

A: General Overview

A.1 Observations on Enhancements Implemented:

- Several programmes streamlined routes/pathways and rationalised modules to make programmes easier to administer and easier for students to navigate. The BA Arts removed single-subject pathways (e.g., Politics/IR; Public Administration & Leadership) to reinforce the double-honours identity and simplify the structure. The BA European Studies reduced elective bundles and eliminated multiple routes to address an excessively intricate structure and strengthen programme identity. The MSc Sociology & Data Analytics rationalised module offerings, removing duplication (e.g., the same module offered in both semesters).
- Many programmes expanded choice via ab initio routes, new pathways, or new electives, often responding to applicant/student demand. The BA Applied Languages introduced a French ab initio route for entry from September 2025 after demand signals at Open Days/Orientation. The BA Arts added Advanced Japanese and Ab-initio Japanese pathways, explicitly framed as increasing student choice. The MA Peace & Development Studies added a new elective on Migration, Minorities and Multiculturalism to broaden options linked to careers (e.g., humanitarianism/advocacy).
- Across disciplines, enhancements focus on workplace-relevant skills, clearer graduate pathways, and professional readiness. The BA Journalism & Digital Communication added a first-year data journalism module and a 4th-year PR/communications module to reflect changing industry norms and pathways. The BA Irish Music reshaped the 4th-year practicum to add real-world performance opportunities and technical workshops, explicitly emphasising networking and industry understanding. The BA Arts added “Transferable Skills for the Workplace and the World We Live In” to its broadening modules, explicitly tied to employability.
- Multiple programmes are strengthening research preparation, dissertation processes, and assessment guidance. The MA Journalism added a Theory & Ethics module before Research Methods and tightened dissertation processes/supervision; early indications include higher dissertation quality and fewer deferrals. The MA Applied Linguistics (International) rebalanced credits to align with 30-credit semester regulations and restructured the dissertation into product vs process assessment (21 + 9 credits). The MA Irish & Global Conflict History added supports for research ethics applications and clearer assessment explanations (e.g., recorded guidance on historiography), reporting strong student results.
- There is a noticeable move away from “optional extras” to embedded external engagement that drives participation and professional connection. The MA Journalism changed external expert talks from voluntary to required, with a written report, leading to higher engagement. The MA Dance Performance expanded external partnerships and created professional placements (e.g., with Luail) plus international intensive opportunities. The MA Creative Writing provided students with access to Irish Writers Centre events and improved visiting-guest sessions using structured pre-circulated questions.
- AI appears across several programmes as either curriculum content or assessment integrity framing. The MA Teaching, Learning & Scholarship embedded a GenAI statement within assessment processes. The MA Technical Communication & E-Learning notes the External Examiner’s approval of the fact that generative AI is addressed in most modules. The MA

Composition & Creative Music Practice introduced an elective on AI for artwork, enabling students to engage with AI-related realities, including creating software.

- Multiple programmes sought to improve students' experience via scheduling tweaks, better learning resources, and flexible delivery modes. The BA Contemporary Dance adjusted schedules (later start day; Friday half-day for final-year project work) and improved studio logistics. The MA Irish Music Studies redesigned the programme so Semester 1 can be taken online or face-to-face, broadening access while keeping Semester 2 in Limerick. The Diploma in Community, Wellness, Empowerment, Leadership, and Lifeskills standardised module delivery via uniform UDL Brightspace sites with direct access to multimedia resources.
- Several programmes explicitly mention identity clarity and marketing refresh as enhancements. The BA European Studies redesigned its structure partly to avoid identity dilution and overlap with other programmes. The MA Classical String Performance foregrounded its distinctive somatic focus in published materials/advertising to align with applicants' expectations. The MSc Sociology & Data Analytics and MA Ritual Chant and Song both highlight marketing improvements as part of enhancement efforts.

A.2 Best Practice Examples for University-wide Dissemination

- Curriculum renewal to address gaps and emerging areas. Examples: New Japanese module (BA Applied Languages); new art history module (MA History); elective on Migration, Minorities and Multiculturalism (multiple MAs).
- Creating clear, coherent progression routes and specialisations. Examples: New fourth-year specialisation routes (BA European Studies); new international pathway (BA Journalism and Digital Communication).
- Expanding programme "streams" aligned to disciplinary/career interests. Examples: Fourth professional stream in Law (BA Applied Languages) to support multilingual legal career pathways.
- Module redesign to improve coherence and student success. Examples: Splitting an overloaded first-year module into two (BA Journalism and Digital Communication); simplifying a complex first-year module to improve success rates (BA Arts' HP4001).
- Using evidence (e.g., enrolment data) to rationalise module offerings. Examples: Dropping electives due to low student numbers (MA European Studies).
- Dissertation redesign to strengthen research quality and manage workload. Examples: Dividing the dissertation into two assessed components (MA Applied Linguistics).
- Structured dissertation timelines with staged milestones. Examples: Adding spring-semester dissertation/internship milestones (MA TESOL).
- Offering multiple dissertation formats to improve inclusivity and fit-for-purpose outputs. Examples: Identifying a range of dissertation formats (MA TESOL); varied dissertation formats (MA Community Music).
- Embedding Universal Design for Learning (UDL) through flexible assessment options. Examples: Alternative format for final research paper (MA Community Music); flexible assessment formats (MA Peace and Development Studies).

