

EDUCATION COMMITTEE**MINUTES**

Wednesday 15 March 2017

2.00 – 4.20 pm in A204

Present: Dr Claire Bohan, Professor Mark Brown, Dr Jennifer Bruen, Professor Michelle Butler, Professor John Doyle, Professor Eithne Guilfoyle (Chair), Ms Margaret Irwin-Bannon (Secretary), Mr Billy Kelly, Dr Garrett McGuinness, Ms Aisling McKenna, Professor Barry McMullin, Ms Pauline Mooney, Professor Pádraig Ó Duibhir, Dr Joe Stokes

Apologies: Professor Greg Hughes, Professor Anne Sinnott

In attendance: Ms Karen Johnston, Institutional Research and Analysis Officer

SECTION A: AGENDA, MINUTES AND MATTERS ARISING**1. Adoption of the agenda**

The agenda was adopted.

2. Minutes of the meeting of 15 February 2017

The minutes were approved, and signed by the Chair.

3. Matters arising from the minutes of 15 February 2017

- 3.1** It was noted that as of February 2017, 80% of external examiners appointed to examine taught programmes had submitted an annual report. It was noted too that a protocol will be developed for the cessation of arrangements with those external examiners who do not engage with schools in the examining process. The protocol will be developed over the coming months (Item 3.1).

- 3.2 It was noted that the Accreditation Report for the Master of Education in Literacy Professional Practice and a response from the programme proposers will be considered by the Education Committee Standing Committee meeting of 21 March 2017 (Item 3.2).
- 3.3 It was noted that the Deputy Registrar/Dean of Teaching and Learning had held a meeting with the Head of Careers and the Institutional Research and Analysis Officer to review examples of best practice for the publication of First Destination Survey outcomes on the university website. Another meeting will take place over the coming weeks (Item 3.3).
- 3.4 It was noted that a discussion document with respect to the Teaching and Learning Strategy is on the agenda of this meeting (Item 6).
- 3.5 It was noted that clarification had been provided on the provision of delivery hours by an external provider to the proposed NS4543 module and it is now formally noted (Item 10).

SECTION B: STRATEGIC MATTERS FOR DISCUSSION/NOTING

4. Update on strategic activities undertaken within the Irish Universities Association (IUA)

There were no updates to report.

5. Irish Survey of Student Engagement (ISSE) 2016-2017

It was noted that the ISSE fieldwork is half-way through the three-week survey period. To date, 1500 responses have been received, which is a response rate of 16.5%. The response rate is currently lower than last year's, which was at 22% at the half-way stage. Work is ongoing to promote the survey and provide reminders to students. It was noted too that the responses are distributed evenly across all faculties.

6. Education Committee Goals/Strategic Planning

The Chair introduced this item providing the context for the current discussion. She noted that working groups had been set up to work on different aspects of the strategic plan and that the output from the discussion of Education Committee would inform the Teaching and Learning Strategy working group.

6.1 Developing a Teaching and Learning Strategy: discussion points

The Deputy Registrar/Dean of Teaching and Learning introduced a set of themes which were the result of discussions with the Associate Deans for Teaching and Learning/ Education and Programme Chairs. Discussion on the themes is reflected below.

6.2 Summary document on quality review recommendations to inform the Teaching and Learning Strategy

The Director of Quality Promotion highlighted some of the issues which have been raised through Annual and Periodic Programme Reviews and unit Quality Reviews as follows:

- Teaching resources and capital equipment investment at undergraduate level
- Development of a strategy around support of the student learning experience e.g. library
- Engagement with graduate employers
- The strategic importance of INTRA to differentiate DCU from other institutions
- Further engagement with the Teaching Enhancement Framework
- Closing the loop on DCU's quality assessment processes, reviewing how the cycle of review is fed back into a cycle of improvement.

