

# UNIVERSITY OF ULSTER

## REPORT OF A MEETING OF THE REVALIDATION PANEL FOR UNIT: 17A IRISH (UG/PG)

7 December 2017

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| PANEL PRESENT:                 | Prof D Hasson, Associate Dean (Global Engagement), Faculty of Life and Health Sciences, Ulster (Chair)<br>Prof C Ó Giollagáin, Gaelic Research Professor, University of the Highlands and Islands<br>Mrs A Shepherd, Lecturer in Nursing, Faculty of Life and Health Sciences, Ulster<br>Prof R Uí Chollatáin, Head of School of Irish, Celtic Studies and Folklore, University College Dublin |
| IN ATTENDANCE:                 | Mrs S Stewart, Academic Office, Ulster   |
| APOLOGIES:                     | Mr J Colgan, Vice President (Magee), Ulster University Students' Union   |
| REVALIDATION UNIT COORDINATOR: | Dr G Ó Domagáin, Lecturer in Modern Irish, Irish and Celtic Studies Research Institute, Faculty of Arts, Humanities and Social Sciences, Ulster  |

### 1. BACKGROUND/INTRODUCTION

The Panel was convened to consider the following programmes within unit 17A:

#### Programmes proposed for revalidation:

- Diploma in Irish Language (with Certificate exit award) – PT at Belfast, Magee and Burnavon Arts Centre (Cookstown).
- Advanced Certificate in Irish Studies – FT at Magee.
- Advanced Diploma in Irish Studies – FT at Magee.
- BA Hons Irish Language and Literature (with CertHE and AB exit awards) (with/without DIAS associate award) – FT and PT at Magee. (Includes UG Hons subject: Irish (Major/Minor at Magee).)
- MA Irish Language Translating, Interpreting and Professional Language Skills (with PgDip exit award) – FT and PT at Belfast and Magee.

#### New programme proposed for evaluation:

- BA Hons Modern Irish (with AB and CertHE exit awards) (with/without DIAS associate award) – PT at Belfast.

### 2. OVERVIEW OF PROGRAMMES

- a) Diploma in Irish Language (with Certificate exit award) – PT at Belfast, Magee and Burnavon Arts Centre (Cookstown).

The Diploma in Irish Language is designed to serve as a gateway to HE for learners without school leaver/post-‘A’ level qualifications in Irish. It provides comprehensive language-focused training to equip learners with sufficient proficiency in the Irish language to enable them to proceed to a degree course. For entry, applicants must hold A, B or C at GCSE level in five subjects (or equivalent).

The Diploma comprises four 30-credit point compulsory modules at Level 3, taught over two semesters. Students who complete two of the modules in semester one (total of 60 credit points) and do not continue may exit with a Certificate in Irish Language exit award.

The programme aims to bring students to level B1 on the Common European Framework of Reference for Languages. It is taught in English and Irish.

b) Advanced Certificate and Advanced Diploma in Irish Studies – FT at Magee.

For entry, applicants must hold a Certificate of Higher Education (or equivalent) and demonstrate a keen interest in Irish culture, heritage and education by writing a short personal statement.

For the Advanced Certificate students take three 20-credit point modules in one semester. For the Advanced Diploma students take six 20-credit point modules over two semesters. All students take the compulsory Level 4 module ICS106 *Irish for Beginners* (appropriate for ab initio learners of Irish), and the remainder of the modules are Level 5 options. The programmes address Irish drama, language, folklore, history, music, politics and social history. The programmes are taught in English.

c) BA Hons Irish Language and Literature (with CertHE and AB exit awards) (with/without DIAS associate award) – FT and PT at Magee. (Includes UG Hons subject: Irish (Major/Minor at Magee.))

The BA Hons Irish Language and Literature and Major/Minor in Irish are presented as a single award on the CMS and in the programme document.

### **BA Hons Irish Language and Literature**

For entry to the BA Hons Irish Language and Literature applicants must hold an 'A' level pass at grade B in Irish.

The full-time programme can be completed over three years, or over four years if students take the Diploma in International Academic Studies (DIAS) associate award option. The part-time programme can be completed over four years, or over five years if students opt to take the DIAS associate award option.

The BA Hons Irish Language and Literature comprises 120 credit points at Levels 4, 5 and 6. All taught modules are compulsory and worth 20 credit points. At Level 5, full-time students take an employability module IRS341 *An Ghaeilge Ghairmiúil* (Professional Irish) while the part-time programme sees students take IRS342 *Dul agus Stíl na Gaeilge, 1500-1900* (Stylistics) instead.

