

**EDUCATION COMMITTEE  
MINUTES**

Wednesday, 21 February 2024

2.00 p.m. – 3.40 p.m.

AG01, Glasnevin Campus

**Present:** Dr Claire Bohan, Mr Eoin Crossen, Professor Dominic Elliott, Professor Derek Hand, Margaret Irwin-Bannon (Secretary), Dr Rachel Keegan, Professor Anne Looney, Professor Lisa Looney (Chair), Dr Jennifer McManis, Ms Pauline Mooney, Professor Sharon O’Brien, Dr Monica Ward, Professor Blánaid White and Dr Paul Young

**Apologies:** Professor Mark Brown, Dr Jennifer Bruton and Professor John Doyle

**In attendance** Dr Jing Burgi-Tian

**SECTION A: AGENDA, MINUTES AND MATTERS ARISING**

**1. Adoption of the agenda**

The agenda was adopted.

**2. Minutes of the meeting of the Education Committee of 24 January 2024**

The minutes of the meeting of 24 January 2024 were approved subject to a change under item 6.1 to read ‘It was noted too that the outcome for ‘quantitative reasoning’ had been discussed at the Quality Promotion Committee.

### **3. Matters arising from the minutes of 24 January 2024**

- 3.1 It was noted that Dean of Teaching and Learning, Dr Monica Ward and the Director of Quality and Institutional Insights Office, Dr Rachel Keegan had met to discuss the proposed staff survey on Artificial Intelligence. They raised some queries that they had discussed with respect to the specifics of the survey. There was an extended discussion on what Education Committee members felt should be the purpose of the survey.

It was agreed that it would be a 'point in time,' broad-based survey of all categories of staff to establish perception and knowledge of, and attitudes to, Artificial Intelligence. The outcome of the survey would assist in identifying further supports to be put in place with respect to AI. It was suggested that the survey would have different categories of questions that could be directed on specific topics e.g. teaching and learning and research.

It was noted that the timeframe for survey circulation was short, and it was hoped to have the process completed before the end of the semester.

It was agreed that the Dean of Teaching and Learning and the Director of Quality and Institutional Insights Office would meet again to agree and refine the content of the survey on the basis of the Education Committee discussion (Item 3.3).

- 3.2 The Chair provided an update on the ongoing university response to Artificial Intelligence and work completed since the January 2024 meeting of Education Committee. She noted that she and the Dean of Teaching and Learning had made a presentation to Academic Council on Artificial Intelligence to raise awareness at Council of the many ways in which the University is looking at the developments in AI and considering it specifically in the context of Teaching and Learning and curriculum renewal. She had also signposted that a survey on AI would be circulated.
- 3.3 It was noted that the Student Feedback Working Group proposal is on the agenda of this meeting but was deferred (Item 3.4).
- 3.4 It was noted that the LLM additional pathway in Policing, Crime and Security proposal had been updated to reflect the current DCU RPL wording (Item 5.1).

- 3.5 It was noted that the updated validation forms and accreditation template will be finalised in quarter one of 2024 to include elements related to aspects of teaching and learning strategic priorities (Item 3.1).
- 3.6 It was noted that a resubmission of the Revised Academic Offering for the MA in Refugee Integration is awaited (Item 5.2).
- 3.7 It was noted that a resubmission of the Revised Academic Offering for the MA in Sexuality Studies is awaited (Item 5.3).

## SECTION B: STRATEGIC MATTERS

### 4. Strategic academic initiatives

#### 4.1 *Student Feedback on Teaching Working Group proposal (deferred)*

This item was deferred and will be subject to further consideration.

## SECTION C: PROGRAMME AND MODULE-SPECIFIC MATTERS

### 5. DCU Business School

#### 5.1 *Revised Academic Offering: MSc in Management-new pathway in Operations Management and Supply Chain*

The additional pathway was approved, subject to the following clarifications/amendments being made to the proposal:

- The programme award/parchment title should be corrected to *MSc in Management*. The title that should appear on the transcript is MSc in Management (Operations Management and Supply Chain).
- The full exit awards to be articulated as follows: Graduate Certificate in Management in Operations Management and Supply Chain and Graduate Diploma in Management in Operations Management and Supply Chain. In addition, the modules to be counted for both specific exit awards should be made explicit in the proposal.

- It was recommended that clarity be provided regarding the entry requirement as the two bullet points in the relevant section do not make it clear what the minimum entry requirement is.
- It was requested that wording reflecting the DCU RPL process should be used in the form.
- Education Committee noted that there is a statement on page 7 of the proposal that 'there are opportunities for single module delivery (e.g. micro-credentials)' it was requested that the programme team would consider further exploration of the micro-credential market, potentially with a view to attracting international students.

