



University College Dublin

Quality Improvement Plan

School of English, Drama and Film

May 2023

1. Introduction

The Quality Review of the UCD School of English, Drama and Film took place in Autumn 2022, with the site visit taking place on October 17th-22nd. Originally the review was due to take place in 2021, but the University approved the School's request to defer the review, due to the ongoing covid pandemic. A further attempt to hold the review in April 2022 was deferred at the request of the Quality Office due to a shortage of review panel members. The review went ahead in October 2022, with three panel members, one of whom was external.

Upon receipt of the final copy of the Quality Review report in January 2023, the School formed a Quality Improvement Committee to review the recommendations and draft the Quality Improvement Plan. The School decided to appoint the School Executive as the Quality Improvement Committee, as its members are best placed to implement many of the recommendations. The Quality Improvement Committee members are as follows:

- Professor John Brannigan, Head of School
- Professor Jane Grogan, Deputy Head of School
- Ms Stacy Grouden, School Manager
- Professor Porscha Fermanis, Director of Teaching and Learning
- Professor Emilie Pine, Director of Research
- Associate Professor Clare Hayes-Brady, Director of Postgraduate Teaching
- Dr Kate Fama, Director of Postgraduate Research
- Dr Maria Stuart, Director of Equality, Diversity and Inclusion
- Associate Professor Luca Crispi, Director of Global Engagement
- Associate Professor Sharae Deckard, Head of English
- Dr Ashley Taggart, Head of Drama
- Associate Professor Paul Perry, Head of Creative Writing
- Dr Harvey O'Brien, Head of Film and Media Studies
- Dr Martha Shearer, Lecturer/Assistant Professor in Film Studies
- Dr Paula McGrath, Lecturer/Assistant Professor in Creative Writing

Categories

1. Recommendations concerning academic, organisational and other matters which are entirely under the control of the unit
2. Recommendations concerning shortcomings in services, procedures and facilities which are outside the control of the unit
3. Recommendations concerning inadequate staffing, and/or facilities which require recurrent or capital funding

Timescale

- A. Recommendation already implemented
- B. Recommendations to be implemented within one year
- C. Recommendations to be implemented within five years
- D. Recommendations which will not be implemented

Report	RG Recommendation	Category (see list above)	Action Taken/Action Planned/Reason for Not Implementing	Timescale (see list above)
ORGANISATION AND MANAGEMENT				
Para. 2.5	The Review Group recommends that School develops a plan to enhance participation in its management by all of its constituent parts in the four subject areas (English, Drama, Film and Creative Writing) in the School Executive. In conjunction with this, the School should complete the staff handbook and ensure that the School committee structure and membership is readily visible. This will be an important contribution and will help to ensure all members of the School understand School processes and organisational structure.	1	<ul style="list-style-type: none"> • All subjects are represented currently in the School Executive. The Executive includes Heads of each of the four subjects, all School office holders, and two elected members, in addition to the Head, Deputy Head and School Manager. This recommendation arises from the fact that School office holders (T&L, Research, Postgrad Teaching, Postgrad Research, EDI, and Global Engagement) are all currently drawn from one subject, English. This is due to staffing pressures in Creative Writing, Drama and Film. As we have now reached a better staff resourcing situation in those subjects, the Head of School will be encouraging staff from those subjects to become School office holders. The term of office for School officer roles is normally three years, but can be extended by mutual agreement with the Head of School. • A draft version of the Staff Handbook is complete, and will be presented to the School Executive for review in April 2023. We expect it to be finalised by the end of this academic year. 	C B
Para. 2.6	Whilst the Review Group recognises that recordings of School committee meetings are available, it recommends that summary notes/action points are documented and made available to all members of the School committee.	1	<ul style="list-style-type: none"> • Full meetings of the School are recorded and made available to all staff. In addition, all items of information, discussion and decision are provided in a document circulated in advance of each meeting (usually 10-11 pages). A summary of action points for each meeting will now be documented and made available to all School members. 	B