Students who exit early will be eligible for a CertHE exit award if they complete the Level 4 modules or an Associate Bachelor's Degree (AB) exit award if they complete the Level 5 modules. The programme is taught in Irish.

### **Major/Minor in Irish**

For entry to the Major/Minor in Irish applicants must hold an 'A' level pass at grade B in Irish.

All taught modules are compulsory and worth 20 credit points. Students who exit early will be eligible for a CertHE exit award if they complete the Level 4 modules or an Associate Bachelor's Degree (AB) exit award if they complete the Level 5 modules.

For the Irish Major (full-time) students are required to take two 20-credit point modules in each semester of the programmes (i.e. two 20-credit point modules from the suite of Irish modules with one 20 credit point module from their programme's other subject). In each semester, one of the Irish modules is compulsory and students may choose one other Irish module from a choice of two for the second module.

For the Irish Minor (full-time) students are required to take one 20-credit point module in each semester of the programmes (i.e. one 20-credit point module from the suite of Irish modules with two 20-credit point modules from their programme's other subject).

The Major/Minor modules are taught in Irish.

d) MA Irish Language Translating, Interpreting and Professional Language Skills (with PgDip exit award) – FT and PT at Belfast and Magee

The programme was introduced in September 2016 and focuses on translation and interpretation in a range of professional fields. For entry, students must hold a degree with Irish as the main component with at least 2ii Honours standard (or equivalent).

The full-time programme takes three semesters (one year) to complete and the part-time programme takes five semesters (two years plus a summer semester; students begin their dissertation in semester two of year two and continue it over the following summer semester). Students may exit early with a PgDip exit award if they do not continue to the Master's dissertation. All modules are Level 7 and are compulsory.

The four taught modules are each worth 30 credit points. For the dissertation module's assessment students have a choice to complete either a dissertation in translation and/or interpreting theory (15,000 words) or a translation and/or interpreting (dubbing) project (4,000 words) and analysis (10,000 words). The programme is taught in Irish.

e) New proposed programme: BA Hons Modern Irish (with AB and CertHE exit awards) (with/without DIAS associate award) – PT at Belfast

For entry applicants must hold an 'A' level pass at grade B in Irish.

The BA Hons Modern Irish comprises 120 credit points at Levels 4, 5 and 6 over four years, or over five years if students opt to take the DIAS associate award option. It will use the summer semester in years one and five. All taught modules are proposed as compulsory and worth 20 credit points. Students who exit early will be eligible for a CertHE exit award if they complete the Level 4 modules or an Associate Bachelor's Degree (AB) exit award if they complete the Level 5 modules.

It is planned that the course will replace the BA Hons Irish Language and Literature at Belfast. It is designed to be different from the BA Hons Irish Language and Literature at Magee to ensure that the School of Arts and Humanities is providing a varied offering in Irish. Teaching will be delivered in the evenings.

The programme aims to bring students to level B2 on the Common European Framework of Reference for Languages. It will be taught in Irish.

## **MEETING WITH SENIOR MANAGEMENT TEAM**

### **3. DEMAND AND RECRUITMENT**

The Team told the Panel that enrolment numbers for the Magee programmes were very

healthy. The Team attributed part of the success at undergraduate level to the School's collaborative links with other programmes at Magee to offer appealing modular programmes relevant to employment needs and student demand.

Irish Major programmes include: BA Hons Irish with Drama; BA Hons Irish with Marketing; BA Hons Irish with Management Studies; BA Hons Irish with Music; and BA Hons Irish with Computing (all full-time programmes). Irish Minor programmes include: LLB Hons Law with Irish; (full-time and part-time); BSc Hons Business Studies with Irish (full-time); BA Hons Drama with Irish (full-time); and BA Hons Music with Irish (full-time and part-time). All the modular programmes all offer the DIAS associate award as an option.

Staff visit schools as part of outreach and recruitment activities. They are also involved with a number of external organisations (e.g. sports, Irish language organisations), which raises Ulster's profile in the Irish language education sector.

The Team reported that there was a particular need at European level for law graduates with Irish language, and for graduate-level Irish translation skills.

The DIAS associate award and extra-curricular awards and activities (e.g. EDGE Awards, Tutoring in Schools programme) further enhance the provision's appeal and enhance students' employability.

