



Ollscoil Mhá Nuad
Maynooth University

QUALITY IMPROVEMENT AND ASSURANCE

PEER REVIEW GROUP REPORT

SCHOOL OF CELTIC STUDIES

ACADEMIC YEAR 2021/22

14 December 2021

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1. Introduction

This Peer Review Group (PRG) report is provided for the School of Celtic Studies of Maynooth University.

The School of Celtic Studies is composed of four different units: two departments (Roinn na Nua-Ghaeilge – the Department of Modern Irish and the Department of Early Irish), a Centre (Lárionad na Gaeilge: Taighde, Teagasc agus Tástáil), and a unit with a distinct profile but couched within the School (Irish Cultural Heritage). The School’s remit embraces the entire historical span of the Irish language, its literature and culture, and important aspects of Irish cultural heritage. While the units have different statuses and dimensions (ranging from 2 lecturers to 7 permanent academic staff), the School’s overall research and teaching focus definitely merits an overarching structure.

The members of the PRG were provided with the School's Self-Assessment Report (SAR) in digital form on 7th September 2021. Due to Covid-19 restrictions, all meetings of the PRG and interviews with staff, students and stakeholders were held online via Microsoft Teams, from Monday 11th October to Friday 15th October 2021 (see Section 3 and appended timetable for details). A preliminary meeting of the PRG was held on Friday 8th October 2021.

2. Peer Review Group Members

Name	Affiliation	Role
Dr Deirdre Ní Loingsigh	University of Limerick	External Reviewer
Professor Tadhg Ó hIfearnáin	NUI Galway	External Reviewer
Professor Elisa Roma	University of Pavia	External Reviewer
Dr Gerard McCarthy	Maynooth University	Internal Reviewer
Dr Fergus Ryan	Maynooth University	Internal Reviewer

3. Timetable of the site visit

The timetable of the online visit was drafted by the Maynooth University Quality Office. It spanned the week beginning 11th October, comprising Monday afternoon and Tuesday-Friday mornings of that week, for a total of approximately 25 hours (see appended Timetable).

The time allotted for interviews was suitable enough. Nonetheless, throughout the visit the members of the PRG were not always together for all scheduled meetings and did not have the opportunity to reflect together during schedule breaks and meals. The PRG could thus have benefitted from further collective reflection time and a greater opportunity to share views and comments as and when issues were coming up. Additional debrief meetings of the PRG would have been useful, in particular, between interviews with staff and students in days 2 and 3, when the PRG was split.

4. Peer Review Methodology

4.1 Site Visit

The peer review was carried out remotely, on Teams. The PRG commends the Quality Office for the efficiency and thoroughness of the organisation of the visit and for their outstanding support.

The SAR was detailed enough to prepare the members of the PRG for the virtual visit. After the initial briefing and the interviews with the Faculty Dean and Head of School, the PRG briefly discussed some issues mentioned in the SAR and touched upon in the interviews and agreed on the methodology outlined in Section 4.2.

The site visit involved meetings with a diverse range of staff, students and stakeholders. For ease of communication, most meetings were held in English but, where feasible, some meetings were held in Irish provided all involved were comfortable in doing so. The PRG (or divisions thereof) met separately with the Head of School and Dean, and with each of the Department Heads. There was a joint meeting of all School staff, followed by separate meetings with a selection of staff from each of the Departments and Units, including academic, administrative, and technical staff. The PRG also met with a sample of students, with a separate meeting

for each unit. There were also meetings with external stakeholders and representatives of other university units.

The site visit was somewhat limited in being virtual, but necessarily so due to the current pandemic. It did not afford the opportunity to visit and experience the physical environment in which the School operates and view the facilities available to the team and experience the location thereof. Nonetheless, there was sufficient detail in the SAR to offset this necessary limitation.

4.2 Preparation of the Peer Review Group Report

As a general principle, the PRG agreed first to identify issues that were already addressed in the highly comprehensive, detailed and convincing SAR and that the PRG supported. Second, when appropriate, the PRG sought to reflect the strengths and weaknesses that clearly emerged during the meetings within the PRG's commendations and recommendations.

The outlines of the report and parts of it were drafted - using the template supplied by the Quality Office - during the PRG meeting on Friday 15th October. At that point, the PRG identified and sought to elaborate on the commendations and recommendations. These were written down collaboratively in table format in order to be presented to the School Staff during the meeting concluding the visit.

The PRG then met online on a series of dates to divide between members the compilation of all parts of the Report and arrange jointly its finalization.

5. Overall Assessment

5.1 Summary Assessment of the School

This is a summary, overview assessment. A more thorough assessment is set out below.

The PRG commends the School's SAR assessment process and Report. It notes its agreement with the convincing and robust findings of the SWOT analyses conducted by the separate units, which combined a persuasive account of strengths and opportunities alongside an honest and open acknowledgement of weaknesses and threats. The PRG also accepts and commends the School's Draft Quality Improvement Plan and the action points therein, though PRG recommendations elaborate and develop further action points for the School's consideration.

Strengths. The School of Celtic Studies has a distinguished record of providing high calibre undergraduate, postgraduate and adult education across the full life-cycle of the Irish language and relating to Irish cultural heritage. The School contributes immensely to the life of the University and of the broader society, in terms of teaching, learning, research, internal and external engagement. Its impressive research profile and success in attracting research funding are notable strengths, as are its innovative courses for both adult and traditional learners. The School is pro-active in providing the best possible learning and assessment experience for its undergraduate students, adult learners, and masterly tuition and supervision for postgraduate scholars.

The Department of Early Irish has achieved exceptional success in attracting national and international funding and in its ongoing scholarly outputs in its field. Its scholarly contribution to student learning is worthy of significant commendation. The Irish Cultural Heritage unit contributes well beyond its small size, building on its quality research to provide engaging, attractive, and popular courses mainly to adult and international learners, providing vital outreach to non-traditional learning communities. Lárionad na Gaeilge is an abundantly successful endeavour, especially in the roll out of its innovative *Teastas Eorpach na Gaeilge* (hereafter TEG) programme, a pioneering project of international standing and the undoubted leader in its field. Roinn na Nua-Ghaeilge is a vibrant department providing an immersive, highly professional and high-calibre learning experience in modern Irish, underpinned by an impressive research profile.

Weaknesses. A primary weakness is the lack of a cohesive structure and mission for the School as a whole beyond its individual parts. This is no reflection on the excellent leadership provided by current and recent Deans and Heads of School, but the absence of a description of the role of Head of School and the lack of a separate budget makes it difficult to envision how the School can be more than a loose confederation. Tensions between individual units in the School, and a possible duplication/lack of coordination of efforts pose an ongoing risk, particularly to individual and collective morale.

Staff time pressures, fuelled by high teaching and administrative workloads, alongside the inaccessibility of Maynooth University's sabbatical scheme, were highlighted as the main barriers to research. Several risks to the retention of very talented staff, particularly at Lárionad na Gaeilge, arise in the shape of precarious, short-term contractual arrangements, the downgrading of formerly high-level roles, and inadequate structures for promotion and regrading.

