## EDUCATION COMMITTEE

## MINUTES

Wednesday 11 December 2019

2.00 p.m. – 4.15 p.m. in A204

**Present:**    Dr Claire Bohan, Professor Mark Brown, Ms Jennifer Bruton, Professor Michelle Butler, Mr Callaghan Commons, Professor John Doyle, Dr Yseult Freeney, Ms Margaret Irwin-Bannon (Secretary), Mr Billy Kelly (Chair), Dr Anne Looney, Professor Lisa Looney, Ms Aisling McKenna, Ms Pauline Mooney, Professor Anne Sinnott and Dr Joseph Stokes

**Apologies:**    Professor Greg Hughes and Professor Eithne Guilfoyle

**In attendance**:    Ms Karen Johnston

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

**1.    Adoption of the agenda**

The agenda as circulated was <u>adopted</u>.  It was <u>noted</u> that item 11 was deferred.

**2.    Minutes of Education Committee 13 November 2019**

The minutes of 13 November 2019 were <u>approved</u> and signed by the Chair.

**3.    Matters arising from the minutes of 13 November 2019**

3.1    The Chair sought the views of Education Committee on the way forward for the consideration of level eight certificates and the levels of their constituent modules.  Following a brief discussion, it was agreed that this issue would be considered in the context of the anticipated proposal on FutureLearn micro-credentials (Item 3.2).

3.2    The Academic Secretary <u>noted</u> that of the fourteen projects/initiatives to be addressed by the Academic Secretariat, the following would be prioritised over the short-term: Human Capital Initiative, Student Information System project, Academic Calendar and the ECIU European University initiative (Item 3.9).

3.3    The Secretary sought the advice of Education Committee on next steps with respect to the finance template for the validation of programmes in the context of the information provided on the incentivisation model (Item 3.1).

Arising from the discussion the following were noted:

- As the current finance template does not contribute to an understanding of the viability of a newly developed programme, nor its longer term impact on each faculty budget it was recommended that financial consideration at validation stage should include only the projected costs and revenues of the programme.
- The longer-term viability of programmes should be assessed by faculties, through the Annual Programme Review process.
- The incentivisation model should be referred to Senior Management.

3.4    It was noted that the NFQ level of taught modules on professional doctorate programmes would be addressed over the coming months (Item 3.3).

3.5    It was noted that Teaching and Learning compact goals and their alignment to strategy is on the agenda of this meeting (Item 3.4).

3.6    It was noted that the provision of more discipline-specific information for Schools on CAO points and its correlation with first year examination performance at DCU would be prepared using the Microsoft BI dashboard tool, following a pilot of the Graduate Outcomes Survey (Item 3.6).

3.7    It was noted in the context of ongoing MOOC development that the Executive Deans would develop a principles document to ensure that expertise is not replicated across the University (Item 3.7).

3.8    It was noted that initial research on the future naming and numbering convention for DCU MOOCs and modules is ongoing (Item 3.9).

3.9    It was noted that the agenda item *Employability Statements*, deferred at the 29 May 2019 meeting would be considered at a later meeting of Education Committee (Item 3.8).

3.10   It was noted that the proposal for an exit award from the Graduate Diploma in Education Studies (Primary) which was deferred at the 13 November 2019 meeting of Education Committee is on the agenda of this meeting (Item 9).

3.11   It was noted that a paper on double and dual awards is currently being prepared and will be submitted for the consideration of Education Committee at a meeting in the New Year (Item 10).

3.12   It was noted that the AA6a form was developed for the presentation of the proposal for the DCUBS double award (Item 10).

**SECTION B: STRATEGIC MATTERS FOR DISCUSSION/NOTING**

**4.      Update on strategic activities undertaken within the IUA**

It was noted that no IUA meetings had taken place since the meeting of Education Committee in November 2019.

The Director of Quality Promotion informed the Committee that she had recently provided feedback to QQI on a draft report of a thematic analysis of reports on the accreditation/ approval/ review of programmes of higher education in the Universities.  She outlined that there were several major difficulties with the draft report including:  the methodology used in the analysis; the small range of documentation from which conclusions were drawn; a concern about the familiarity of the panel with the university sector.  She noted she had also submitted feedback on behalf of the IUA Quality Officers.  She indicated that she would keep Education Committee informed of any further developments in this regard.

**5.      Update on DCU Strategy implementation**

*5.1     Presentation on Faculty Curriculum Review: Professor John Doyle, Dean of Faculty of Humanities and Social Sciences*

The Executive Dean, Faculty of Humanities and Social Sciences presented on curriculum review in his faculty.

The following were noted from the presentation:

- Due to the diversity of the faculty the focus on a single core curriculum proved challenging and a different approach to curriculum review was taken by the faculty.
- The process was led by the Faculty Management Board with input from the Faculty Teaching and Learning Committee and proposed using the existing Periodic Programme Review process, where timely.
- The FHSS Faculty Management Board agreed a set of core issues which all programmes would be asked to address, through a 16-point template.   It was anticipated that the first outputs would be considered by Faculty Management Board in February 2020.
- It was noted that the following identified items had been largely addressed:
    - INTRA placement to an extended range of students
    - Study abroad opportunity for all students
    - Student Retention

- It was noted that the next phase would involve:
    - Significant faculty focus on Assessment and Feedback strategies
    - The first full PPR using the new 16-point template
    - Full roll-out of INTRA and incremental APR changes

It was noted that with respect to the aim to offer the opportunity to develop appropriate digital skills it was advised that it would be useful to refer to the European Framework for the Digital Competence of Educators.  It was noted too that the outputs of the Irish National Digital Experience Survey(INDEx) on digital skills would be available in January 2020 and would assist in informing the process.

