**APPROVAL FORM FOR REVISED ACADEMIC OFFERINGS:**

**FACULTIES AND EDUCATION COMMITTEE (EC)**

This form must be used on each occasion when it is proposed to make a revised academic offering (as listed below) available in the University.

|  |  |
| --- | --- |
| **Proposal** | **Please click, as appropriate** |
| **Major Awards**: Significant restructuring of a programme, which may include the addition of a new pathway or the consolidation of existing pathways **or** additional award where underlying module learning outcomes are mainly derived (c 80% of credits) from an accredited DCU award, i.e. DCU equivalent exists but new modules may be included in the additional award.  | [ ]   |
| **Non-major Awards**: Development of a new programme where the underlying module learning outcomes are mainly derived (c 80% of credits) from an accredited DCU award, i.e. DCU equivalent exists but new modules may be included in the additional award (e.g. Springboard, FutureLearn) | [ ]   |
| 1. **Exit Awards**: Creation of exit award (minor or major) from existing major award
 | [ ]   |
| 1. **Change of delivery mode (from traditional to online or blended delivery)**

*Education Committee will consider a change in mode of delivery to online or highly blended which meet the following criteria:** *The programme must be part-time taught postgraduate;*
* *Students will be predominately off campus (more than half of the learner contact will be online).*
 | [ ]   |

**Section 1: general**

|  |  |
| --- | --- |
| Submission by (Faculty name) |  |
| Programme Title |  |
| NFQ level of Existing Award (where relevant) |  |
| NFQ level of Proposed Award |  |
| Please indicate whether Major, Minor or Special Purpose Award |  |
| Date of submission to Education Committee |  |
| Date approved by Faculty Teaching and Learning Committee |  |
| All supporting documentation as listed in **Section 4** has been included |  Yes [ ]  No [ ]  |
| Signature of programme proposer  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Section 2: Details of programme proposed**

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| **Please fill in the relevant sections following for:****1. Significant restructuring of a programme or** **additional award** **2. Non-major Awards****3. Creation of exit award from existing major award****4. Change of delivery mode (from traditional to fully online or blended delivery)** |
| Formal title of proposed award (parchment title) as per Marks and Standards 1.2. Please include exit awards titles where relevant |
| **Date of original accreditation of the programme or last periodic programme review (whichever is more recent) or last restructuring of the programme** |
|  |
| **What is being proposed?** |
|  |
| **What is the reason for the proposal?** |
|  |
| **Strategic fit** |
|  |
| **Likely demand, and proposed intake** |
|  |
| **Entry requirements, and progression and exit routes** |
|  |
| **Programme learning outcomes(please do not list these here, but rather provide a link to the relevant item on Coursebuilder).** |

**Section 3: online or blended learning delivery**

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| **If the programme is to be delivered online or using blended learning please answer the following questions on Learning Design and Scaffolded Interaction. Guide to Completion of this Section** [**here**](https://www.dcu.ie/sites/default/files/inline-files/Guide_section%203_revised_academic_offering.pdf) |
| Traditional delivery at DCU refers to programmes that are predominantly delivered through face-to-face teaching and make minimal use of Loop.Consistent with ENQA (2018) definitions, at DCU, the term ‘blended delivery’ refers to programmes intentionally designed to combine both online and face-to-face teaching in any combination. While students have greater flexibility through some provision of learning online, teaching also takes place on campus.Consistent with ENQA (2018) definitions, at DCU, the term ‘online delivery’ refers to a study mode where students can predominately complete a programme without the need for any on-campus classes. The programme is usually delivered through a combination of synchronous and asynchronous instruction with all learning conducted at a distance.1. **Learning Design**
2. **Design Standards**

Teaching and design staff should articulate and document learning outcomes, assessment practices, and justification for teaching and learning within learning objects and environments. This transparency should be visible in all elements of course design. 1. Outline briefly how this requirement has or will be addressed, using specific module examples.
2. Consider how Loop will be redesigned to support the programme delivery.
3. How have your assessment practices changed in light of the change in mode of delivery from face to face to online/blended delivery?
4. Please provide details of the plans in place for communication to students to explain why learning is organised in a particular way.
5. **Presence**
6. How does the programme and module design ensure teacher presence? Please detail some of the activities that will demonstrate and ensure teacher presence. How are expectations of the teacher’s availability made explicit?
7. How will learners be encouraged to be active and present throughout the programme of study?
8. **Flexibility**
9. Please provide details on how the programme will accommodate the need for student flexibility in the context of online or blended delivery.
10. **Blended and online technology use**
11. What continuous professional development has been undertaken by academic staff with respect to online learning and how is that training reflected in the updated programme design and through the selection of the variety of tools by academic staff in preparation for the roll-out of this amended programme?
12. How do the technology tools chosen enhance or support the intended learning outcomes? Are the tools supported by DCU?
13. **Alignment and Coherence**