Para. 2.7	The Review Group recommends that role descriptions for the major roles (e.g. chairs of the School committees) are available to all members of the School. If these role descriptors are not available, they should be developed. This information would be helpful in ensuring that all members of the School are afforded the opportunity to put themselves forward for these positions.	1	<ul style="list-style-type: none"> • Role descriptors for all School offices will be provided in the staff handbook (see 2.5 above). 	B
Para. 2.8	The Review Group recommends that the School put in place more formal structures around mentorship for new staff by more senior colleagues.	1	<ul style="list-style-type: none"> • School Response: New members of the School are normally invited by the Head of School to select a mentor, based on particular areas of professional or career development they identify. The School recognises that this arrangement has been informal, and will ensure that it is adopted as a formal mechanism for all new staff commencing in the next 12 months. In addition, the School continues to participate in the various HR processes listed below, including P4G, the Newly Appointed Assistant Professor Development Programme and the RISE Leadership and People Management Programme, to further complement the School mentorship scheme. • UCD HR has provided the following information regarding mentoring: • Performance for Growth (P4G) Is a framework that provides the opportunity for all UCD employees to have at least one annual conversation with their line manager, Head of School or alternate reviewer, within which achievements and challenges of the previous year are reflected on; goals and objectives for the coming year are agreed; a development plan, if required, is discussed, and agreed; career aspirations are explored and supported where possible. • Newly Appointed Assistant Professor Development Programme This programme, which has been created specifically for our newly appointed members of faculty, offers these the opportunity to attend dedicated development seminars, avail of mentoring and attend networking events. These opportunities will enable staff to take important steps in building cross-disciplinary relationships and feeling more connected to UCD. There are three main elements to this programme: specific development seminars, mentoring and networking events. A dedicated schedule of formal development seminars for participants in this programme is available. This is in addition to the comprehensive range of courses offered to employees to support their skills and professional development in UCD. • RISE Leadership and People Management Programme 	B

			The RISE programme is designed for all Senior Leaders and People Managers across UCD, and this programme has been created to support the delivery of the UCD Strategy 2020-2024, 'Rising to the Future'. As per our strategy, we commit to rising to meet the global challenges of the future through the excellence and impact of our research, scholarship, and innovation, while ensuring every member of our community is enabled to achieve their full potential.	
STAFF AND FACILITIES				
Para. 3.12	Given the recent growth in the number of staff and students in the School, the Review Group recommends that the School engages with the College and University to invest in and improve facilities and space commensurate with the number of students and staff, enabling the staff and the student body to gain both a sense of community with their degree studies and to study in facilities which match the quality and range of educational content across all four disciplinary areas (English, Drama, Film and Creative Writing) within the School.	3	<ul style="list-style-type: none"> • School Response: Only 60% of academic staff in the School are in single office accommodation, which is the expected university model for providing an appropriate working environment to support the research, teaching, and administrative responsibilities of academic staff members. 35% of academic staff are in shared office spaces, and have to make compromises with colleagues to have a space for private meetings with students or staff. Many of those staff sharing office space do not have space for the books and papers which are the research and teaching tools of our profession. 5% of academic staff have no office space, and can hardly feel welcome or valued for their work in the University. We rely on other units in the University, such as the Humanities Institute, Earth Institute, and Insight Centre to provide office space for PIs of major projects and postdoctoral researchers, and thereby meeting our obligations to funding bodies. • Estates Response: “The question of investment in and improving facilities and space commensurate with the number of students and staff is a University decision not Estates.” • UCD Estates provides a mechanism to apply for more space, which involves submitting a proposal form to the University Space Management Committee to request more space allocation. The School submitted a formal request in September 2022, which followed previous requests for more space made informally to UCD Estates. Although there has been correspondence with the committee to clarify information, and there has been some mention of space available in Roebuck, as of 1st May 2023, the School has not received any further space. • This has been raised as part of the planning for the Newman Refurbishment Committee and the CP has had confirmation that the additional new floors on the Newman Building should provide most of the required space. This is going out to tender to architects in June-July 2023. The Head of School will liaise with the CP as development progresses on the Newman Refurbishment project. 	B/C
Para. 3.13	The School should engage with the relevant authorities in the College and University to establish clarity on progression through and from fixed-term contracts, with the aim of ensuring that	1/3	<ul style="list-style-type: none"> • School Response: The School contacted UCD Human Resources in relation to this recommendation and their response is noted below. • HR Response: • Employment Contracts 	