#### 4. NEW PROPOSED PROGRAMME – BA HONS MODERN IRISH (PT AT BELFAST)

##### a) Rationale

The Panel heard that the Team was proposing the new BA Hons Modern Irish at Belfast because demand at the Belfast campus wanted a programme with a more modern flavour to best serve the needs of a well-established Irish language sector in and around Belfast.

The Team believed introduction of the new programme would also strengthen the School's commitment to the University's civic contribution priority, and would help to build a distinction in identities for Irish language programmes at Belfast and Magee.

##### b) Target Student Markets

The Team had been cognisant of the potential risk of the proposed BA Hons Modern Irish at Belfast and the BA Hons Irish Language and Literature at Magee competing against each other but staff were confident that the distinctive offerings for different student markets would ensure that this would not happen.

The primary target market for the BA Hons Irish Language and Literature will be school leavers (particularly for the full-time mode). The part-time BA Hons Modern Irish is proposed to be aimed principally at individuals who are working and seeking an Irish language qualification of an applied nature for their professional roles (e.g. for individuals working in immersive Irish-medium schools).

The Panel commended the Team for planning provision to meet the needs of a segmented student market.

##### c) Content

The core objectives of the new programme are proposed to be broadly the same as the BA Hons Irish Language and Literature, and the new programme will be underpinned with

traditional foundations of an Irish programme, but the programme's priority will be on upskilling students in the Irish language.

The Team told Panel members that year one will seek to bridge the linguistic gap between 'A' level standard and degree standard. Year two will continue to emphasise linguistic competence and also introduce students to literature. Year three will look at examples of various genres of literature and year four will develop students' practical skills in translating between English and Irish. Students will complete a dissertation in their final semester.

## 5. RESEARCH

The Team reported that the School has a long-standing and excellent reputation for scholarship. A Research Director for Modern Languages and Linguistics has been appointed for the Irish and Celtic Studies Research Institute, which will enhance the School's research activities. A Leverhulme Visiting Professor at Ulster has produced an exemplar report that will form the basis of a funding application to the Arts and Humanities Research Council.

The Team said that the breath of the School's research comes from the variety of staff interests and expertise. The Panel was of the opinion that it was evident that research and scholarship had been integrated into the provision's content. Panel members highlighted that there were opportunities for collaboration with other institutions and the Team said they would welcome establishing additional links with institutions.

## 6. STAFF RESOURCES

The Panel noted that the School had recently undergone restructuring and asked the Team how the provision would be delivered with reduced staff resources.

The Head of School said that he had evaluated staff workloads and had planned increased administrative support (to include visits to schools, attendance monitoring and career enquiries) to make best use of teaching staff time. A number of staff would travel to teach across the Belfast and Magee campuses.

The Team said that they made use of a register of part-time lecturing staff who have annual contracts with the University. Many such colleagues have been teaching on Ulster Irish programmes on-campus and at the Cookstown outcentre for a number of years, and this has helped to build within the part-time teaching staff familiarity with the programmes and with University learning and teaching practices and approaches.

Teaching teams were in discussions with the School's Learning and Teaching Support Officer for IT support to explore opportunities to make greater use of online delivery mechanisms for the provision, and to build on experience of e-learning mechanisms from other programmes (e.g. MA Cultural Heritage and Museum Studies, and the trialling of online delivery for traditional music modules). Irish Subject Team staff had found that online delivery was more conducive to literature modules and that face-to-face-type teaching methods were more appropriate for language modules. These findings had led to the decision to replace webinars for the MA with more face-to-face sessions.

The Team held a longer-term ambition of re-establishing a Chair in Irish.

## **MEETING WITH STUDENTS**

The Panel met with: a year two student and a year four student from the BA Hons Irish Language and Literature at Magee; and a year two student from the Diploma in Irish Language

delivered at the Cookstown outcentre. A year two student from the BA Hons Irish Language and Literature at Belfast joined the discussions via Skype.

The group was very positive about their experiences on the programmes and commended the following:

- Staff were accessible and approachable, and responded very promptly to queries.
- Language classes in particular were very enjoyable.
- The classes' relaxed atmosphere.
- The excellent standard of teaching.
- Staff guidance on reading materials.
- The Subject Team's efforts to support students progressing from the Diploma in Irish Language to the BA Hons Irish Language and Literature.
- The immersive language environment.
- Opportunities provided to spend time in the Donegal Gaeltacht.