Modules should see a close alignment between the types of technology utilised, forms of assessment, and design choices.1. Outline briefly how this requirement has been addressed or will be addressed, using specific module examples.
2. Outline what engagement has taken place with DCU Studio with respect to the move to online or blended delivery?
3. **Scaffolded Interaction**
4. **Scaffolding appropriate learning technology use**
5. Learners have two ways of engaging in a module, one is by directed learning by the academic/facilitator and the other is self-directed. How will students be given support in learning to how to effectively use learning technology for their study and encouraged to be active in their self-directed learning in the context of the online/blended environment?
6. **Facilitating independent and inter-student engagement**
7. How is the programme designed to promote a rich, vibrant and socially interactive learning community? What elements of your programme and module design encourage students to actively engage online with their peers?
8. How will interaction be encouraged between learners and teacher
9. **Supporting digital best practices**
10. How is the programme informed by international benchmarks and contemporary literature on online or blended delivery?
11. How will the teaching and learning approaches ensure student awareness of academic ethical awareness and integrity?
12. How have you taken account of the [principles of academic integrity](https://www.dcu.ie/system/files/2020-09/1_-_integrity_and_plagiarism_policy_ovpaa-v4.pdf) and the [universal design for learning](https://www.dcu.ie/teu/universal-design-learning-udl) in the development of the programme?
 |
| **Continuous Improvement (applicable to all programmes online line and face to face)**By ticking the boxes below the programme proposer(s) are committing to the following actions:1. Learning materials are tailored and updated regularly Yes [ ]
2. DCU QA Processes are embedded in design processes Yes [ ]
3. A culture and cycle of ‘continuous improvement’ is applied internally Yes [ ]
4. Student feedback is collated, documented and where appropriate, actioned Yes [ ]
5. Ongoing consultations with the DCU Studio and Teaching Enhancement UnitYes [ ]
 |
| **Award Requirements (please outline what is required in order to meet the award, eg No of Credits, mandatory modules, etc.; how award is calculated if greater than required credits taken)** |
|  |
| **Relevance to career pathways** |
|  |
| **Resources required** |
|  |
| **Likely impact on existing students or graduates – if Title change outline when this is effective** |
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| **Implementation Timeframe and plans** |
|  |
| **Details of any other organisation with which delivery/demand is associated.**  |
|  |

**Signed:**

I/we the undersigned approve the proposal(s) outlined above as well as the content of the appendices. I/we am/are satisfied that the proposal(s) has/have been approved through all appropriate and necessary Faculty mechanisms and that adequate resources exist to implement the proposal(s).[[1]](#footnote-1)

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Name** | **Signature[[2]](#footnote-2)** | **Date** |
| Executive Dean of Faculty |  |  |  |

**Section 4: documentation supporting the proposal required**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Proposal** | **Module descriptor(s)** | **Academic structures (original)** | **Academic structures (proposed new)** | **Alignment matrix (original)** | **Alignment matrix (proposed new)** | **External Examiner opinion, and responses (please use form appendix 1)[[3]](#footnote-3)** | **CV(s) of persons external to the University involved in delivery Please use template under appendix 3** |
|  |  |  |  |  |  |  |  |
| 1. Significant restructuring of a programme **or** additional award
 | Yes | Yes | Yes | Yes | Yes | Yes | If applicable |
| 1. Non-major Awards
 | Yes | Yes | Yes | Yes | Yes | Yes | If applicable |
| 1. Creation of exit award from existing major award
 | Yes | Yes | Yes | Yes | Yes | Yes | If applicable |
| 1. Change from traditional to online/ blended delivery
 | Yes | Yes | Yes | Yes | Yes | Yes | If applicable |

**Faculty and Education Committee Process**

This form must be used both by the relevant committees in Faculties and by the Education Committee. Exactly the same documentation must go to the committees and to the EC. Where more than one Faculty is involved in a proposal, approval must be forthcoming from both or all Faculties.

The form must be submitted for the consideration of the EC following a decision by the relevant Faculty committee(s) that this is appropriate. No documentation will be considered by the EC if it has not previously been approved by the relevant Faculty or Faculties.

The EC schedule of notification dates, submission dates and meeting dates must be adverted to at all times. This schedule is made available to Faculties and other stakeholders by the OVPAA not later than August each year.

The EC may refer items to its Standing Committee (the ECSC), which meets at 3.30 p.m. on the Tuesday following the Wednesday of each EC meeting. Programme proposers may be invited to attend this meeting (whether this is required or not will normally be made known following the preceding EC meeting). The ECSC membership is available as part of the terms of reference of the EC at <https://www.dcu.ie/ovpaa/Academic-Council-Sub-Committees.shtml-0> . University approval of revised programme offerings that have previously been approved by the relevant Faculty committee is ensured through Academic Council approval of the minutes of ECSC meetings, which form an appendix to the minutes of EC meetings. University approval of all new programmes that have been successful at validation is ensured through Academic Council approval of validation reports.