	<p>the University recognises the significant contribution of those on teaching-only contracts and that they are given opportunities for career and grading progression.</p>		<p>The use of fixed term temporary employment is used to support flexibility and to address the temporary employment arrangement required in the proper functioning of a school. The use of temporary employment contracts is legitimate and in keeping with fixed term projects and/or research initiatives that occur within the school and the wider college.</p> <ul style="list-style-type: none"> • The Academic Progression Policy This policy governs the progression of Lecturer below the bar to Lecturer above the bar and its purpose is to ensure that individual academic staff continue to develop their scholarly contribution and contribute to the mission of the University in terms of teaching and learning, research activity, and contribution to the School, College, University, and wider community. Its aim is to recognise and further motivate staff who have made and continue to make significant contributions in the three areas detailed above and facilitate their progression to the Lecturer/Assistant Professor ATB Pay scale. • Integrated Planning Process HR supports the university's agreed staffing plan and the agreed policies (recruitment, academic progression, promotion) that exist in the university are in place to ensure that colleagues achieve their potential and thrive in our University community. The annual integrated planning process highlights and addresses issues regarding the succession and retention of staff and all staff appointments are agreed through this process and in line with budgetary and agreed headcount issues. • School Response: The School uses temporary employment contracts to fulfil legitimate needs in terms of funded research leave, maternity leave, or gaps between permanent appointments. We recognise, however, that such contracts do not always meet the aspirations of early career colleagues to have security of employment. In terms of progression, the School was compelled by financial restrictions to make appointments at below the bar level in the past. We are pleased to report that no colleagues now remain in below the bar contracts as a result of academic progression or promotion. 	A
Para. 3.14	<p>Given the amount of School resources going to hourly paid teaching, the Review Group recommends that the School engages with the relevant College and University authorities to create permanent academic roles and ensure there is appropriate staffing in all disciplinary areas.</p>	1/3	<ul style="list-style-type: none"> • HR Response: • Hourly paid Issues The university acknowledges the nature of the hourly paid staff and has established a university wide Project Group to review and address these issues. The Project Manager, recruited to manage this project, has established a steering group whose members are based throughout the university and this group are due to meet at the end of April to begin to review these issues. All recommendations from this group will be issued in the near future. 	B