Opportunities. The recent strategic adoption by Roinn na Nua-Ghaeilge of a performance focus marks it out as an innovative and exciting place to study the full panoply of the modern culture of the language. New hires, notably the appointment in 2021 of a Professor of Modern Irish and Performing Arts to Roinn na Nua-Ghaeilge, offer opportunities to develop new programmes at postgraduate level in collaboration with Oireachtas na Gaeilge. The impending co-location of staff was raised by several groups particularly in terms of connection with other postgrads/postdocs within the school. There are opportunities to attract a new profile of student, particularly among civil and public servants, in light of the Official Languages Act and pending developments in Northern Ireland (Acht na Gaeilge) alongside the possible retraining in Irish of foreign-based teachers who wish to come to or return to teach in Ireland. The chance to collaborate with other University units to infuse the study of disciplines such as media, law, and business with an Irish language focus could also be further explored, particularly in light of the market for Irish within media and legal translation services in the Oireachtas (National Parliament) and EU institutions.

Threats. The small size of some units within the School makes them potentially vulnerable in the context of possible university restructuring and may militate in favour of closer integration and collaboration. The decline in student uptake for some modules in Early Irish poses a threat should research income within the Department decline. Internal competition for some of the same students and an apparent duplication of modules risk wasting limited resources. The dependence of Lárionad on external funding, its relatively small staff base and precarity of contract

arrangements, all pose risks to the long-term stability of the unit. The focus on a service business model in Lárionad also leaves little time for research.

5.2 Self-Assessment Report

The Self-assessment Report is exceptionally comprehensive, detailed, reflective, and honest. The self-assessment teams in each unit very appropriately highlight their achievements and strengths but are equally open and honest about the challenges they face and the improvements that could be made. The Report is certainly comprehensive and thorough. The PRG found it to be accurate, fair, and carefully researched.

The different units used somewhat different formats and structures, but all units broadly addressed the relevant topics in a comprehensive manner. Detail is provided on staffing, teaching and learning, student numbers, staff research profile and other achievements, examination and assessments, engagement, quality processes, and workload. Methods of assessing quality included a very thorough student School questionnaire, surveying 459 students, with a separate survey of 25 ICH students. Focus groups were also employed effectively.

In the case of Lárionad na Gaeilge, the Report sets out considerable detail on finances alongside information on communications, external engagement and information systems. The SAR exercise was embraced by Lárionad as an opportunity to consider how the strategic vision, development and rebranding of the unit might be considered.

Each team completed a SWOT analysis for its unit. The PRG accepts the findings of the separate SWOT analyses and commends the draft quality improvement plan, subject to the PRG's own recommendations.

6. Findings of the Peer Review Group: Commendations and Recommendations

6.1 Overview

This overview is organised as follows: Section 6.1.1 deals with department governance and organisation, 6.1.2 with teaching, learning, assessment and student feedback, 6.1.3 with research activities and outputs, 6.1.4 with staffing and staff development, resourcing and facilities, 6.1.5 with internal and external engagement, 6.1.6 addresses the implementation of recommendations for improvement arising from the last quality review.

6.1.1 Department governance and organisation

6.1.1.1 School Structure

The School of Celtic Studies is clearly a multidisciplinary and multifaceted academic body within Maynooth University. The constituent parts of the School have all made important contributions to establish the School's profile and presence within the University and in the national and international scholarly arena. That standing is based on its excellent reputation in research, teaching and language testing. The individual organisation of the four units within the School (Modern Irish, Early Irish, Irish Cultural Heritage, and Lárionad na Gaeilge) was well-explained in the SAR. The PRG was convinced that, despite the challenges that were openly discussed within units and in the School as a whole, the overwhelming sense was that all members of the School find the working environment in the School to be outstandingly collegial and academically productive. However, the SAR and PRG recognised a number of issues which need to be addressed in order to enhance the good governance and quality of the organisation.

The School presents as a loose confederation of four units. The Department of Early Irish and Roinn na Nua-Ghaeilge each have the profile of traditional university departments, although of quite different sizes with regard to staff and student numbers. Irish Cultural Heritage is a small research-led academic unit with notable strength in attracting visiting and other overseas students. Lárionad na Gaeilge: Taighde, Teagasc agus Tástáil is a unit of national and international importance in the field of language testing, teaching research and applied linguistics. It fulfils multiple functions as a hybrid of a traditional academic unit, a service provider to Roinn na Nua-Ghaeilge and the campus community, and an enterprise that attracts

significant recurring public funding to develop testing and be a national and international accreditation centre for the Irish language. The units within the School enjoy a high degree of autonomy with regard to academic matters, distribution of roles and in financial governance, aspects which are clearly valued by the units, their staff and the benefits of which are recognised by the PRG. However, the PRG recommends that the School consider some re-organisation of the units and relationship between them in order to plan for future stability and to enhance teaching and research programmes.

The activities and academic offerings of the Irish Cultural Heritage (Oidhreacht Chultúrtha) are highly valued by the University, Faculty and School, in particular as part of the portfolio of courses for international students, local studies, community outreach and engagement. Student feedback on these modules and courses is overwhelmingly enthusiastic. Nevertheless, there are tensions within the School about possible duplications of modules and taught programmes and resultant internal competition in attracting students. The PRG met with all stakeholders and concluded that all see a merger of Irish Cultural Heritage with the Department of Early Irish as the ultimate outcome with potential for complementarity and mutual benefit for both units and for the School and University in the longer term. However, the ways in which this will be achieved will require considerable input from all concerned in a spirit of mutual respect in creating a vision for the future that will allow Early Irish and Irish Cultural Heritage to flourish in a complementary fashion. As a matter of urgency, the University should be encouraged to adjust the contracts of the staff in Irish Cultural Heritage to 1 FTE each and to instigate discussions on the merger of the two units within an agreed timetable.

Regarding Lárionad na Gaeilge: Taighde, Teagasc agus Tástáil the PRG observed that the national leadership of Lárionad na Gaeilge in the field of language teaching, learning, and assessment is undervalued and, in some ways, misunderstood within Maynooth University. Lárionad na Gaeilge has a clear role in Maynooth University's reputation as a centre of excellence in the Irish language and as an international authority on language testing. For key parts of its work Lárionad na Gaeilge relies on periodic funding from government. Although there is evidence of continuous multiannual external funding, the PRG recommends that an urgent commitment be made by the University to address structural and organisational issues in Lárionad na Gaeilge, in particular regarding the appropriate definition of the academic and administrative role of the head of Lárionad and the contractual status and salary scales of staff. This would not only facilitate long-term planning and development in Lárionad na Gaeilge but would be a strategic investment by the University in its academic standing and ability to attract high quality staff, students and income.

6.1.1.2 Head of School and School governance

The lack of a definition of a school in the University structures and of the functions of a school as opposed to a department is notable. The PRG recommends that this be addressed at University level.