5.2     *DCU Teaching and Learning Strategy and the key priorities and actions identified for 2019/20 implementation*

The Director of Quality Promotion provided an outline of the circulated document highlighting the following key priorities and actions that have yet to be addressed as follows:

- The rollout of a teaching effectiveness scheme and the development of a new model for student feedback.  It was noted that the Student Surveys of Teaching (SSOTs) would still be in place for this academic year.
- Development of cross-disciplinary option modules.  In a discussion on option modules it was suggested that FutureLearn might be able to provide some resources in this regard and the Director, National Institute for Digital Learning and the Chair indicated that they would do a review of FutureLearn resources.  It was noted too that Education Committee could be the forum for the sharing of cross disciplinary module offerings. (ref item 3.7)
- With respect to Teaching Effectiveness it was agreed that the Director of Quality Promotion and the Chair would meet to discuss a plan of action.

**6.**     StudentSurvey.ie

There were no updates on the survey.

**SECTION C: PROGRAMME AND MODULE-SPECIFIC ISSUES**

**7.        DCU Institute of Education, proposed exit awards from:**

*7.1     MA in Religion and Education*

The exit award of Graduate Diploma in Religion and Education from the MA in Religion and Education was approved.

*7.2     Professional Master of Education (Primary)*

The exit award of Graduate Diploma in Education Studies from the Professional Master of Education (Primary) was approved.

It was recommended that any student who reaches the maximum registration period and has the required credits should be automatically exited with the Graduate Diploma.

8. **Validation proposal:  MEd in Early Childhood Education, DCU Institute of Education**

   Education Committee considered the MEd in Early Childhood Education validation proposal and requested that the following recommendations/issues would be addressed in advance of submitting the revised document to Education Committee at its January 2020 meeting:

   - It was requested that the existing module descriptor content would be provided on Akari.
   - Education Committee noted that 60 ECTS credits for year 1 of a part-time programme was excessive and indicated that 45 credits per year would be the norm.  It was noted that the division of yearly credits would also need to be addressed for the part-time MEd programme.
   - The programme proposers were asked to address the differing background of applicants applying for the programme--those from a broader education background as opposed those who already have a deeper knowledge of Early Childhood Education.
   - It was requested that further detail would be provided on the management of two modules listed in the structure, for which there are no credits awarded.
   - It was requested that the degree classification table listed on page 18 of the document would be updated to reflect current Marks and Standards.
   - It was noted that one of the named external nominees for the Accreditation Board was external examiner in the last year and was not eligible for consideration for the Accreditation Board.

9. **Proposal for double award: MSc in International Management (MSc in Global Management (Digital Disruption) with International Partnership of Business Schools, DCU Business School**

   It was noted that the outline proposal to offer a double award on the existing MSc in International Management had been approved in principle at the meeting of 13 November 2019.

   The documentation subsequently submitted on the proposed MSc in Global Management (Digital Disruption) detailed a retitled, and significantly restructured programme and it was recommended that the academic elements of the programme would be formally approved.  It requested that an academic structure and external examiner opinion would be submitted for the 15 January 2020 meeting of Education Committee.

   Other items raised to be addressed were as follows:

   - As admission is not through the University PAC process, Education Committee sought clarification that a formal process/agreement exists with regard to delegated authority from the Registrar for admitting students.
   - It was noted that there is a progression bar to move from one university to another which is contrary to DCU Marks and Standards and it was requested that some further information would be provided on the process, if students don't pass in semester one.
   - Clarification was sought on how the joint responsibility for the dissertation would operate in terms of the application of individual university policies.

- It was requested that it is made even clearer in the documentation in what circumstances a local policy applies, e.g. if appealing a grade awarded by a partner then the partner appeals process applies.
- It was requested that Programme Learning Outcomes would be re-written to reflect the language of NFQ level 9.
- On page 12 it stated 'to receive this award, students must have successfully completed a total of 60 ECTS credits. All modules are mandatory and include 50% fixed modules across partner universities'. It was requested to clarify whether each of the partners offer the same modules at each location.

The double award was approved <u>subject</u> to final academic approval and the addressing of the issues raised as above.

**10. DCUBS: Stand-alone module approval**

The stand-alone module 'FinTech and Financial Innovation' was <u>noted</u>. It was recommended that the title would be amended slightly (a 'dash' instead of an 'and') so that other specific areas could be added to the 'FinTech' title.

**11. Arrangements for the delivery of Micro-credentials**

This item was <u>deferred.</u>

**12. Any other business**

There were no items of business.

Signed: _____ Date: _____

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**Date of next meeting**:
Wednesday, 15 January 2020
at 2.00 in A204

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