Para. 3.15	The Review Group were impressed to hear that the School has a workload model and workload committee, including a School level survey on the number of hours spent by each staff member on research, teaching and contribution; the Review Group recommends this transparency is maintained especially with regard to teaching loads of new staff in the different subject areas.	1	<ul style="list-style-type: none"> The School reviews the workload model every year, and the workload committee makes recommendations to the School about changes to the workload submission form. The workload committee reviews all submissions, tabulates the results in terms of percentage workload, and makes recommendations to the Head of School about modifications to individual workloads. The School is fully committed to the transparency of this model, and to ensuring that new members of staff are able to use the workload submission as a basis for discussion about workload balance and setting workload goals. 	A
Para. 3.16	Although the overall School staff:student ratio has improved, this is not evenly distributed among the four subject areas, which ranges from 14:1 for English, 15:1 for Creative Writing, 17:1 for Drama and 18:1 for Film. There also appears to be an over-reliance on fixed-term academic staff in Creative Writing. In addition, while the subject area of English appears to be well represented in senior leadership roles in the School, Drama, Creative Writing and Film have fewer academic staff and are therefore less well represented on the School Executive. There is a strong case for a permanent academic appointment in Film. The Review Group recommends that the School addresses these disparities in future strategic planning.	3	<ul style="list-style-type: none"> In successive strategic plans, the School has identified the need to match staffing resources to rising student numbers, especially in areas which grew significantly as a result of offering new pathways in the BA Humanities. We have achieved improvements in the SSR for Creative Writing, Drama and Film mainly through fixed-term appointments, several of which are funded externally from the HEA for defined periods only. Student numbers in those areas are likely to remain at current levels or to grow, so this poses a risk to the long term sustainability of our SSRs in those subjects, and the School needs to be able to plan for permanent appointments to replace the fixed-term contracts currently in place. The School will continue to prioritise this in our strategic plan, subject to approval from the College Principal, College Finance Manager, and CPAC. HR Response: Staff Student Ratio The staff student ratio is an institutional challenge and a strategic objective to reduce as a priority. 	B
TEACHING, LEARNING AND ASSESSMENT				
Para. 4.15	The School developed teaching innovations in new learning platforms and technologies during the pandemic and the School is encouraged to consider how these technologies might be used in future planning around delivery of content and improvement of the student experience.	1/2	<ul style="list-style-type: none"> The School works closely with other units in the University to plan how teaching innovations and technologies adopted during the pandemic can continue to be developed and deployed in our teaching currently and into the future. A template for VLE usage at module level is currently being rolled out by the University within the next 12 months, and the School will follow University guidance on this. The School engages closely with all decision-making about these plans at College and University level, and is well-represented on appropriate committees across the University. 	B
Para. 4.16	The Review Group recognises the resource implications in sustaining professionalised learning support and recommends that the School has structures in place to ensure the development of this support.	1/3	<ul style="list-style-type: none"> The School employs an Academic Support Officer on an hourly-paid basis for 5-6 hours per week during the teaching calendar to provide dedicated learning support for students with particular needs or heavy workloads (usually identified as having multiple resit or IX assessments). Ideally, the School would like to develop this role as a full-time permanent role, but as the School is in negative 	C

			reserves in the current financial model, and is required to approve all new posts on the basis of new streams of income generation, it has not been possible to plan for this role as yet. Nonetheless, the School will continue to press for the need for this position as a full-time provision.	
Para. 4.17	The Review Group recommends that the School monitors the provision and success of internships for its students on the 4-year BA in Humanities. There is also space for the School to provide clearer signposting to students on its modules as to the employability skills they are developing (critical thinking, etc) and careers awareness being made more clear to the students themselves within School modules (where possible).	1	<ul style="list-style-type: none"> • Internships are arranged through the Arts and Humanities Programme Office for the BA Humanities. The School has had and will continue to have input into the internships available, and Pathway Coordinators liaise with the Programme Office to monitor the success of internships • The University has rolled out a new careers dashboard to all Schools, with the ability to drill down to School, subject and stage. This will enable the School to plan effective integration of careers guidance into modules. 	A B