Within the School of Celtic Studies, the PRG accepts the great value of a degree of autonomy in small departments as expressed in their meetings and in the SAR. It was also clear that there is a need for central leadership at School level that carries institutional authority to represent the School across the University while remaining sensitive to its constituent parts. The PRG recommends that a well-defined division of duties between the Head of School and the Heads of units within the School be established and the overall governance structure of the School be documented.

The Head of School clearly has a coordinating and leadership role but the definition of the responsibilities and duties of the position lack clarity. While the School has benefitted from excellent leadership, the role should be underpinned by University and/or Faculty-level documentation that sets out the duties and responsibilities of the position, and the relationship between that role and those of the Heads of the School's constituent departments with regard to dealings with the Faculty and the University. Clarity concerning the role will be of benefit to the organisational structure and the possible re-organisation of units and will give the Heads of academic units within the School, the Faculty Dean and University management clarity in decision making. A clear definition of the role will make the position more attractive to potential applicants when a new person might be called upon to fill the role.

6.1.1.3 Administrative and Financial Structures in the School

Currently the School, as opposed to its constituent parts, has no budget of its own to pursue its day-to-day work and to take strategic decisions. While the excellent administrative support available to the Head of School comes from the administrator of their department of origin, it is unclear how that might be maintained in the longer term should there be a change in roles. The administration of the School is demonstrably an extra work load for the current administrative staff that could increase should the School's role expand.

The PRG recommends that due consideration be given to how the School should be funded and what financial administration structures will be appropriate in relation to the Faculty, School and academic departments in the coming years.

6.1.1.4 Recognition of bilingual skills of administrative and support staff

The School of Celtic Studies is required to operate bilingually, as are most of its constituent units. This bilingual context demands a particular skillset from its administrative and support staff, where high levels of functional fluency in both Irish and English are required on a daily basis, and where the additional burden of translation arises on a daily basis. The ability of administrative and technical staff to work bilingually is an asset for the University as a whole and the PRG strongly recommends that these professional linguistic skills be recognised accordingly as a key employment criterion and appropriately considered in career development and promotional opportunities.

6.1.2 Teaching, learning, assessment and student feedback

Innovations in relation to pedagogy and an active research culture in teaching, learning, and assessment are most evident in each of the units in the School of Celtic Studies. Overall, the experience of teaching and learning in the School is one that is creative, stimulating and very positive.

Various models for student engagement in learning are in place across the departments. Staff efforts to prepare engaging learning materials during the Covid-19 Pandemic were acknowledged by students during the site visit. The many opportunities for peer interactions in a supportive teaching and learning environment were noted by the PRG.

The key qualities in language teaching, and indicators of quality, as outlined in the very detailed Lárionad na Gaeilge account in the SAR, were considered excellent by the PRG. These were evidenced in meetings with undergraduate students during the site visit and are also supported by focus group notes in the appendices to the SAR.

Quality indicators in relation to student support across the School were mentioned by both students and staff during the site visit. The contribution of the administrative staff, working through Irish, to a culture of care for students and strong student engagement was also noted by the PRG Team.

Good quality assurance procedures are in place in relation to staff induction and training. However, the time-consuming nature of training for part-time staff is considered a constant challenge. Arrangements with regard to staff and student feedback loops and structures within the School are clear. Accounts of the effective and constructive ways corrective feedback is given to students, and reflective practice encouraged, were noted during the site visit. However, there is a need to address some of the labour-intensive feedback practices highlighted in the SAR. Following the site visit, the PRG agrees that effective alternatives should be considered further.

Regarding the collection of data in relation to the teaching and learning experience from students, it is suggested that, in the absence of institution-wide procedures, the School should work to systemise and document agreed procedures and mechanisms to collect student feedback across all four departments/units.

There is evidence of constant small and large-scale revisions of teaching, learning and assessment approaches, and modules and programmes across the School. A new awareness of Technology-Enhanced Learning, following the move to online and blended approaches during the Covid-19 pandemic, is also apparent.

Roinn na Nua-Ghaeilge, as suggested in the SAR, should revise the structure of compulsory and optional modules in the BA with a view to enhancing the organisation and design of literature tutorials (*Ranganna Oidis*).

The continued exploration of online teaching at postgraduate level is recommended. It was noted that flexible models are attractive to both students and staff. There is good potential to build on expertise already in the School and new pedagogical insights gained during the Covid-19 Pandemic. It is also advised that some of the discrepancies apparent in references to certificate programmes, NQAI Framework levels and workload in programmes within the School should be addressed in future programme revisions in order to ensure that these are aligned and consistent with other departments across the Institution.

It was noted that there is no Associate Dean of Teaching and Learning in the Faculty and that staff interested in developing initiatives or expertise are generally directed to the Centre for Teaching and Learning (CTL). Although Teaching and Learning is an agenda item at Faculty meetings, and there is a Faculty Sub-Committee of Teaching and Learning, structures for the promotion of initiatives are light. These should be bolstered by finding ways of raising the profile of School activities through *show and tell* events, blog articles, social media reports, school agenda

items, recognition awards at local level, applications for National Forum on Teaching and Learning funding, and so forth.

These ways to share practices in relation to teaching, learning, assessment and student support initiatives are suggested in order to bolster the visibility, and indeed the value, of School leadership in this area at Maynooth University.

6.1.3 Research activities and outputs

The school has a diverse and strong research portfolio. The support and recognition for this success was also evident outside the School, with support echoed at all levels of the university. The international reputation of the Department of Early Irish draws also on the success of the research achievements in the form of open databases. The impending co-location of all School staff was raised by a number of groups, particularly in terms of connection with other postgrads/postdocs within the school.

The performance and profile of the Department of Early Irish is a notable strength of the School. Strengths in research, however, are also evident across the School: Roinn na Nua-Ghaeilge publishing two academic journals per year and the *Scríobhaithe an Tuaiscirt*; research informing and shaping the activities of Lárionad na Gaeilge, notably in the standard of the TEG exams (on where the strong national and international reputation rests); research informing the academic offerings from Irish Cultural Heritage.

The success of Early Irish is evident in its securing top national and international competitive funding, especially the ERC-funded ChronHib project, in strong numbers of PhD students, postdocs and research assistants, who all acknowledged the support they received for their own research, and in the recognised scholarly outputs of publications and databases. The Department's strong ethos of interdisciplinarity and collaboration is also to be commended. Digital humanities have been a major part of the successful research in Early Irish. PhD students noted that some GREPS were not useful for expansion of their skillset and that specific transferable skills modules in digital humanities would be beneficial, especially with regard to future employment prospects.

The recent appointment of a new professor to Roinn na Nua-Ghaeilge presents an opportunity to expand the research activities of the department. Such new hires offer opportunities to develop new programmes at postgrad level in collaboration with the Oireachtas.