- Assessment standard-setting through explicit criteria and rubrics. Examples: New assessment criteria for performance exams (MA Irish Traditional Music Performance).
- Sequencing research modules to scaffold learning. Examples: Introducing a theory-based module before research methods (MA Journalism).
- Aligning module structures with clearly articulated learning outcomes. Examples: Restructuring modules for greater clarity in learning outcomes (MA Teaching, Learning, and Scholarship).
- Reducing unnecessary assessment burden while protecting learning. Examples: Reducing assignments for a fieldwork module (MA Ethnochoreology).
- Increasing structured practice opportunities to deepen learning. Examples: More performance opportunities and a weekly voice lab (BA Voice); facilitating more classes (BA Contemporary Dance).
- Embedding career preparation into curriculum and co-curricular design. Examples: Practical newsroom experience and PR module reflecting industry needs (BA Journalism and Digital Communication); professional placements partnership (MA Dance Performance); “careers in history” event (MA History).
- Building cohort identity and a supportive learning community. Examples: Intentional focus on group identity and clearer guidance/support across programme journeys (described as a cross-programme approach).
- Partnerships and external engagement to enrich learning. Examples: Guest speakers; engagement with external cultural/arts bodies; partnership with a national dance company; increased interaction with professional musicians.

A.3 Observations on Incorporation of Graduate Attributes

- **Articulate:** The MA Creative Writing develops articulate voices via workshop dialogue, reflective practice, and public readings, plus sustained peer-feedback roles (e.g., “lead reader”). The BA Journalism & Digital Communication and MA Journalism develop this attribute through experiential “news days,” publication projects, and communicating complex issues to publics; MA Journalism also ties articulation to responsible public-service reporting. The MA Technical Communication & E-Learning, Grad Cert Technical Writing, and Prof Dip Digital Content Development frame articulation as communicating to diverse audiences (documentation, e-learning, accessibility-oriented content). The MA History and MA in Local History programmes incorporate continual seminar dialogue and presentations to develop articulation around sources/methods and dissemination.
- **Agile:** The MA European Studies and BA European Studies link agility to making interdisciplinary connections and integrating students with different backgrounds; programmes emphasise linking distinct disciplines and contexts. The MA Classical String Performance incorporates agility through developing students’ flexibility to perform across styles and cope with demanding professional scenarios. The MA Applied Linguistics (International) develops agility through problem-based approaches and flexible learning modes (online/offline, peer/self-directed) are used to build adaptability. The Prof Dip Digital Content Development

teaches students to be adaptable to audience needs through UDL, plain language, and accessibility guidelines is treated as a core “agile” capability.

- **Courageous:** The MA Creative Writing cultivates “creative bravery” through sharing work publicly, writing into uncertainty, and persisting through critique and revision. The MA Ritual Chant and Song bolsters courage through developing its students’ ability to perform unfamiliar repertoires (including medieval languages/notation) and potentially undertaking fieldwork with practitioner communities. The MA Journalism fosters courage by encouraging its students to feel ethically grounded and confident to innovate; students engage real subjects and the risks/responsibilities of reporting. The MA Peace & Development Studies pushed its students into reflexive, ethically complex debates on inequality and power, which are framed as both responsible and courageous.
- **Curious:** The MA International Studies, MA Politics, and Structured PhD Politics bolster curiosity via confronting real-world problems through research methods, argumentation, and critical analysis. The MA Irish & Global Conflict History supports curiosity through immersive field research (site visits/museums/archives) and seminars with visiting scholars. The MA Ethnomusicology, MA Ethnochoreology, and dance studies programmes embeds curiosity by combining theory and practice and also by generating original field/practice research projects. The MA Creative Writing cultivates curiosity by treating creative challenges as open questions, drawing on traditions and interdisciplinary influences.
- **Responsible:** The MA Journalism develops responsibility through law/ethics and day-to-day engagement with people who may be harmed by malpractice. The MA Technical Communication & E-Learning and Prof Dip Digital Content Development frames responsibility as producing accessible, ethical content; SDG alignment and inclusivity are explicitly referenced. The GCert/PD/MA in Learning, Teaching & Scholarship embed responsibility through critical evaluation of material (ethics, equality, diversity, inclusion, open educational practice) within blended delivery. CWELL fosters responsibility through its strongly community-facing design, where the curriculum is co-authored with communities, and by positioning students as co-creators and “drivers of social change” who are asked to produce reflective portfolios and public presentations. The MA Ritual Chant and Song incorporates responsibility through ethical engagement with living/historical sacred traditions and cultural sensitivity (e.g., observational visits and repertoire contexts).