The students highlighted the following for enhancement:

- Greater use of the Gaeltacht's course provision as a resource.
- Communication to students on any implications of changes to the provision for their studies.

## 7. COHORT PROFILE

The student group comprised full-time and part-time students. A number of the students were mature students. Some had enrolled on their programmes out of a personal interest in the Irish language after a break in education and others had enrolled after 'A' levels. Some of the students were working and/or self-employed.

Two students had completed the Diploma in Irish Language prior to enrolling on the BA Hons Irish Language and Literature. These students had previous Irish language qualifications gained some time ago (at 'O' level and at 'A' level) but said that they would not have considered the BA Hons without having completed the Diploma beforehand. The Diploma was an effective preparatory "feeder" programme for the BA Hons.

One student said that they had enrolled on the Magee BA Hons Irish Language and Literature at Magee rather than at Belfast because they had hoped to meet students from the Gaeltacht there but that had not been the case. However, peer learning and interaction were encouraged and Líofoa students often helped others whose language skills were not as fluent.

## 8. INDUCTION AND SUPPORT FOR STUDENTS

### a) Induction

The group fed back that marketing materials for the programmes had been very informative and queries had been responded to. Pre-enrolment information, timetables and staff contact details had been circulated to students.

The induction had been very well organised and had effectively communicated expectations of students and programme content. The first session for on-campus students had been a library orientation and subsequent orientations had introduced students to teaching facilities. Students had also met the lecturers and support staff, and received an induction to Blackboard Learn.

b) Support for Students

The students were not aware of who their Studies Advisors were. They said that they would approach teaching staff if they had any issues, and that staff were very supportive.

Some students who had completed the Diploma in Irish Language before progressing to the BA Hons programme felt there was a significant “jump” between the levels of the programmes but that staff had been very good in helping students meet the challenges of the transition.

9. LEARNING, TEACHING AND ASSESSMENT

a) Independent learning

The Panel heard that some other students on the programmes struggled with independent learning and in some cases attendance at classes can drop. As a result, some of such students approach peers who are better independent learners for peer support.

The group suggested that the School could offer half-day taster sessions to help manage student expectations and to encourage Diploma in Irish Language students to enrol on the BA Hons programmes.

b) Language Skills

The Panel asked if the students had opportunities to use audio-visual materials and language labs. A number of students said that they translated pieces from the radio on a weekly basis. The group added that they were directed frequently to Irish language pieces on the radio and TV.

c) Assessment

The students confirmed that the assessment strategy comprised a variety of methods and that the assessment loads and schedules were manageable.

The group said that some more mature students had found essays challenging and they attributed this to periods of breaks from education. Mature students had also found IT-based assessments difficult (e.g. PowerPoint presentations) at the start of programmes because of a lack of IT skills.

Students had appreciated the opportunities staff had given them to submit drafts of assignments for formative feedback prior to their final submission.

d) Opportunities to Spend Time in the Gaeltacht

Some students in the group had spent time in the Donegal Gaeltacht. Students had met the £125 cost personally for just under a week (Sunday – Saturday) of classes held 9 am – 4 pm each day with meals and accommodation. The students were very positive about the experiences and how they had enhanced their language skills. The students added that it had helped to nurture a collegial spirit and bonding within the student cohorts.

e) Blackboard Learn

Panel members heard that Blackboard Learn had been used for lecture notes and assessments.

## MEETING WITH THE SUBJECT TEAM

The Panel received apologies from Dr Art Hughes, Dr Malachy O'Neill and Dr Nicolas MacCathmhaoil.

### 10. FEEDBACK FROM THE PANEL

The Panel praised the Subject Team on:

- The provision's vision and content, which facilitates students' progression from ab initio level to Master's.
- The focus of the proposed BA Hons Modern Irish on Irish language.
- The Subject Team's commitment to the provision and revalidation.
- The consideration given to students enrolling to the programmes with a range of qualifications.
- The extent to which the provision supports the University's outreach and civic engagement agendas.
- Engagement with the Irish social environment and speech communities.

### 11. ENTRY QUALIFICATIONS

#### a) BA Hons Irish Language and Literature

The Panel asked the Subject Team if there were challenges with students entering the BA Hons Irish Language and Literature from the Diploma in Irish Language as an alternative entry qualification to more traditional qualifications (e.g. 'A' levels). The Subject Team responded by explaining that by being directly involved in designing the Diploma they ensure that students begin to develop subject knowledge and study skills necessary for Honours Degree-level study. Through the Diploma, the Subject Team can also introduce students Ulster's ethos and practices to promote a sense of familiarity and affinity with the University and encourage Diploma graduates to progress to the BA Hons.