CURRICULUM DEVELOPMENT AND REVIEW

Para. 5.10	The Review Group recommends that in order to protect the long-term sustainability of delivering such high intensity teaching (and to prevent potential personal impacts on staff) that the School considers whether the number of modules offered is appropriate to the School's capacity, at undergraduate and in particular masters level.	1	<ul style="list-style-type: none"> • Heads of Subjects and the Teaching and Learning Committee monitor the number of modules offered, and the capacity on modules on a regular basis, in consultation with the Head of School. A key consideration of the monitoring process is staff workload, and the integrity of our offerings. The School offers a high number of modules (306 modules including resit offerings in 2022/23), with almost 8000 registrations. Only four modules indicate low take-up, three of which are level 4 and 5 modules specifically provided as training modules for postgraduate researchers. At masters level, we have a number of programmes which have had low enrolment numbers (<10) for several years. We are reviewing our masters offerings currently, with the aim of completing the review within 12 months, and maximising potential recruitment through new and revised programmes. 	A/B
Para. 5.11	The Review Group notes the success of the four-year BA in Humanities. However, the group noted a concern regarding high student workloads in both the BA in Arts and BA in Humanities programmes. The Review Group recommends that the School liaises with the relevant Governing Board for these programmes to assess whether the structure of the curriculum can be more sensitive to the capacity of all students - particularly those studying a large number of 5 credit modules.	1/2	<ul style="list-style-type: none"> • This recommendation refers to the large number of 5 credit modules which students on the BA Arts and BA Humanities are required to take (six per trimester). This is a consequence of the structure of the BA Arts in particular. Where possible over the past five years, the School has moved to offer some ten credit modules, and also to reducing workloads on our five credit modules, to alleviate the difficulties caused by this requirement. In the past year, for example, the core module in English at level 2, Critical Theory, moved to a ten-credit model. This has been monitored by the Arts and Humanities Programme Office as a pilot to test its impact on registration issues and student workloads. A review of first year assessments is currently being discussed by the College T&L Committee, with a view to reducing word counts and assessment workloads across various College pathways, rather than at School level. 	A/B
Para. 5.12	The Review Group recommends that the School explores the possibility of extending the support of the educational technologist, and creating a job description which focuses on the curricular development of the Virtual Learning Environment and other new pedagogic technologies.	1	<ul style="list-style-type: none"> • The role of Educational Technologist is relatively new, and is continually under review. The pandemic resulted in the work of the Educational Technologist being skewed particularly towards supporting the rapid transition of our teaching and assessment online. As we have returned to some kind of normality, the role has transitioned back to curricular support of the VLE, as well as developing the School's virtual platform for research. 	A/B

RESEARCH ACTIVITY

Para. 6.11	Due to the School's growing success in research innovation, impact and funding the Review Group recommends that the School liaises with the relevant university authority to develop a plan to	1	<ul style="list-style-type: none"> • The School was pleased to note this recommendation from the Quality Review panel, and was able to act on it immediately. Increased research overheads from ERC and IRC Laureate grants formed the basis for an application to the University central pool appointments committee (CPAC) for permission to appoint a 	A
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	enable the appointment of dedicated research administration to support the application for and management of these grants.		dedicated School Research Administrator. The appointment was made to commence in March 2023.	
Para. 6.12	While the School has demonstrated significant growth in research activity and funding diversification (e.g. recent awards from the IRC, EU and Wellcome trust), the Review Group encourages the School to plan strategically for further funding diversification in collaboration with UCD Research, Innovation and Impact.	1	<ul style="list-style-type: none"> The School works closely with UCD Research and particularly our College Research Partner to identify relevant sources of research funding. The appointment of a School research administrator in March 2023, the first position of its kind in the School, will enable the School to target a more diverse range of calls and opportunities. 	A/B
Para. 6.13	The OBRSS scheme has been rolled out across the University and provides performance-related research grant support. The Review Group was surprised to see that it does not appropriately recognise creative publications. The Review Group recommends that the School engages with UCD Research, Innovation and Impact so that the University adopts a more responsive and subject-sensitive way of channelling research support through the OBRSS internal funding model.	2	<ul style="list-style-type: none"> The School has invited the UCD Research Office team responsible for coordinating the OBRSS scheme to attend the next School meeting in late April. The purpose of this meeting is to engage with UCD Research about adapting OBRSS to be more responsive to Arts and Humanities subject needs. 	B
Para. 6.14	Given the large number of research students and the range of projects, the Review Group recommends that the School explores more formal means of monitoring student progression and support through maintaining School level records of Research Studies Panel meetings. It might also consider means to ensure that information regarding supports and procedures is available in the development of postgraduate researcher handbook modelled on the tutor handbook.	1	<ul style="list-style-type: none"> The School appointed a Graduate Administrator (0.5) in 2022, and increased the position to 0.6 in 2023, specifically to provide more support to the large number of research students and projects in the School. A more formal record of the RSPs and monitoring of progress and completion rates is now possible. In line with GRB recommendations, the School has also introduced late stage transfer assessments to address the number of projects which are running over the target completion time. We have reviewed the provision of information to postgraduate researchers. The University already provides a very detailed handbook to all postgraduate researchers, updated and circulated annually. Repeating this work at School level seems unnecessary. 	A/B D
MANAGEMENT OF QUALITY AND ENHANCEMENT				
Para. 7.7	The Review Group was surprised to learn that the School has not fully engaged with the Athena SWAN awards process and encourages the School	1	<ul style="list-style-type: none"> The School is fully committed to gender equality, and as the Review Group recognised, plays a leading role in advancing gender equality across the University. The School has debated applying for the Athena Swan award on three 	D

