|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **Actions** | **Responsible** | **Status\*** |
| 1 | **Research****Infrastructure and Facilities** | Research Students in the School of History and Philosophy must rely on research space in the Hardiman building. But improved research infrastructure at School level is advised. In particular, a shared research space for students in both Disciplines would be welcome. | Head ofSchool,CASSCS,Buildings Office. | Inprogress\* |
| **2** | **Supervision** | The report indicates a high level of satisfaction with the level of supervisory support available to students. Although most students in History and Philosophy are supervised by one supervisor, co-supervisory arrangements are in place for projects that would benefit from them and where the requisite supervisory expertise is available. It is to be noted that the most recent report shows considerable improvement in the level of satisfaction amongst students with their supervisor’s attention to identifying relevant training and development needs. Supervisors in the School will continue to direct students to the Researcher Development Centre (RDC), which is supported by the offices of the VP for Research and Innovation and the Dean of Graduate Studies. Supervisors and GRC members will also continue to advise students about relevant generic skills modules offered to graduate students in the CASSCS. Programme handbooks will continue to be updated by Programme Directors with relevant information for the convenience of students, GRC members and supervisors.  | PostgraduateProgramme Directors,Supervisors, GRC members | Complete |
| **3** | **Research Culture** | The School of History and Philosophy offers a vibrant research culture by offering a research seminar series running across two semesters and comprising presentations from visiting speakers and postgraduate students. All staff and students are encouraged to attend and attendance tends to be very good.Postgraduate students in Philosophy organize a peer-reviewed graduate conference each year, which allows students to engage with their international peers. The research ambience in the School could be improved by the availability of a designated space for postgraduate researchers. The availability of such a space requires improved infrastructure in the School. | History and Philosophystaff, History and Philosophy research seminar organizers. | In progress |
| **4** | **Progress and****Assessment** | The report indicates a high level of satisfaction in this area. At School and Department level students meet with the Directors of the PG programmes for a specific department-related induction and are provided with a PG course Handbook, both of which they find extremely helpful. No particular issue in relation to this category has arisen in the School | PGProgrammeDirectors | Complete |
| **5** | **Research Skills** | Students have expressed a high degree of satisfaction in this area. Students in History and Philosophy are directed to the Research Development Centre and relevant generic skills modules are offered on the Structured PhD programme. Information is provided in the programme handbook | PostgraduateProgrammeDirectors,Supervisors,GRC members | Complete |
| **6** | **Other Transferable****Skills** | Students are directed to the Research Development Centre to draw up a personal development plan and to take training workshops in highlighting transferable skills and CV building | PG Programme | Complete |
| **7** | **Responsibilities and Supports** | Students seem to be aware of their responsibilities as postgraduates and of their supervisor’s responsibilities. In both History and Philosophy, these responsibilities are clearly outlined in the postgraduate handbook given to all postgraduate students and available online on the Postgraduate Studies web page. Students seem to be less aware of other support channels in the university. Information about these supports is made available to students of Philosophy and History in the programme handbook. The various support channels in the university need to make more of an effort to communicate with postgraduate students in the different Schools and Departments | PGProgrammeDirectors,Supervisors,CASSCS,NUIGPostgraduateStudies | Complete |
| **8** | **Personal Outlook** | In both History and Philosophy, postgraduate students are generally supported well and are aware that there is someone to talk to in the person of the programme director. Programme Directors, Supervisors and GRC members in History and Philosophy regularly direct students to university supports outside the School. Information on how to access these supports are provided in the Programme Handbooks. The survey results indicate that students suffer from poor work-life balance, and this is not surprising, given that several students in the School are unfunded and must work in paid employment to support their studies. This has been compounded by the discontinuation of the Galway Scholarship and it is noteworthy that according to the latest survey the CASSCS has the highest percentage of self-funded students in the University, by a considerable margin. This often results in students applying for a leave of absence, which interrupts their studies. Further opportunities for financial support for postgraduate students might help remedy the problem. | PostgraduateProgramme Directors,Supervisors,CASSCS,  | In progress |
| 9 | **Development****Opportunities** | Teaching: students have the opportunity to teach tutorials but these opportunities are subject to budgetary constraints. The remuneration for tutorial teaching is unattractive for many of the School’s postgraduate students. All students who teach are encouraged to take teaching training modules offered on the Structured PhD. It would be beneficial if PhD students were to be offered more opportunities to lecture on occasion to improve their CVs, but these opportunities are subject to budgetary conditions. | PGProgrammeDirectors,Supervisors, PGProgrammes TeachingStaff, HODs,HOS, Career | In progress |
| **10** | **Motivations** | Postgraduate research students primarily motivated by interest in their subject. |   |  |
| **11** | **Career** | Most research students wish to pursue an academic career. This result stresses the importance of providing teaching experience for all postgraduate researchers who wish to avail of the opportunity. Unfortunately, as indicated above, the availability of teaching is subject to budgetary constraints.  | Head ofSchool,CASCCS,GraduateStudies |  |
| **12** | **Overall Experience** | Students in History and Philosophy are mostly satisfied with their experience. They are encouraged to consult with the Programme Director, supervisor or GRC members if they are unsatisfied with some aspect of the programme. Students are guaranteed a swift response.  | Heads ofDiscipline, Programme Directors,Supervisors,GRC members |  |