Strong growth in Lárionad na Gaeilge in terms of external funding (e.g. TEG, Vifax) and a strong commitment from stakeholders (Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media, Marino Institute of Education) to Lárionad na Gaeilge was a notable strength. The ability of staff to adapt and constantly change in order to keep up with research in the space of language testing, self-access and related areas is also commended. Nonetheless, a focus on service business model in Lárionad leaves little time for research.

Staff time pressures were highlighted in the SAR across all 4 units. In relation to research, the inaccessibility of Maynooth's sabbatical scheme to members of staff who cannot afford to take the 25% salary reduction was noted. Tax exemptions for overseas sabbaticals require travel abroad, which may not always be feasible for staff, particularly those with caring responsibilities and for those who wish to undertake Irish-specific research. This was also highlighted as an issue by members of the University Executive, raised through Athena Swan applications and associated action plans.

Sustainability of research income for Early Irish is a challenge. Following the completion of the large ChronHib project in 2021, the Department has been very successful with follow up projects. In spite of this, it was noted by the Director of the Arts and Humanities Institute that there are difficulties bridging between grants. One can point to the successful utilisation of the Research Incentivisation Scheme as a tangible support for this excellence in research and an example of the types of schemes that can support research activities and bridge/smooth between research projects.

6.1.4 Staffing and staff development, resourcing and facilities

Maynooth University is very fortunate to have a superb, dedicated, and committed team in academic, administrative, executive, and technical roles across the School. These highly professional, experienced and dedicated staff members function to the highest levels in both Irish and English. The expertise in administration, research, and teaching and learning was clearly evident throughout the Self-Assessment Report and in PRG discussions with staff and students. There is no doubt that staff are very committed to and proud of the School and the role it plays. Students readily acknowledged the professional expertise and conscientious support available to them.

The particular skillset of administrative and technical staff in the School should be emphasised. Staff in these categories are performing mission-critical tasks in a uniquely bilingual context, requiring proficiency in both official languages and high-level translation skills, while incurring additional translation duties. Given the need for high levels of fluency in Irish, these staff members would not be easily replaced in internal competition.

There are potential challenges and threats to retention, particularly for staff in hybrid academic-administrative roles and in administrative and technical posts. Opportunities for promotion within the School are very limited for staff in such roles. Promotion opportunities, where they arise, usually arise outside the School where the very specialised skillset involved – proficiency in the role combined with fluency in Irish – is not required. In addition, there is no clear pathway for progression from tutor to senior tutor. Salary scales are inadequate in some contexts and in the case of some Lárionad staff inappropriately low relative to the responsibility and skill required for the roles. The PRG notes with concern, in particular, the downgrading of the role of Lárionad Director. Stability in some contract arrangements is lacking. Some staff are on recurring temporary contracts, with limited certainty and often short notice regarding renewal. For instance, some staff roles (particularly in the Lárionad) are dependent on funding streams the continuation of which is often confirmed only at a late stage and sometimes at the last minute. The precariousness of this situation poses a risk given the particular combination of skillsets held by staff members. Indeed, the School has previously lost committed and valuable staff members for this reason.

For academic staff, high administrative and teaching workload limit time for research, while sabbatical opportunities are often not economically viable as they involve a cut in salary that often cannot be offset by going abroad during sabbatical (which is more tax-efficient than remaining in Ireland).

In terms of facilities, greater supports are needed from the central IT Department for the functioning of TEG examinations. The very high volume of exams places considerable demands on internal technical staff and on the examination and payment systems. The dispersal of the team across several buildings and the current lack of a coherent single space for the School poses challenges for the cohesion of the School, though this is likely to be addressed by the planned move to Rye Hall.

6.1.5 Internal and external engagement

The School's strong commitment to service and outreach to national and international academic community; representation on Faculty and University committees; service to other academic institutions; participation in the work of professional organisations, and engagement with and knowledge dissemination to the non-academic community was outlined in the SAR and evidenced during meetings with the PRG. Opportunities for the continued development of strategic relationships and collaborations were also given thoughtful and practical consideration in the departmental SWOT exercises and School SAR.

There were many comments during the site visit that the School brand should be considered more carefully. Another recurring theme was that there is greater potential for further collaboration between the Units within the School itself. There was a feeling that there is greater scope to realise the potential to sell the School's interdisciplinarity and unique position in the University's region and heartland more effectively and impactfully.

It was noted that since the transition to the online programme in Teaching Irish to Adults, the Institution is reaching out to new communities and stakeholders in cities across the world as well as in Ireland. The significant growth in the number of TEG exam centres is noteworthy, for instance, in Philadelphia and New York. However, a cautious approach to this trend is advised. The PRG suggests that Lárionad na Gaeilge draw on the SWOT exercise carried out for the SAR and ensure that firm priorities in relation to the management of TEG growth and upscaling plans are agreed at School and University level.

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

The PRG praises the School's continuous reflections on structures and quality. The previous PRG report from March 2010 dates to a time when the School staffing was different in many respects, and the PRG acknowledges that much has changed in the interim. The prior report was generally favourable and commended the School on its vibrancy and success.

It is notable, however, that at least one theme that featured in the recommendations in 2010 recurs again in 2021: the 2010 report recommended strongly that the duties and responsibilities of the Head of School, and of the Subject Heads be set out with utmost clarity, alongside greater transparency around budget allocations. The

report also recommended closer collaboration between units around strategy and research funding. Despite this, it seems that in 2021 the units operate largely autonomously. The 2010 report recommended new appointments in Modern Irish and Mediaeval Irish and the establishment of an Irish Language Committee or Board in the university, all of which seems to have come to pass in the interim. The report recommended more space for the School and that all members of the School should be located in the same building, which is due to occur in 2022. It made certain recommendations around the balance between practical and academic language learning, and around streaming.

Reviewing the earlier report presents a mixed bag: some of the recommendations have been adopted, but others remain unimplemented, and arise again in the context of this report. With that in mind, it is recommended that the School revisit the PRG report and its own Quality Improvement Plan at least once each year to consider what has been achieved and what remains to be implemented.

6.2 Commendations

The PRG commends the School of Celtic Studies for its academic rigour, vibrancy and as a stimulating environment for learning at all levels. It commends the responsive, flexible and sensitive quality of the leadership in the School and in the Departments and Units. The open-mindedness, pragmatism and creativity of the leaders was noted by many whom the PRG met.

The PRG was particularly impressed by the scope and quality of the SAR, which was undertaken in the challenging working environment imposed by Covid-19 restrictions.

The PRG would also like to thank Ms Helen Berry and Dr Teresa Lee warmly for their guidance during the review process.

6.2.1 Academic Recruitment and Staff.

Since the last Review Reports (which only regarded the Old & Middle Irish Department and Roinn na Nua-Ghaeilge), academic staffing has been renewed completely in the Department of Early Irish and partially in Roinn na Nua-Ghaeilge.

The PRG praises the effects that the decisions regarding recruitment have had on the department.

The PRG appreciates and commends the highly knowledgeable, dedicated, committed team in academic, administrative, executive, and technical roles across the School. The expertise in administration, research and teaching was clearly evident throughout the SAR and in the PRG discussions with staff, students and stakeholders.