	to do so, in order to give more visibility to the leading role the School plays with regard to gender equality in the wider University. Engagement with the Athena SWAN process may help raise awareness of the availability of supports for those returning from, for example, maternity leave.		occasions in the past three years. On each occasion, the School has decided not to apply. In response to this recommendation, the School conducted a vote among all School members, as there was a suggestion that perhaps debates in the School had been led by those opposed to taking part, and that perhaps those who might support an application had been less inclined to make their voices heard. The vote was conducted using an anonymous online survey tool, and asked 'Should the School apply for the Athena Swan bronze award?' There were 44 respondents: 66% voted No, 34% voted Yes. Respondents were asked to provide reasons for their vote, and 37 respondents did so. The main reasons for voting against were the perception that the AS process did not result in any meaningful change, that the process itself was burdensome, and that the School did not have problems to address which could not be addressed outside of the process. The School will continue to debate the Athena Swan process and the question of our participation in it. The College will be making a College level application in 2023-24, in which the School would be involved.	
Para. 7.8	The Review Group recommends that the School further explores channels oriented towards student support. This would involve a wider use of student feedback mechanisms (in addition to module feedback), so that the School might be better positioned to hear student feedback and assess the quality of any actions that are designed to address concerns raised by students. It might also include gathering information about widening participation students and others from non-traditional academic backgrounds.	1	<ul style="list-style-type: none"> The School will continue to explore channels for engaging with student feedback. The primary mechanism for student feedback, aside from module feedback and the student survey, is the School's staff-student EDI committee. Although it was formed in 2020 to focus on EDI and widening participation issues, it functions very effectively as a means of gaining insight into student reflections on every aspect of University life, from academic to welfare issues. The School will continue to use this as the consultative mechanism for engaging with student feedback. 	A
SUPPORT SERVICES				
Para. 8.5	The Review Group observed that while there was a good relationship with the Library, there was significant scope for enhanced collaboration with the School, e.g. through video library/facilities for students to watch DVDs.	1/2	<ul style="list-style-type: none"> UCD Library is currently undergoing a major refurbishment. Consultations with the School, and specifically with the Head of Subject for Film and Media Studies, are ongoing regarding providing dedicated facilities for students to access audio-visual materials. 	A/C
Para. 8.6	Given the current acute space issues being experienced due to the increase in student numbers across many subjects, the School is encouraged to further develop relationships with UCD Cinema, and the UCD Village, for short term needs in relation to auditorium space.	1/3	<ul style="list-style-type: none"> The Head of Subject for Film and Media Studies is in regular contact with UCD Cinema and UCD Village about providing appropriate venues for hosting teaching of our screen-based classes. UCD Cinema involves hiring costs, and has limited timetable availability. UCD Village has the space for our student numbers, but not sufficient technological capability to show all required media forms. In the long term, we are hopeful that the University will recognise the need for dedicated 	A/C