Each of the themes introduced under item 6.1 and the high level issues raised in Annual and Periodic Programme Reviews and in unit quality reviews (item 6.2) were considered by Education Committee and the following suggestions were noted from the discussion which followed:

Professional Development

- Initiate a more demand-led CPD service and enhance the partnership between the Teaching Enhancement Unit and faculties
- Work towards embedding the *National Professional Framework for those who teach in Irish Higher Education*, articulate what is valued about teaching enhancement and what the institution is trying to achieve through it
- Focus on what constitutes good teaching and encourage research in the scholarship of pedagogy
- Introduce a method of evaluating and evidencing 'good practice' in teaching e.g. peer review
- Develop guidelines for learning design which becomes a framework for peer review

- Consider the use of the mentorship scheme for teaching and learning and/or seek external bodies to provide expert advice on teaching and learning.

Stakeholder Input

- Develop an organised and systematic way of eliciting stakeholder commitment and in deepening the engagement where it exists
- For those programmes that do not have external professional bodies providing oversight, consider how the Periodic Programme Review process can harness external input more systematically. In addition, actively seek recognition from professional organisations that can add value to a programme offering (e.g. Irish Heart Foundation in the Health area)
- Consider if there is a need to review DCU's validation model, whether it's fit for purpose in terms of taking a holistic view of the totality of programme offerings, in light of funding constraints
- Consider providing clear guidelines as to when programmes should be discontinued and institutional context to schools where the decision to discontinue a programme has to be made.
- Consider DCU's priorities in terms of the balance of undergraduate/postgraduate student numbers.

Curriculum Design

- Review current practice on research skills development for undergraduate students and consider a process around ethics approval
- Consider ways of ensuring a standardised INTRA experience for all students. The role of the INTRA Office and the role of the School/Faculty should be articulated.

Graduate Attributes

- Consider whether graduate attributes require review and if sustainability should be included. Develop further the measurement of attribute achievement.
- Review data available through current use of the e-portfolio.

Operational

- Upgrade teaching and learning spaces and infrastructure, particularly for undergraduate teaching

- In articulating greater choice within streams/pathways be cognisant of the fact that in a multi-campus environment it is not always possible to facilitate the range of choices on offer to students
- Work more closely with specific Further Education providers to facilitate advanced entry into DCU.

Entrepreneurial Skills

- Consider whether enterprise or entrepreneurial skills should be developed in students. (Some faculties do not have affinity with the concept of entrepreneurial skills)

General comments

- Close the loop on DCU's Quality Assessment processes when evaluating teaching and learning. Review how the cycle of review informs improvements.
- Review internal processes and the number of them.

7. First Semester Examination Results

7.1 Review of first semester examination results 2017

The first semester examination result report was considered and the following noted:

- The average pass rate among first year entrants on first year modules is 91.4% which is broadly similar to results last year
- Of the 138 first year modules delivered in semester 1, only 13 have a module level pass rate of less than 80%
- In other study periods, 60 of the 620 modules delivered have a pass rate of lower than 75% with 5% of all modules delivered having a pass rate of less than 60%
- Pass rates in the Institute of Education for years 2-4 do not fall below 80% in any module.

In the discussion which followed it was noted that where there are issues with individual modules they are addressed at faculty level. The key problems that have been identified in the past have been related to assessment design. Some of the high percentage figures can be explained by low registrations in particular modules.

7.2 Presentation on ‘at risk’¹ student profile, Ms Karen Johnston

Ms Karen Johnston presented on the profile of students deemed to be ‘at risk’ following the 2017 semester 1 results and highlighted the following:

- Students found to be at ‘risk’ following first year semester 1 exams have a low entry points’ attainment predominately between 380-425. As the points’ attainment increases the percentage of those ‘at risk’ falls.
- Those who are found to be at risk have a maths attainment of B3 or lower at ordinary level and a C3 or lower at higher level.