The particular skillset of administrative and technical staff in the School should be emphasised since they are performing mission-critical tasks in a uniquely bilingual context, requiring proficiency in both official languages and translation skills, as well as incurring additional translation duties.

Staff members – in academic, administrative, executive, leadership and technical roles – are highly qualified, skilled, dedicated and committed. Their support for students – both in academic terms and in the pastoral context – is exceptional, and students clearly communicated their appreciation of this support. Staff clearly take pride in their work and in their departments and units. They effectively communicate and inspire students to engage with the relevant subjects and, in particular, with the Irish language (at all its stages of development), and with Irish cultural heritage.

The PRG commends the transparency measures in place in relation to teaching workloads, in particular, accommodations in place for staff members with parenting responsibilities.

6.2.2 Research

The excellent performance and profile of the Department of Early Irish is evident in its winning of top national and international competitive funding, especially the ERC-funded ChronHib. It is clear also from its strong numbers of PhD students, postdocs and research assistants, who all acknowledged the support they received for their own research, as well as from the recognised scholarly outputs of publications and databases and strong ethos of interdisciplinarity and collaboration. The recognition for this success was evident outside the school with support echoed at all levels of the university and with the deserved international reputation of the Department.

Strengths in research are evident, also, across the school, for example in Nua-Gaeilge publishing two academic journals per year and the *Scríobhaidhe an Tuaiscirt* project. The PRG commends the research that informs and shapes the activities of Lárionad na Gaeilge, notably in the standard of the TEG exams (on which the strong national and international reputation rests), and the academic publications from Irish Cultural Heritage.

6.2.3. Teaching and learning, assessment and student feedback

The design of the learning environment and facilitation of the learning experiences for undergraduate, postgraduate and extra-mural students across the School is bolstered by good practices evidenced in references to module handbooks; induction for University tutors; clear structures around module co-ordination; assessment types and feedback mechanisms, new directions in relation to performative pedagogies; experiential learning; field trips, and flexibility in terms of module choices for students.

The Roinn na Nua-Ghaeilge peer mentoring initiative, *An Droichead*, was noted by the PRG as an innovative way to meet the language support needs of students. The PRG praises the recent introduction of the Staff-Student Consultative Committee in Roinn na Nua-Ghaeilge with a view to closing the feedback loop. The BA Students of Irish appreciate the option to “self-stream” and choose a workshop series that best suits their background and needs.

The support of administrators for the development of Moodle module sites within the School is also commended. The expertise within Lárionad na Gaeilge as a member of the Association of Language Testers in Europe (ALTE), with exemplary teaching, learning, assessment and feedback practices, was evidenced well in the SAR and during online discussions with the PRG. The quality assurance practices in language testing are commended by the PRG as a unique selling point and hallmark of Maynooth University offering to stakeholders.

The impactful pedagogy in relation to the teaching of Old Irish and a track record in attracting overseas students was also evidenced in discussions. Recent new directions regarding performative pedagogies, creative practice and community engagement within the School are considered novel and full of promise by the PRG.

6.2.4. Internal and External Engagement

The extensive engagement of members of the School internally with MU Departments, Offices and Supports and externally with stakeholders, policy-makers, researchers, academic and non-academic communities was most evident in the SAR and in meetings with the PRG. The consensus of the PRG and feedback from participants in the stakeholder meetings was that collaborations with external and internal partners were very positive. The PRG commends the recent decision to include collaboration as a standing agenda item at School meetings.

New collaborations with the School of Music and with Irish language media have been welcomed. However, some discussion took place about how further engagement and relationship building with other parts of the university might be leveraged. There is evidence of strong engagement internally with university administration and a common caring approach to student support. A good working relationship and collaboration with the Graduate Studies Office in helping to redesign and remarket programmes was also evidenced at meetings during the site visit.

Engagement with non-academic communities was evidenced by participants in meetings with the PRG. Outreach and media links are taken very seriously in Early Irish in particular and some good examples of public engagement, for instance, Brainstorm, activity on Twitter and regular media requests were shared in discussions. The research profile of Early Irish nurtures collaboration with international colleagues also. The recent Communications and Marketing strategy at Lárionad na Gaeilge is commended. The PRG also supports the proposed digitisation of *Irisleabhar Mhá Nuad* and *Léachtaí Cholm Cille* by Roinn na Nua-Ghaeilge as a way of attracting new readership and engagement. Finally, the PRG particularly commends and recommends ongoing engagement and collaboration with the Gaeltacht community in Ráth Chairn, Co. na Mí.

6.3 Recommendations for Improvement

Here follows a list of recommendations for improvement.

The tables below categorise recommendations as being institutional/strategic or at School level, in line with the guidance notes accompanying the Quality Office template.

Institutional/Strategic Recommendations

Number	Recommendation	Additional PRG Comments
Governance & Organisation		
S.1.1	Clarify the role of Head of School.	Departments/Units within the School enjoy a high degree of autonomy with regard to academic matters, distribution of roles and in financial governance, aspects which are clearly valued by the units, their staff and the benefits of which are recognised by the PRG. The Head of School clearly has a coordinating and leadership role, but this should be underpinned by University or Faculty-level documentation that sets out the duties and responsibilities of the position, and the relationship between that role and those of the heads of the School's constituent units with regard to dealings with the Faculty and the University.

S.1.2	Clarify the administrative and financial structure of the School.	Currently the School, as opposed to its constituent parts, has no budget of its own to pursue its day-to-day work and to take strategic decisions. While the excellent administrative support available to the Head of School comes from the administrator of their department of origin, it is unclear how that might be maintained in the longer term should there be a change in roles. The administration of the School is clearly an extra work load for current administrative staff that could increase should the School's role expand.
S.1.3	The University to recognise bilingual skills of administrative and support staff appropriately in appointments, allocation of duties, and in opportunities for promotion.	<p>The School is required to operate bilingually, as are most of its constituent units. The ability of administrative and technical staff to work bilingually should be understood as an asset by the University, and recognised accordingly as a key employment criterion.</p> <p>The University should recognise appropriately the particular demands and skillset involved in offering administrative support in a bilingual context, where high levels of fluency in both Irish and English are required of staff on a daily basis, and where the additional burden of translation arises on a daily basis.</p>
S.1.4	Urgently review contractual status of staff in Irish Cultural Heritage	The PRG was convinced that a review of the contracts of the academic staff in Irish Cultural Heritage should be undertaken and that both positions should be adjusted to 1 FTE each.
S.1.5	The position of Irish Cultural Heritage as a separate unit within the School to be reviewed as a matter of urgency.	The activities and academic offerings of ICH are clearly valued by the University, Faculty and School, in particular as part of the portfolio of courses for international students, local studies, community outreach and engagement. Student feedback on ICH courses is overwhelmingly enthusiastic. However, the tensions within the School about real and perceived duplications of offerings and

