**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:  addition of a new pathway  consolidation of existing pathways  creation of anadditional 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):** a change in mode of delivery to online or blended which meet the following criteria:  * *The programme must be part-time taught postgraduate;* * *Students will be predominately off campus, i.e. 50% or more of the learner contact will be online.* |  |

**Section 1: general**

|  |  |
| --- | --- |
| Submission by (Faculty name) |  |
| Programme Title |  |
| Formal award title (parchment title) as per [Marks and Standards 1.2](https://www.dcu.ie/sites/default/files/2021-09/marks-and-standards-2021.1-final_0.pdf) |  |
| Exit awards titles where relevant |  |
| NFQ level of Proposed Award |  |
| NFQ level of Existing Award (where relevant) |  |
| Please indicate whether this is a Major, Minor or Special Purpose Award |  |
| Date approved by Faculty Teaching and Learning Committee |  |
| Date of submission to Education Committee |  |
| All supporting documentation as listed in **Section 4** has been included | Yes  No |
| Name of programme proposer |  |

**Section 2: Details of programme proposed**

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| --- |
| **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?**  (If the proposal is to change the mode of delivery to online or blended, include a rationale as to why this is the most appropriate mode of delivery for this programme.) |
|  |
| **Strategic fit** |
|  |
| **Likely demand, and proposed intake**  (If the proposal is to change to online or blended delivery, student targets should be set so as to ensure sufficient income is generated to cover additional resource requirements associated with quality online or blended development and delivery.) |
|  |
| **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 Course Builder). |
|  |
| **Continuous Improvement**  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 consultation with the DCU Studio and TEU, where relevantYes |
| **Award Requirements (please outline what is required in order to meet the award, e.g. No of Credits, mandatory modules, etc.; how award is calculated if greater than required credits taken)** |
|  |
| **Relevance to career pathways** |
|  |
| **Resources required**  (If the proposal is to change the mode of delivery to online or blended delivery, include details of additional resources and/or structures necessary to a) support quality programme design and delivery and b) ensure students are provided with appropriate support) |
|  |
| **Likely impact on existing students or graduates – if Title change outline when this is effective** |
|  |
| **Implementation Timeframe and plans** |
|  |
| **Details of any other organisation with which delivery/demand is associated.** |
|  |

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

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| **If the proposal is to change the delivery mode to online or blended, please answer all of the questions in this Section[[1]](#footnote-1):**  note: a guide to completion of this section is available [here](https://www.dcu.ie/sites/default/files/inline-files/Considerations%20for%20completing%20Section%203_Revised%20Academic%20Offering%20Form.pdf) |
| 1. **Learning Design** |
| 1. **Design Standards** 2. Detail how teaching and learning and assessment practices have been redesigned to make the programme suitable for online/blended delivery, using specific module examples. 3. Provide detail of how Loop is being/will be redesigned to support the programme delivery. 4. Describe how the revised approach to delivery is reflected/evidenced in all resources used to support delivery and to which students have access (i.e. Course Builder, Loop, programme handbooks etc.). What plans are in place to communicate to students to explain why learning is organised in a particular way? |
|  |
| 1. **Designing for Presence** 2. Describe how programme and module design ensure teacher presence. Detail some of the activities that will demonstrate and ensure teacher presence. Describe how expectations of the teacher’s availability is made explicit. 3. Describe how learners will be encouraged to be active and present throughout the programme of study. |
|  |
| 1. **Designing for Flexibility** 2. Detail of how the programme will accommodate the need for student flexibility in the context of online or blended delivery. |
|  |
| 1. **Blended and online technology use** 2. Detail what continuous professional development has been undertaken by academic staff with respect to online learning. How is that training reflected in the updated programme design and through the selection of the variety of tools to be utilised in this amended programme? 3. Detail how the technology tools chosen enhance or support the intended learning outcomes. Are the tools supported by DCU? 4. Online components may include the formal development of skills associated with online/blended learning (i.e. learning to learn online, becoming self-directed learners, digital literacy etc.). Where relevant, provide detail of where module learning outcomes have been updated to reflect the formal development of any such skills. |
|  |
| 1. **Alignment and Coherence** 2. A coherent design approach should be adopted across the programme to aid students in navigating content and in understanding how learning and assessment is organised to support the achievement of learning outcomes. Modules should reflect a close alignment between the types of technologies utilised, forms and spread of assessment, and design choices. Outline how this has been addressed, using specific module examples. 3. Outline what engagement has taken place with DCU Studio with respect to the move to online or blended delivery? |
|  |
| **Scaffolded Interaction** |
| 1. **Scaffolding appropriate learning technology use** 2. 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? |
|  |
| 1. **Facilitating independent and inter-student engagement** 2. Describe how the programme has been redesigned to promote a rich, vibrant and socially interactive learning community. What elements of the programme and module design encourage students to actively engage online with their peers? 3. How will interaction be encouraged between learners and teacher? |
|  |
| 1. **Supporting digital best practices** 2. How is the programme informed by international benchmarks and contemporary literature on online or blended delivery? 3. How will the teaching and learning approaches ensure student awareness of [academic ethical awareness and integrity](https://www.dcu.ie/system/files/2020-09/1_-_integrity_and_plagiarism_policy_ovpaa-v4.pdf)? 4. How have you taken account of the [principles of academic integrity](https://www.dcu.ie/teu/academic-integrity) and the [universal design for learning](https://www.dcu.ie/teu/universal-design-learning-udl) in the development of the programme? |
|  |