The Subject Team reported that the profile of applicants for the BA Hons programme is diverse and includes applicants with traditional qualifications, students from an Irish medium background and Gaeltacht speakers. Therefore, the selection process for entry to the programme and the programme content takes account of the potential for variances in levels of speaking and writing abilities in addition to the range of qualifications that applicants hold, and the process also considers applications by APEL.

#### b) MA Irish Language Translating, Interpreting and Professional Language Skills

Panel members noted that for entry to the MA applicants are required to hold a degree with Irish as the main component with at least 2ii Honours standard (or equivalent). They asked whether this degree standard was high enough for the programme. The Subject Team explained that a degree with at least 2ii Honours standard was the usual requirement for entry to Master's programmes under Ulster's regulations. Any variations from this require consideration and approval from the University's Academic Standards and Quality Enhancement Committee and Senate. The Subject Team added that the programme had tended to attract applicants with degrees of 2i Honours standard so this had not been an issue.

The Subject Team said that the MA Irish Language Translating, Interpreting and Professional Language Skills also attracted a diverse mix of applicants, ranging from BA Hons level Irish graduates to individuals with limited qualifications in Irish but with professional experience, and consideration is given to applications via APEL.

Once enrolled on the programme, students requiring additional support are signposted to further resources and tutoring, whilst more capable students are directed to resources designed to maintain their engagement with the programme.

## 12. CONTENT

### a) Historical Context

Panel members heard that the Subject Team believed that it was essential to include Ireland's historical context in the Irish Studies and BA Hons programmes to promote a wider understanding of Irish studies and Ireland in a more contemporary context. The Panel agreed and suggested that the Subject Team may wish to consider introducing material on Ireland in the context of international conflict.

### b) Dialectology

The Panel noted that IRS 535 *Canúineolaíocht na Gaeilge* (Irish Dialectology) was compulsory for the BA Hons Irish Language and Literature and the major and minor strands. They asked whether it was appropriate for inclusion at this level, given that the topic was specialised and students were expected to achieve level B2 on the Common European Framework for Languages by the end of the programmes. The Subject Team was of the view that it was appropriate and explained that it had been more common for the majority of students to exceed this level of language proficiency by the time they were taking the module.

## 13. PROPOSED CHANGE TO STRUCTURE OF PART-TIME BA HONS IRISH LANGUAGE AND LITERATURE

The Panel noted that it was proposed to change the structure of the part-time BA Hons Irish Language and Literature so the second year of the Diploma in Irish Language and the first year of the BA Hons programme will be considered as belonging to two distinct programmes and they will cease to overlap. Previously Diploma students were offered exemptions for half of the Level 4 modules (total of 60 credits).

The Subject Team explained that the change was proposed in response to student feedback – Diploma students felt that they did not have enough study time within the Diploma before they progressed to the BA Hons. In making this change, students would have the benefit of taking all 18 BA Hons Irish Language and Literature modules.

In addition, there were increasing numbers of applicants for the BA Hons Irish Language and Literature at the Belfast campus who held 'A' levels in Irish so it was felt that this proposed change would help to more easily find a common level of proficiency across the profile of applicants.

The Diploma in Irish Language being proposed for revalidation was a Level 3 award (rather than a Level 4 award) to make the step up to Level 4 in the BA Hons easier but consequently this would no longer facilitate exemptions from the Level 4 BA Hons modules. However, the Subject Team confirmed that consideration would continue to be given to applications to the BA Hons via the APEL route where appropriate.

## 14. STAFF RESOURCES

Panel members heard that as a result of School staff restructuring staff resource had been reduced. However, the Panel was very impressed with the productivity of the Subject Team and the high quality student experience despite the lean staff resource.

The Subject Team explained that to maximise staff resources, a number of staff teach across the Belfast and Magee campuses. The School also uses a register of part-time lecturing staff and a number of such staff have been involved with the Irish programmes for a number of years, which helps to build continuity. However, the Subject Team was of the view that introduction of the “taxi rank” system (whereby part-time register staff must be replaced after a period of time) has not been beneficial. The Subject Team was hopeful that circumstances may change soon to allow for recruitment of additional permanent staff.