		internal competition in attracting students must be addressed. The PRG met with all stakeholders and concluded that all see a merger of Irish Cultural Heritage with the Department of Early Irish as the ultimate outcome with potential for complementarity and mutual benefit for both units and for the School and University in the longer term. However, the ways in which this will be achieved will require considerable input from all concerned in a spirit of mutual respect in creating a vision for the future that will allow Early Irish and Irish Cultural Heritage to flourish.
S.1.6	The University to recognise the national and international importance and impact of the remit, research, teaching and assessment outputs of Lárionad na Gaeilge – Taighde, Teagasc agus Tástáil and must urgently address the contractual status and salary scales of staff to facilitate long-term planning and development.	Lárionad na Gaeilge relies, for key parts of its work, on periodic funding from government. It seems that the leadership of Lárionad na Gaeilge in the field of language teaching, learning, and assessment is undersold and, in some ways, misunderstood within Maynooth University.
Teaching, Learning, Assessment		
S.2.1	Tease out discrepancies in references to certificate programmes, NQAI Framework levels and workload in programmes within the School. Align these with structures in other Departments across the Institution and ensure consistency	Students taking a stream of modules on BA Local Studies are recognised at level 8 while Certificate in Teaching Irish to Adults is at Level 6. An exploration of learning outcome level and workloads may also help address disparities in ECTS allocation mentioned in the Quality Review process.

Research Activities and Outputs		
S3.1	Continue support of research excellence in the School via University schemes such as the Research Incentivisation Fund.	Following the completion of the large ChronHib project in 2021, the Department of Early Irish has been very successful with follow up projects. In spite of this, it was noted that there are difficulties bridging between grants and retaining expert research staff. We can point to the successful utilisation of the Research Incentivisation Scheme as a tangible support for this excellence in research and an example of the types of schemes that can support research activities and bridge/smooth between research projects.
S3.2	Review University sabbatical schemes considering accessibility to the full range of staff members.	Staff time pressures were highlighted in the SAR across all 4 units. In relation to research, the inaccessibility of Maynooth's sabbatical scheme to members of staff who cannot afford to take the 25% salary reduction was noted. Tax exemptions for overseas sabbaticals are not (generally) applicable for scholars of modern Irish, but also for those with caring responsibilities. This was also highlighted as an issue by members of the University Executive, raised through Athena Swan applications and associated action plans.
Staffing and Staff Development		
S4.1	The University should consider adopting a flexible strategy to ensure that steps are taken to retain talented and skilled staff,	See pt. 2a of Draft Quality Improvement Plan for Lárionad na Gaeilge. This will, in particular, involve addressing the precarious nature of some staff contracts, the lack of certainty and stability for staff and in certain contexts the lack of promotion opportunities. This will involve identifying strategies to address

	<p>particularly those with skillsets that are in high demand.</p>	<p>vulnerabilities to staff retention arising from the precarity of funding streams and late confirmation of funding renewals.</p> <p>The precarious nature of staff contracts for externally-funded projects is a major threat to the retention of talented staff.</p> <p>Hybrid academic-administrative roles in the Lárionad do not fit neatly into existing University grade descriptions, and existing job evaluation structures are unsuitable for the evaluation of these roles.</p> <p>There is no clear pathway for progression from tutor to senior tutor.</p>
S4.2	<p>The University should work to ensure stability and certainty in contractual arrangements for staff, in particular clarity, sufficient planning and notice around renewals. See also S1.4 above.</p>	
S4.3	<p>The University should review, clarify and enhance pathways for promotion for administrative staff and for tutors and university tutors.</p>	<p>Promotion opportunities for administrative staff are limited, and complicated by the fact that promotion may involve having to move Department, in a context where administrators in this School have a particular high-level bilingual skillset.</p> <p>The School is very dependent on tutors for the delivery of teaching and workshops. There is no clear pathway for progression from tutor to senior tutor.</p>

S.4.4	<p>The Lárionad Director position involves substantial responsibility for an immensely successful and busy unit. The downgrading of the position from Senior Lecturer to A01 should be reconsidered, particularly in light of the risks to retention. The University should work to recognise appropriately hybrid academic-administrative-managerial positions and ensure appropriate salary structures for those in such positions.</p>	<p>The Lárionad Director position was downgraded from SL to A01 when replaced in 2020, significantly lower than similar positions in other institutions, making it unsustainable for the retention of the Director.</p> <p>Hybrid academic-administrative roles in the Lárionad do not fit neatly into existing University grade descriptions, and existing job evaluation structures are unsuitable for the evaluation of these roles.</p>
Resources and Facilities		
S5.1	<p>The plan to co-locate School staff in Rye Building (ending the current dispersal of staff) should be implemented in the near future.</p>	<p>Co-location of research staff was raised by a number of groups particularly in terms of connection with other postgrads/postdocs within the school. We recognise that the move of the school to Rye Hall presents an opportunity for closer, casual relationships building across the school.</p>

Recommendations to the School

Number	Recommendation	Additional PRG Comments
U.1.1	Review the structures regarding the relationship between Lárionad na Gaeilge and Roinn na Nua-Ghaeilge, concerning costs and management of duties associated with language teaching on undergraduate programmes	
U.1.2	Urgently address the information available internally and particularly to incoming students (both international and undergraduate) about the specific nature of the courses and modules provided; in promotional material, on the University, Admissions Office, International Offices, School website, social media interaction.	The PRG noted some lack of clear understanding among some University-level agencies and students/potential students about the nature of the various course offerings, and the different opportunities and emphases afforded in the School's different units.
U.2.1	Consider how existing teaching and learning structures within the Faculty and Institution might be strengthened and developed. Find new ways to celebrate pedagogical innovations, and teaching, learning, assessment, and support initiatives in the School; share practices and show that these are valued.	The PRG suggests that regular teaching and learning updates are included at all Departmental, School, Faculty and Academic Council meetings. A Teaching and Learning "away day" might be considered outside of term time. School links with the CTL should be strengthened. Collaboration in the area of Teaching and Learning within the School may also create other synergies and ways of bolstering the School's identity.

U.2.2	Ways to more proactively communicate the reputation and expertise in research-led teaching and practice at Lárionad na Gaeilge should be explored. Consider opportunities to document successes, innovations and the impact of this work within Maynooth University itself.	The PRG notes that this reputation and expertise is highly valued externally. Use internal reporting structures and fora to raise profile and showcase practice within Maynooth University.
U.2.3	Explore ways to create more opportunities for off-campus learning, experiential learning, placements, and field trips. Develop structures for students of Nua-Ghaeilge to have Gaeltacht and immersion experiences.	Build on existing practices mentioned in the SAR and meet demand for these learning experiences expressed by Maynooth University participants in the review process.
U.2.4	Systemise and document procedures and agreed tools for the annual collection of student feedback across the School.	This recommendation is taken from the Lárionad section of the SAR (p. 203). The PRG considers it relevant to the whole School. In the absence of a central system at CTL, embrace the opportunity to design local mechanisms and to tailor procedures and instruments to the context of Teaching, Learning and Assessment in the School.
U.2.5	Roinn na Nua-Ghaeilge, as suggested in the SAR, should revise the structure of compulsory and optional modules in the BA with a view to enhancing the organisation and design of literature tutorials (<i>Ranganna Oidis</i>).	As literature tutorials are aligned with compulsory modules there is little opportunity for lecturers to explore new and innovative assessment modes. There is significantly increased assessment load at the end of the semester, when compared to optional modules.
U.2.6	Review labour-intensive assessment and feedback practices across the School, consider effective alternatives. Staff at Lárionad na Gaeilge are well placed to offer consultancy and advice in this area.	This recommendation was highlighted by a number of departments and units in the SAR and during the site visit.

