i. Increase the number of students on the Graduate Diploma/MA in Translation Studies from 40 in 2004/5 to 60 in 2007/8.
ii. Offer the MA in Translation Studies in both online and face-to-face modes
iii. Offer a suite of postgraduate programmes in Community/Court Interpreting
iv. Continue to develop the Centre for Translation and Textual Studies
v. Explore offering a DCU-accredited MA in Interpreting in Vietnam for a trial period of 3 years.

6. In the area of **Intercultural Studies** we plan to:

i. Continue to conduct research into the intercultural campus/ workplace
ii. Continue to provide intercultural training to university staff and provide intercultural training for all DCU students (both national and non-national students)
iii. Review the Graduate Diploma/MA in Intercultural Studies and increase the annual intake to 20 in 2005/6 and 40 in 2007/8.
iv. Raise the profile of Intercultural Studies in a national context

7. In the area of **Language Studies** we plan to:

i. Develop our provision of language teaching and research in areas of growth such as English for Speakers of Other Languages, Spanish and Asian Studies.
ii. Continue to develop teaching and research in the other languages currently offered, as recommended in the "Languages and Enterprise" report (Forfas: 2005)
iii. Develop a postgraduate programme in the area of Language and Technology.
iv. Upgrade Second Language Acquisition knowledge and skills among all SALIS staff involved in language teaching.
v. Respond to the language needs of the local community, e.g. teachers, armed forces and civil servants.

8. We will actively pursue income generation by:
i. Running short courses
ii. Attracting overseas students (with a target of 50 by 2010)

9. We will continue to collaborate with other Schools in the Faculty and on the campus, both by participating in joint programmes (such as the BA in Contemporary Culture and Society) as well as providing modules in Modern Languages and Cultures, Intercultural Studies, English Studies, European Studies and Asian Studies.

APPENDIX ONE : Members of Quality Committees

School Quality Committee for Self-Assessment Report

Dr. Heinz Lechleiter (Chair)
Dr. David Denby
Dr. Angela Leahy
Dr. Minako O'Hagan
Dr. Aileen Pearson-Evans (until January 2005)
Dr. Bill Richardson (until 31st July 2004)
Professor Jenny Williams (from 1st August 2004)
Ms. Fiona Gallagher
Ms. Marion Winters
Ms. Margarita Morillo

Peer Review Group

Dr. Arnd Witte (Chair) NUI Maynooth
Ms. Geraldine Marry: Capella and Mc Grath GmbH, Munich
Professor Roberto Mayoral Asensio: University of Granada
Professor Martin Henry: DCU
Dr. Sarah Ingle: DCU (Rapporteur)

School Quality Committee for Quality Improvement Plan

Dr. Heinz Lechleiter (Chair until 31st May 2005)
Professor Jenny Williams (Chair from 1st June 2005)
Dr. Angela Leahy
Dr. Minako O'Hagan
Ms. Fiona Gallagher
Mr. Rodney Lafferty