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).[[2]](#footnote-2)

|  |  |
| --- | --- |
| **Role** | **Name** |
| Executive Dean of Faculty |  |
| **Signature** | **Date** |
|  |  |

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Proposal** | **Module descriptor(s)** | **Academic structures (original)** | **Academic structures (proposed new)** | **Alignment matrix (original)** | **Alignment matrix (proposed new)** | **External Examiner opinion, and responses (see appendix 1)[[3]](#footnote-3)** | **CV(s) of persons external to the University involved in delivery (see 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 |

**Appendix 1**

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

**from external examiner[[4]](#footnote-4)**

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** |  |

|  |  |
| --- | --- |
| **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 rather than an academic, 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** |  |

|  |  |
| --- | --- |
| **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.** |  |

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

**Appendix 4**

**Faculty and Education Committee Process**

* Education Committee (EC) will only consider proposals which have been approval by the relevant Faculty committee(s).
* Where more than one Faculty is involved in a proposal, approval must be forthcoming from both/all Faculties.
* Identical documentation must be submitted to the relevant committees in Faculties and the EC.
* The form and associated paperwork must be submitted to the Secretary of the EC by the published submission date. The schedule of notification, submission and meetings dates is published on the OVPAA website no later than August each year: <https://www.dcu.ie/ovpaa/academic-council-sub-committees>
* The EC may refer items to its Standing Committee (the ECSC), which meets at 3.00 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 be made known following the preceding EC meeting).
* University approval of revised programme offerings is ensured through Academic Council approval of the minutes of EC/ECSC meeting.

**Appendix 5**

**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. | Make recommendation or refer to the ECSC for consideration and recommendation.  Report to Academic Council. |
| 1. Non-major Awards | To approve, if appropriate.  To submit to the EC. | Make recommendation or refer to the ECSC for consideration and recommendation.  Report to Academic Council. |
| 1. Creation of exit award from existing major award | To approve, if appropriate.  To submit to the EC. | Make recommendation or refer to the ECSC for consideration and recommendation.  Report to Academic Council. |
| 1. Change of delivery mode (from traditional to online or blended delivery) | To approve, if appropriate.  To submit to the EC. | Make recommendation or refer to the ECSC for consideration and recommendation.  Report to Academic Council. |
| **Other approvals[[5]](#footnote-5)** |  |  |
| 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> | Make recommendation or refer to the ECSC for consideration and recommendation. Provide validation report to Academic Council for consideration and recommendation. |
| 1. Re-titling of programme | Approved at Faculty level and reported to Education Committee on an annual basis | 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 basis | Noting of Faculty decisions on an annual basis |

1. 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. [↑](#footnote-ref-1)
2. Where more than one Faculty is involved, please copy and paste the table. [↑](#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)
4. 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). [↑](#footnote-ref-4)
5. 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. [↑](#footnote-ref-5)