#### 15. STUDY OPPORTUNITIES IN THE DONEGAL GAELTACHT

The Panel fed back to the Subject Team that students would like to have more opportunities to spend time in the Donegal Gaeltacht. The Subject Team reported that study periods in the Gaeltacht had previously been compulsory but their status had been changed to optional because not all students had the flexibility and availability to take these opportunities. Furthermore, costs for study periods were not eligible to be included in programme fees so students were required to fund their study in the Gaeltacht personally (albeit with subsidies). However, it is made clear in the prospectus that participation in these opportunities is strongly encouraged.

Panel members suggested that the possibility of a separate accredited award for the time spent in the Gaeltacht could be explored to boost the appeal of such study periods.

#### 16. STUDENT LEARNING EXPERIENCE PRINCIPLES

##### a) Employability

In recognition of the University policy that requires inclusion of compulsory WBL in all undergraduates degrees (with no distinction between full-time and part-time programmes), the Panel praised the employability module IRS341 *An Ghaeilge Ghairmiúil* (Professional Irish) within the BA Hons Irish Language and Literature, and the five-week placement associated with it. They also commended opportunities for the placement to contribute to Ulster’s EDGE Award.

The Panel noted that all full-time students of the programme take the module while part-time students take IRS342 *Dul agus Stíl na Gaeilge, 1500-1900* (Stylistics) instead, and asked about the rationale for this arrangement. The Subject Team explained that part-time students are usually employed and/or have work experience so they do not need to take the employability module. However, they said that they would consider offering it as an option to part-time students to take alongside the full-time students if sufficient student demand existed.

The Panel also noted the contribution that other extra-curricular activities (e.g. Tutoring in Schools) make to enhancing students’ employability.

##### b) Internationalisation

The Subject Team reported that the provision equipped students to work in international and intercultural contexts through opportunities including the DIAS associate award for the BA Hons programmes and the international summer school.

##### c) Digital Literacy

Students are encouraged to engage with Blackboard Learn and the Subject Team is exploring how to integrate its use further into the blended learning aspect of the provision’s delivery, including, as above, the trialling of online delivery for traditional music modules. A number of classes for the Diploma in Irish Language are delivered online.

The Subject Team confirmed that it complied with the University's policy on electronic management of assessment and feedback – written assessments are submitted electronically, and the Subject Team would return marks and feedback to students online from September 2018.

d) Research

The Panel asked how staff time was allocated for research. The Subject Team responded by saying that proposals were being considered to facilitate staff leave for research from next year. The Panel suggested giving consideration to involving research students in teaching.

The School's 2014 REF results for Irish had been excellent – Irish and Celtic Studies at Ulster had been placed second in Celtic Studies in the UK. The Subject Team was keen to maintain its reputation and to continue to integrate research into the programme provision.

## 17. CONCLUSIONS

The Panel commended the following:

- i) The ambitious and wide-ranging suite of programmes linking directly to the University's Five & Fifty Strategic Plan, in particular to the civic engagement priority.
- ii) High productivity levels within a lean and resilient staff resource, and evidence of an excellent collegial spirit and positive engagement with the revalidation process.
- iii) The high quality student experience and level of support provided by staff to students.

The Panel agreed to recommend to the University's Learning and Teaching Committee that the unit be re-approved for a period of five years (intakes 2018/19 to 2022/23 inclusive), subject to the condition and recommendations of the Panel being addressed and a satisfactory response and a revised submission being forwarded to the Academic Office by 6 March 2018 for approval by the Chair of the Panel.

### Condition

- i) All issues identified by the Academic Office and detailed in the appendix to the Panel report are addressed.

### Strong Recommendation

- i) A timely and all-encompassing review of staff resources in the context of delivery of the revalidated unit provision.

### Recommendations

- i) Develop a form of metrics to accredit students' learning at the Gaeltacht as part of an overall assessment piece.
- ii) Re-examine the level of linguistic attainment stated to be required to meet the academic challenges in the final years of the BA Hons programmes.
- iii) A review is taken of WBL opportunities within the BA Hons programmes to ensure compliance with University policy.

iv) Greater integration of online mechanisms for delivery of the provision.

## 18. APPRECIATION

The Chair thanked the Subject Team and the Panel members for their contributions to the revalidation process.

The Head of School thanked the Panel, the Subject Team and the Revalidation Unit Coordinator for leading on the revalidation.

The Revalidation Unit Coordinator thanked the Head of School and Panel for their engagement with the revalidation process, and the Academic Office representative for her support.