			spaces for film and media studies teaching.	
Para. 8.7	The School demonstrates exceptional engagement in widening participation and UCD Access. Related to this, it is recommended that the School and College work further to lobby the national conversation in establishing the metrics related to rates of progression, completion and postgraduate attainment of widening-participation students.	1	<ul style="list-style-type: none"> There are many members of the School who have been directly engaged in University-wide initiatives in widening participation and access, some of whom are leading funded projects based on these initiatives. Through these projects, and through direct involvement in UCD Widening Participation activities (e.g. the Head of School is Chair of the University Widening Participation Committee), the School will remain committed to lobbying for better data and resources for WP goals. 	A
COLLABORATIVE EDUCATIONAL PROVISION				
Para. 9.4	While the School has had success in attracting incoming international students through programmes such as Erasmus, the Review Group would encourage the School to investigate further the current barriers to the participation of School students in outgoing Erasmus programmes.	1	<ul style="list-style-type: none"> The School has a dedicated Director of Global Engagement and engages with the Arts and Humanities Programme Office, the Global Office, and the Access and Lifelong Learning Centre to address current barriers to student participation in outgoing Erasmus programmes. The main barriers identified to date are financial, employment, and caring commitments. 	A
EXTERNAL RELATIONS				
Para. 10.5	The Review Group recommends that the School formalise the input of the external stakeholders via an Advisory Board to help consider its research objectives in a more strategic fashion.	1	<ul style="list-style-type: none"> The School has given some consideration to this recommendation, and needs to discuss and consult further about its advisability with UCD Research, the Alumni Relations office, UCD Foundation, and others. There is already an Alumni network at College level, and the School has also played a leading role in the UCD Creative Fellows scheme. There would be some overlap with both initiatives and the proposed formalisation of external stakeholders. 	C

3. Prioritised Resource Requirements

This section should only contain a list, prioritised by the Quality Improvement Committee, of recommendations outlined in the Review Group Report, which require additional resources. The planned action to address each recommendation with an estimate of the cost involved should also be included:

1. Space for staff offices (3.12): To provide appropriate accommodation for academic staff, **twelve** single accommodation offices are required in addition to current provision. Nine members of academic staff will remain in shared office accommodation, based on the fact that they are part-time or non-faculty positions. This does not yet account for any additional space required for three major funded projects (two ERC, one Wellcome) which have yet to hire research teams. It also does not make any provision for postdoctoral research fellows, space for whom we will continue to rely on other units to provide in order to meet our obligations under the terms and conditions of funding agencies. The School is not normally expected to fund the cost of office accommodation directly.
2. Permanent academic appointment in Film (3.16): The School will first attempt to meet this recommendation through the Ad Astra Fellowship scheme in 2023. If this is not successful, then the School plans to add a permanent appointment in Film to the Strategic Plan for 2024-2029. The cost of this hire will be approximately 80k per year.
3. Permanent need for five positions currently funded by the HEA (3.16): The Review panel recognised that some of our recent improvements in SSR are based on five fixed-term appointments externally funded by the HEA. These will all end in 2026-2027. Student numbers are projected to rise incrementally by then. In the medium term, therefore, the School will need to plan to replace these posts with permanent positions. Currently, these five positions cost approximately 500k per year.
4. Increased/full-time appointment of Academic Support Officer (4.16): The Review panel recognised the value added by our current employment of an Academic Support Officer to give dedicated support to students struggling with resits, remediations, and repeats. The School employs the ASO currently for five to six hours per week on hourly pay. Increasing the role to a full-time position would allow the role to move beyond emergency or remedial support to a more proactive approach. The cost of a full-time position would be approximately 47k per year if graded as equivalent to a Teaching Fellowship. The role has an uncalculated impact on student retention, and may therefore be partly or fully justified financially on the basis of FTEs retained.