U.3.1	The School (potentially in collaboration with the Arts and Humanities Institute) should investigate provision of specific GREPS modules on digital humanities.	Digital humanities have been a major part of the successful research in Early Irish. PhD students noted that some GREPS were not useful for expansion of their skillset and that specific transferable skills GREPS modules in digital humanities would be beneficial, especially with regard to future employment prospects.
U.3.2	Roinn na Nua-Ghaeilge should continue to develop its research profile around performative pedagogies.	The recent appointment (Ollamh le Nua-Ghaeilge agus Taibhealaíona) in Roinn na Nua-Ghaeilge presents an opportunity to expand the research activities of the Department. New programme at postgraduate level (MA + PhD) in collaboration with the Oireachtas na Gaeilge, will strengthen research activity in this area. New collaborations with the University Department of Music and Oireachtas na Gaeilge are exciting. Possible connections with Adult and Community Education in terms of arts-based teaching and research methodologies might also be explored.
U.3.3	Instigate initiatives to create time/space for research	Time for research was noted across the School with high demands on teaching (Early Irish, Nua-Ghaeilge, Irish Cultural Heritage), and workload models with no designated research time (Lárionad). Initiatives such as “Quiet Time” have worked in other institutions and could be considered here.
U.4.1	Redefine roles at Lárionad na Gaeilge in planning for recruitment and retention. Give further consideration to the skillset required (language competence, research in applied linguistics, specialism in materials design etc) to work in a Centre like this where methodologies in teaching and testing are constantly and rapidly changing. Roles such as technician and tutor need to be redefined.	Consider roles such as those already in place in Maynooth University Centre for Teaching and Learning (e.g., Educational Developer) and in other language centres outside of Ireland.
U.4.2	The School should consider developing an academic workload allocation and recognition model to ensure parity of workload and a fair	Academic staff in the School report high workloads, with overall high and intense teaching demands and administrative responsibilities, to the detriment of research.

	and flexible distribution of responsibilities. Such a model should fully respect and facilitate academic freedom and allow maximum flexibility in assignment and assumption of tasks and duties.	
U.4.3	Review and clarify the Irish Coordinator role at Lárionad na Gaeilge, particularly in relation to the distinction between it and other administrator roles within the Lárionad.	This recommendation was highlighted in the SAR. It was further supported by participants in the review meetings.
U.4.4	Create a <i>Bainisteoir TEG</i> role in order to meet current demands for upscaling and expansion	
U.5.1	Consider the potential opportunities that will arise from moving to a single School location, including further scope for collaboration with Oifig na Gaeilge, MU.	Better collaboration between the School and Oifig na Gaeilge is recommended by the PRG.
U.5.2	Address the risks associated with a dependency on a sole Senior Technician Officer at Lárionad na Gaeilge, a role that is shared with Modern Languages. Explore options with IT Services at Maynooth University	The growth of TEG has put an additional burden on bespoke technical systems and increased dependence on the time and expertise of the Senior Technician Officer. Any long-term absence on the part of the technician would leave certain services unavailable or unmaintained, which could pose a major threat to TEG.

U.6.1	Anticipate “Engagement” as a strategic direction and trend in Higher Education in the next MU Strategic Plan. Map existing internal and external engagement across all School Departments and Lárionad na Gaeilge. Consider how engagement with the academic and non-academic community might be promoted, further developed and sustained.	The proposed new space at Rye Building might be used to share infographics, impact statements etc demonstrating connections with stakeholders, policy-makers, communities, especially Gaeltacht communities and Irish language, cultural and heritage organisations.
U.6.2	Continue to nurture links with Gaeltacht communities and explore ways of fostering more sustainable links with Ráth Chairn.	
U.6.3	Consider how current relationships between Coiste na Gaeilge, Oifig na Gaeilge and Lárionad na Gaeilge might be bolstered. Find ways to have the development of Maynooth University staff competency in Irish recognised within Institutional structures.	Consider the specific professional competencies in Irish required at Maynooth University, a public body. Offer accredited and non-accredited language programmes to staff. Explore scope of having these staff development options recognised by HR as Continuing Professional Development (CPD).

APPENDIX 1: SCHOOL OF CELTIC STUDIES: PEER REVIEW GROUP ONLINE VISIT TIMETABLE

DAY 1 Monday 11th October 2021				
Time	Description		Attending	
14.00-14.30	Convening of the Peer Review Group <ul style="list-style-type: none"> Briefing by Dr Teresa Lee, Director of Quality PRG agrees a Chair, and discusses the review Identification of any aspects requiring clarification or additional information 		Peer Review Group Dr Teresa Lee, Director of Quality	
14.30-15.00	Peer Review Group meet to prepare for afternoon sessions		Peer Review Group	
15.00-15.15	Break			
15.15-16.15	Faculty Dean Professor Colin Graham		Peer Review Group Professor Colin Graham	
16.15-16.30	Break			
16.30-17.30	Head of School/Head of Irish Cultural Heritage Professor Fionntán de Brún		Peer Review Group Professor Fionntán de Brún	
17.30-18.00	PRG debrief		Peer Review Group	
DAY 2 Tuesday 12th October 2021				
Time	Description		Attending	
8:30- 9.00	Peer Review Group meet to prepare for morning sessions		Peer Review Group	
9.00-9.30	(A) HOD Modern Irish Professor Triona Ní Shíocháin	(B) HOD Early Irish Professor David Stifter	(A) Tadhg, Fergus	(B) Elisa, Deirdre, Gerard
9.30-9.35	Break			
9.35-10.05	HOD Lárionad na Gaeilge Ms Aoife Ní Ghloinn		Peer Review Group	
10.05-10.15	Break		Peer Review Group	
10.15-11.15	Meet all School Staff (HOD's & HOS recused)		Peer Review Group All School Staff	
11.15-11.30	Break		Peer Review Group	
11.30-12.15	(A) Academic Staff Group 1 (Modern Irish 4) Dr Caitlín Nic Íomhair Dr Tracey Ní Mhaonaigh Dr Laura Malone Dr Eoghan Ó Raghallaigh	(B) Academic Staff Group 2 (Early Irish 3) Dr Elizabeth Boyle Dr Niamh Wycherley Dr Seán Ó Hoireabhárd	(A) Tadhg, Fergus	(B) Elisa, Deirdre, Gerard