The Head of Student Support and Development (SS&D) provided a summary of the interventions that had taken place following the publication of semester 1 examination results with respect to ‘at risk’ students as follows:

- 192 students were contacted directly by SS&D
- Of those, 94 students engaged with members of the SS&D team and their individual needs were assessed and supports put in place to address those needs
- SS&D staff are currently maintaining contact with ‘at risk’ students on a 2-weekly cycle.

Members of Education Committee commended the work that has been done to date by Student Support and Development staff.

SECTION C: PROGRAMME AND MODULE-SPECIFIC ISSUES

8. **Proposal to offer the MA in Translation Studies (MTS) and the MSc in Translation Technology (MTT) programmes on a part-time basis from 2016/17**

The proposal to offer both programmes named above on a part-time basis was approved. It was recommended that the programme proposer would review the optional modules on offer each year with a view to streamlining the offerings.

¹ Instances where an undergraduate entrant fails two or more modules in the January diet of exams, Or where an undergraduate entrant is completing two or less modules in semester 1 and that student fails one of these modules.

9. Proposal for addition of ‘International Master’ (IM) to the list of DCU award designations

The proposal for the addition of the designation and title ‘International Master’ (IM) was made in the context of the Erasmus Mundus funded joint taught Master’s programme, recently recommended for accreditation.

The Deputy Registrar/Dean of Teaching and Learning indicated that practice with respect to the titles and designation of Erasmus Mundus funded programmes was not currently consistent across Europe with titles such as ‘European Master’, ‘Erasmus Mundus Master’ and International Master being the most common.

It was agreed that the designation as sought would be approved under the following condition:

That the title prefix International /European / Erasmus Mundus Master will only be permitted for Erasmus Mundus joint taught programmes. It was agreed that the titles would be added to the set of titles listed in Marks and Standards and previously approved by Education Committee. It was also agreed that the designation would be changed on the Accreditation document for the International Master in Security, Intelligence and Strategic Studies to be submitted for the approval of Academic Council.

10. Proposed change of title: MSc in Organisational Change and Leadership Development to MSc in Healthcare Leadership

The title change proposed was approved. It was requested that clarification is provided that the programme as entitled above is the programme jointly offered by DCU, RCSI and Maynooth University.

11. Reversal of title change: MSc in Information Systems (Data Analytics) back to MSc in Computing (Data Analytics)

It was noted the proposed change above was a request to revert to the original title of the programme—the change of title having been approved by Education Committee at the meeting of 15 February 2017. The title MSc in Computing (Data Analytics) was approved.

12. Validation proposal: MA in Refugee Relocation and Integration

The validation proposal was considered and it was recommended that the proposal would be considered by Education Committee Standing Committee at its meeting of Tuesday 21 March 2017.

The following comments and recommendations were made with respect to the proposed programme:

- The title of the programme does not align with the content as outlined in the proposal. The emphasis in the programme as presented in the validation document emphasises the language and cultural elements of working with refugees and there are areas which are absent from the offering which should address basic practical problems of refugee relocation and integration, e.g. law, healthcare, education, housing.
- As a follow on from point one, it is suggested that input from the School of Law and Government to the programme would address some of these gaps and it is recommended that this is explored.
- Clarification is required on the market research completed and whether or not there is proven demand from those target groups listed on page 8 of the document.
- The programme proposers are asked to match the Programme Learning Outcome, Skill-kind to the programme itself. As presented, the learning outcomes are generic and applicable to a wide range of disciplines.
- The programme proposers are asked to review the outline structure on page 14—second set of bulleted points—should Core 4 be Core 3 and if so what is intended in the following bullet point which refers to Cores 1 and 3?
- The individuals nominated to the Accreditation Board should be reviewed and amended as there are a number of cases identified where the nominated Board member may have worked closely with members of the programme development team.

13. Any other business

The Director of Quality Promotion reminded colleagues to engage with the DCU-Fuse online event which will be taking place on 30 and 31 March 2017.

Signed: _____ Date _____
Chair

Date of next meeting:

Wednesday, 5 April 2017

at 2.00 in A204