A general discussion took place with respect to the content of the Revised Academic Offering form, specifically with respect to the Continuous Improvement section, how it came to be on the form and how it might be utilised in the future. It was agreed that this would be taken off-line and reviewed for its fitness for purpose.

## 6. DCU Institute of Education

### 6.1 *Validation proposal: Master of Education in Arts Education Practice*

The Dean of the DCU Institute of Education introduced this item noting that the proposal was being made in the context of the Government funded Creative Ireland programme and highlighting its particular focus on artists working in arts and education partnerships rather than on teachers.

The Education Committee granted approval to the proposed programme for further development towards accreditation subject to the following recommendations being addressed in the accreditation proposal:

- To ensure that the expected balance of research and theoretical modules for a taught master's programme is maintained, that the first line in the module descriptor of the *Arts based Research* module would be rephrased to make it clearer that this module is separate from the final thesis module. It currently reads: *This module will support students towards their final research practice and thesis which students will be expected to conduct through an arts-based research lens.*

- It was recommended that there would be an opportunity for an exit at Graduate Certificate in addition to Graduate Diploma, and that the modules for exit would be specified. It was also recommended that the following form of words would be used for the articulation of the exit awards:
  - *Students who complete the following modules (60 credits) can request to exit with a **Graduate Diploma in Arts Education Practice** (list of modules)*
  - *Students who complete the following three modules (30 credits) can request to exit with a **Graduate Certificate in Arts Education Practice** (list of modules)*
- There was a general discussion on the viability of, and market for the programme. There were some concerns expressed about the numbers that might be attracted to the programme, based on survey output, and the Committee noted that the Faculty may have to consider the programme viability in the context of application numbers in 2025.
- It was recommended that the programme team would communicate directly with Registry with respect to the timing of the proposed summer school and the impact of the timing of result confirmation on student registration etc.

## 6.2 *Revised Academic Offering: Master's in Special Educational Needs*

The Dean introduced this item noting that this is a legacy programme and the only entry to the Master's in Special Educational Needs is through completing the Department of Education funded Graduate Diploma in Inclusive and Special Education programme. The proposal is to change the programme to encourage more students to progress to the master's programme from the DCU Graduate Diploma in Inclusive and Special Education. Students would carry 60 credits from the surrendered Graduate Diploma and complete 30 additional credits for the Master's award.

It was also proposed to change the title to ensure its compliance with the Marks and Standards required designation. This would also have the benefit of distinguishing the updated version of the programme from its predecessor. It was proposed that the revised Master's would become Master of Education (MEd) in Special Educational Needs.

In the discussion which followed it was clarified that Marks and Standards regulations would apply to any external candidate who holds a graduate diploma and wishes to take the DCU master's programme.

The proposal to allow the carrying of 60 credits from the DCU Graduate Diploma to the MEd in Special Education Needs, and the title change were approved.

## **SECTION D: OTHER MATTERS**

### **7. Update on QQI Classification project**

The Academic Secretary, Ms Pauline Mooney, provided an update on the QQI project on award classification noting that work was ongoing on programme-specific case studies at faculty-level and in particular on questions being asked of the Faculties. She emphasised the need for Faculties, through the Associate Deans for Teaching and Learning, to have oversight of any material coming out of the case studies and to be aware that any element of the QQI submission could be made available in the public domain.

She noted the tight timeframe for the turnaround of the project and noted that the University response, in a composite form will have to be provided by the end of March 2024. She noted that QQI had recognised the very short turnaround time and had asked that colleagues would be as succinct as possible in answering the questions posed.

She noted that at the last project group meeting it had been agreed that the draft case studies would be made available to Academic Secretariat by 8 March 2024.

The Secretary noted that the institutional focus groups are currently being organised with the intention of gathering a range of stakeholders to participate. It was intended that those focus groups would take place on 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> March 2024. She reminded colleagues of the Education Committee focus group that would take place on Tuesday 27 February 2024 and indicated that she would be in touch to confirm details and questions to be considered in advance. The questions to be considered were on the nature and perception of classifications.

The Academic Secretary noted the invaluable support that Dr Jing Burgi-Tian had provided to the Faculties both in terms of the relevant data and its analysis for the period 2012-2022. She noted that at the focus groups she was hoping that Dr Jing Burgi-Tian could also provide institutional data on classifications that would provide the context for the discussions.

Dr Burgi-Tian noted that she was also running reports on the impact of Coursework/Exam split changes and whether or not the move to a greater number of 100% coursework was having an impact on overall classifications. She noted that on initial analysis, data is pointing to very individualised programme profiles.

**8. Any other business**

There were no items of other business.

**Date of next meeting:**

Wednesday, 20 March 2024  
at 2.00 pm  
Room AG01, Glasnevin Campus