A.4 Observations on Collaborative Provision

- Partnerships are frequently expressed through placements, internships, and structured engagement with organisations. For example, the MA Public History and Cultural Heritage partnership is embedded via internships and work-based reflective practice with local, regional, and international organisations, giving students structured professional application opportunities.
- Most partnerships are functioning effectively and meeting their original aims. The Professional Diploma in Teaching, Learning and Scholarship describes its partnership as an “excellent working relationship” with Garda College, especially around practicalities like scheduling and communication with instructors. The MA in Local History characterises its partnership as a long-running partnership (with MIC) that “continues to do what it set out to do

originally and works well.” The Certificate in Local History describes its partnership as “mutually beneficial,” with the Irish Workhouse Centre supporting recruitment and promotion.

- Multiple programmes note that their collaborations directly shape students’ learning activities. The MA in Songwriting (IWAMD) features joint songwriting/history seminars with MIC Limerick, noted as opening up further collaborative pedagogical possibilities.
- Where the partnership model depends on cross-institution study, affordability is a decisive factor. The MA European Studies includes a double-degree that is described as less attractive to students at the partner institution due to UL tuition fees; for example, a former UL undergraduate student opted for a two-year MA in Flensburg (without fees) instead of the dual-degree route. The unit is therefore exploring an Erasmus Mundus joint degree model with Flensburg and other partners.
- Not all partnerships have reached a steady state of exchange flows. The BA Journalism and Digital Communication has a 2+2 structure with UCAM Murcia in place, but they have not yet reached the point where students will come to UL.

A.5 Observations on Planned Enhancements for the Programme

- Many programmes prioritise boosting applications and visibility, often with a specific international focus. The BA and MA European Studies are emphasising international recruitment (noting strong interest from the US) and exploring dual degrees. The MA Politics and Grad Cert Public Administration & Law are planning more targeted promotion and new promotional materials. Multiple IWAMD programmes are explicitly foregrounding recruitment and outreach.
- Extensive restructuring of programmes and modules took place, from incremental tweaks to major redesigns. The MA Applied Linguistics (International) is implementing a redesigned programme aligned to an institutional initiative. The IWAMD is planning “radical restructuring” of MA offerings, with some programmes in a “holding pattern” pending Academy-wide change. The BA Applied Languages is continuing curricular review and considering structural shifts (e.g., year-abroad semester timing; credit changes).
- Several programmes are actively formalising how they handle generative AI, especially in assessment design and policy consistency. The BA Journalism & Digital Communication intends to lead course-wide discussions on AI, increase in-class writing/newsdays, and clarify where AI may be appropriate. The MA Technical Communication & E-Learning proposes a common GenAI policy across modules and more explicit instruction on benefits/pitfalls. The BA in Applied Languages plans continued monitoring of Final Year Projects with explicit attention to AI impacts.
- Many programmes aim to strengthen the student experience through support structures and community. The MA Classical String Performance is prioritising student wellbeing and consulting on the intensity/duration of somatic immersions. The BA Irish Dance is adding dancer health sessions with Health Sciences and strengthening engagement with musicians/guest practitioners. The MA History of the Family is continuing monthly check-ins for part-time students to sustain cohort connection.

- There is a strong through-line of standardising feedback and improving quality assurance, often prompted by external examiner/student feedback. The BA Journalism & Digital Communication is raising grade inflation as a serious issue. The BA Arts is seeking a faculty-wide feedback policy due to inconsistency (especially around exams). The MA Technical Communication & E-Learning is planning an audit to identify gaps/overlap and assessment methods. The MA History is focusing on enhancing quality across modules and inclusive assessment practices.
- Several programmes are adjusting delivery modes and learner guidance, especially where participants are working professionals. The PG Cert Learning, Teaching & Assessment is addressing workload/timetabling via greater hybrid/blended flexibility and possibly some out-of-hours teaching. The Professional Diploma in Teaching Learning & Scholarship is planning added guidance on managing academic workload. The MA Irish Music Studies is reconsidering blended/flipped elements in response to student feedback.
- A smaller but clear trend is leveraging shared modules/spaces and interdisciplinary links to enrich experience and optimise resources. The BA Irish Dance is emphasizing shared studio-based teaching across BA/MA/PhD cohorts to reinforce peer learning. The MA Ethnochoreology and MA Ethnomusicology plan to continue shared spaces/dialogue (while also protecting disciplinary distinctiveness). Several programmes mention integrated delivery as part of wider curriculum review.
- A frequently noted practical constraint is capacity - people, rooms, studios, and technical facilities - often framed as a risk to planning and student experience. The MA Journalism indicates that meaningful planning depends on staffing clarity (concerns about casual staff cuts). The BA Contemporary Dance and BA Irish Dance are continuing efforts to secure/coordinate studio space. The BA Voice is working with technical staff to improve access to facilities.