External Reviewers: Professor Tadhg Ó hIfeárnáin, NUIG, Dr Deirdre Ní Loingsigh, UL, Professor Elisa Roma, University of Pavia
 Internal Reviewers: Dr Fergus Ryan, Law Department., Dr Gerard McCarthy, Geography Department

12.15-12.30	Break			
12.30-13.15	(A) Academic Staff Group 3 (Centre for Irish Cultural Heritage 3) Professor Fionntán de Brún Dr Eoin Grogan Dr Mary Leenane	(B) Academic Staff Group 4 All Tutors Modern Irish/Lárionad na Gaeilge 4, Lárionad na Gaeilge 2) Ms Sailí Ní Dhroighneáin Ms Elisaveta Everard Mr Liam Óg Ó hOistin Ms Ailín Ní Chonchúir Ms Caroline Gallagher Ms Freda Nic Giolla Chatháin	(A) Tadhg, Fergus	(B) Elisa, Deirdre, Gerard
13.15-13.45	PRG debrief		Peer Review Group	
DAY 3 Wednesday 13th October 2021				
Time	Description		Attending	
8.30-9.00	Peer Review Group meet and prepare for morning sessions		Peer Review Group	
9.00-9.45	(A) Administrative/Technical Staff (Modern Irish 1, Lárionad na Gaeilge 4) Ms Mairéad Uí Fhlatharta Mr Éamann Ó hÉigeartaigh Ms Aisling Ní Bheacháin Mr Cormac Ó Feinneadha Ms Helen Kelly	(B) Postdoc Researchers Research Assistants (Early Irish 5) Dr Bernhard Bauer Dr Nora White Dr Siobhán Barrett Mr Godstime Osarobo Mr Francesco Felici	(A) Tadhg, Deirdre, Fergus	(B) Elisa, Gerard
9.45-10.00	Break			
10.00-10.30	(A) Undergraduate Students Modern Irish/Lárionad na Gaeilge 7 Students Confirmed	(B) Undergraduate Students Early Irish 2 Students confirmed	(A) Tadhg, Deirdre, Fergus	(B) Elisa, Gerard
10.30-10.35	Break			
10.35-11.05	(A) Students of TEG based classes (undergraduate and non-credit bearing) Lárionad na Gaeilge 1 Student confirmed	(B) Undergraduate Students Irish Cultural Heritage 5 Students confirmed	(A) Deirdre, Elisa, Gerard	(B) Tadhg, Fergus
11.05-11.15	Break			
11.15-11.45	(A) Postgraduate Students Modern Irish 6 Students Confirmed	(B) Postgrad Students Early Irish 5 Students confirmed	(A) Tadhg, Fergus	(B) Elisa, Deirdre, Gerard
11.45-11.50	Break			

External Reviewers: Professor Tadhg Ó hIfeárnáin, NUIG, Dr Deirdre Ní Loingsigh, UL, Professor Elisa Roma, University of Pavia

Internal Reviewers: Dr Fergus Ryan, Law Department., Dr Gerard McCarthy, Geography Department

11.50-12.20	(A) Students on Professional Training Courses (PG Dip, Certificate etc.) Lárionad na Gaeilge 4 Students confirmed	(B)Part-time Tutors (Lárionad na Gaeilge 4) Bernie Ní Mhuircheartaigh Ian Whelan Anne English Fionnuala Nic Pháidín	(A) Tadhg, Fergus	(B) Elisa, Deirdre, Gerard
12.20-12.30	Break			
12.30-13.00	(A)Staff Group/TEG Testing Team Ms Siuán Ní Mhaonaigh (Director) Mr Aodh Ó Gallchóir (Deputy Director)	(B)Academic Staff Group 5 (Modern Irish 1/Early Irish 1) Dr Brian Ó Catháin Dr Deborah Hayden	(A) Deirdre, Gerard	(B) Tadhg, Elisa, Fergus
13.00-13.30	PRG Debrief		Peer Review Group	
DAY 4 Thursday 14th October 2021				
Time	Description		Attending	
8.30-9.00	Peer Review Group meet and prepare for morning sessions		Peer Review Group	
9.00-9.30	Meet with University Executive Members Professor Tom O'Connor, Director Arts & Humanities Institute Dr Alison Hood, Dean of Teaching & Learning Dr John Cullen, Dean of Graduate Studies		Peer Review Group	
9.30-9.45	Break			
9.45-10.15	Meet with other MU Staff Dr John McGinnity, Admissions Officer Dr Niamh Ní Shiadhail, Graduate Studies Dr Derek Barter, Adult & Community Education		Peer Review Group	
10.15-10.30	Break			
10.30-10.45	External Stakeholder 1 Professor Ruairí Ó hUiginn, Director of Dublin Institute of Advanced Studies (DIAS). Works closely with Dept of Early Irish.		Elisa, Deirdre, Gerard	
10.45-10.50	Break			
10.50-11.05	External Stakeholder 2 Triona Ní Mhathúna, Assistant Principal Officer in the Department of Tourism, Culture, Arts, Gaeltacht, Sport and Media The Department of TCAGSM provides funding support for 5 of Lárionad na Gaeilge's projects: TEG, The Certificate in Teaching Irish to Adults, Postgraduate programmes in Translation and Editing, Vifax, and our Irish classes in CCI, Paris.		Peer Review Group	
11.05-11.10	Break			

External Reviewers: Professor Tadhg Ó hIfeárnáin, NUIG, Dr Deirdre Ní Loingsigh, UL, Professor Elisa Roma, University of Pavia
Internal Reviewers: Dr Fergus Ryan, Law Department., Dr Gerard McCarthy, Geography Department

11.10-11.25	External Stakeholder 3 Caoileann Ní Dhonnchadha, Irish and marketing officer in Marino Institute of Education. Lárionad na Gaeilge provides TEG B1 exams as part of the entrance process for the B.Ed through the medium of Irish in Marino. Responsible for the recruitment of students for this programme, and works closely with Lárionad na Gaeilge in relation to the provision of the TEG exams.	Peer Review Group
11.25-11.30	Break	
11.30-11.45	External Stakeholder 4 Máirín Nic Dhonnachadha, Director of Oireachtas na Gaeilge. New partnership to provide work placements for MA students and support research in the performing arts.	Peer Review Group
11.50-13.50	PRG begin preliminary drafting of commendations and key recommendations	Peer Review Group Dr Teresa Lee

DAY 5 Friday 15th October 2021

Time	Description	Attending
8.30-9:00	Peer Review Group Meet	Peer Review Group
9.00-9.30	Head of School for any final clarifications (if required) Professor Fionntán De Brún	Peer Review Group
9.30-12.30	PRG finalise draft of commendations and recommendations	Peer Review Group
12.30-1.30	PRG presentation to all School staff Close off and thanks to PRG: Director of Quality & Faculty Dean	Peer Review Group All School Staff Dr Teresa Lee Professor Colin Graham