Where an external expert is required, he/she should be a relevant serving external examiner. In the event that this is not possible, the proposed external expert must be approved by the Vice-President Academic Affairs (Registrar) in advance of being contacted (using the template CV at Appendix 2, and an explanatory memorandum).

Changes to entry requirements for programmes do not fall under the remit of the EC. They are approved by the Faculty and submitted to the University Standards Committee for noting.

**Approval pathways**

|  |  |  |
| --- | --- | --- |
| **Proposal** | **Action to be taken –****Faculty** | **Action to be taken - EC** |
|  |  |  |
| 1. Significant restructuring of a programme **or** additional award
 | To approve, if appropriate. To submit to the EC | To refer to the ECSC for consideration and recommendation |
| 1. Non-major Awards
 | To approve, if appropriateTo submit to the EC. | To refer to the ECSC for consideration and recommendation  |
| 1. Creation of exit award from existing major award
 | To approve, if appropriate. To submit to the EC | To refer to the ECSC for consideration and recommendation |
| 1. Change of delivery mode (from traditional to online or blended delivery)
 | To approve, if appropriate. To submit to the EC | To refer to the ECSC for consideration and recommendation |
| **Other approvals** |  |  |
| 1. Proposed new programme (Validation)
 | To approve, if appropriate, using the documentation and templates for validation of new programmes, available at <https://www.dcu.ie/ovpaa/Validation-and-Accreditation-of-Programmes.shtml> The present form should not be used for proposed new programmes.  | To refer to the ECSC for consideration and recommendation |
| 1. Re-titling of programme
 | Approved at Faculty level and reported to Education Committee on an annual basisTo notify to the EC | Noting of Faculty decisions on an annual basis |
| 1. Change of delivery mode of programme, traditional delivery (part-time to full-time only or vice versa)
 | Approved at Faculty level and reported to Education Committee on an annual basisTo notify to the EC | Noting of Faculty decisions on an annual basis |

**Appendix 1**

**External Examiner opinion, responses from the proposer(s) and confirmation**

**from external examiner**

Please outline below the opinion of the external examiner

(copy full details from correspondence)

|  |
| --- |
|  |

Please outline below the response to any issues raised by the external examiner (including details of how his/her recommendations have been implemented or will be implemented)

|  |
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|  |

Please outline below the confirmation from the external examiner that he/she is satisfied with the response (copy details from correspondence).

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|  |

**Appendix 2**

**To be used only in rare cases where the external expert is not a serving external examiner. In such cases, this template, completed, must be submitted for the consideration of the Vice-President Academic Affairs (Registrar), together with an explanatory memorandum. Only following approval by the VPAA, if it is forthcoming, should the proposed external expert be contacted.**

**CV of external expert**

|  |  |
| --- | --- |
| **Title** |  |
| **First name** |  |
| **Surname** |  |
| **Current position in home institution** |  |

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| --- |
| **Contact details** |
| **Home institution** |  |
| **Contact address** |  |
| **Telephone number(s)** |  |
| **E-mail address** |  |
| **Web page** |  |

|  |  |
| --- | --- |
| **Academic and professional qualifications** |  |
| **Principal research interests** |  |

|  |
| --- |
| **Five publications of particular relevance to the proposal** *(full citation required)* |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **4.** |  |
| **5.** |  |

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| **Details of the nature and extent of previous external examining experience** *(if any)* |

**Appendix 3**

**Required where a module/programme is being offered in partnership with an external organisation and members of the organisation are involved in the design/delivery. If the staff member is a practitioner and not an academic then some sections of this template may not be needed; in this case it should be ensured that the section ‘Other information (if relevant)’ is completed.**

**CV of member of external organisation contributing to design/delivery**

|  |  |
| --- | --- |
| **Title** |  |
| **First name** |  |
| **Surname** |  |
| **Current position in home institution** |  |

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| --- |
| **Contact details** |
| **Home institution** |  |
| **Contact address** |  |
| **Telephone number(s)** |  |
| **E-mail address** |  |
| **Web page** |  |

|  |  |
| --- | --- |
| **Academic and professional qualifications** |  |
| **Principal research interests** |  |

|  |
| --- |
| **Five publications of particular relevance to the proposal** *(full citation required)* |
| **1.** |  |
| **2.** |  |
| **3.** |  |
| **4.** |  |
| **5.** |  |

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| --- |
| **Other information (if relevant)** |
|  |

1. Where more than one Faculty is involved, please copy and paste the table. [↑](#footnote-ref-1)
2. Please provide a digital signature here. [↑](#footnote-ref-2)
3. If seeking the views of an external expert who is not a serving external examiner please see Appendix 2 for procedure [↑](#footnote-ref-3)