

## **EDUCATION COMMITTEE**

### **MINUTES**

Wednesday 18 October 2017

2.00–4.15 pm in A204

**Present:** Dr Claire Bohan, Dr Jennifer Bruen, Professor John Doyle, Professor Eithne Guilfoyle (Chair), Professor Greg Hughes, Ms Margaret Irwin-Bannon (Secretary), Mr Billy Kelly, Dr Anne Looney, Professor Lisa Looney, Dr Garrett McGuinness, Ms Aisling McKenna, Ms Pauline Mooney, Dr Joseph Stokes

**Apologies:** Professor Michelle Butler, Professor Anne Sinnott

**In attendance:** Ms Karen Johnston, Ms Yvonne McLoughlin (item 8)

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

**1. Adoption of the agenda**

The agenda was adopted.

**2. Minutes of the meeting of 20 September 2017**

The minutes were approved and signed by the Chair.

**3. Matters arising from the minutes of 20 September 2017**

3.1 It was noted that work on a ‘mock-up’ of the First Destination Survey outcomes Report for publication on the web is ongoing (Item 3.1).

- 3.2 It was noted that a summary of the Annual Programme Review Reports and a response to university level issues is on the agenda of this meeting (Item 3.4).
- 3.3 It was noted that some additional analysis on year-end examination results 2016-2017 requested by Education Committee would be completed for the November 2017 meeting.
- 3.5 It was noted that the work on the revised forms related to the streamlined validation process, including collaborative provision is ongoing. Ms Pauline Mooney indicated that the forms currently under preparation will be for publication on the web in the short to medium-term, with the aim of progressing the process on Guru Connect. She indicated that she would shortly be meeting with colleagues from External Affairs and the Guru team to discuss advancing the Guru Connect project (Item 7.1).
- 3.6 It was noted that the paper to outline DCU's responsibilities as a Designated Awarding Body is on the agenda of this meeting (Item 7(ii)).
- 3.7 It was noted that the Education Committee revised terms of reference had been referred for the approval of Academic Council for its 4 October 2017 meeting and were subsequently approved.
- 3.8 It was noted that clarifications had been received with respect to the issues raised by Education Committee in its consideration of the Bachelor of Education through the medium of Irish. The programme restructure approval was referred to Academic Council for its 4 October 2017 meeting.

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

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

The Chair reported that she had been unavailable to attend the last meeting of the IUA Registrar's Group on 9 October 2017 and would update Education Committee when the notes of the meeting became available.

Ms. Aisling McKenna reported on the following items, which had been discussed by the IUA Quality Officer's/IUA Registrar's Group.

- The Irish Survey of Student Engagement quantitative data will be published. The data will be made available on a per institution basis and will include the indicator scores for each institution. The qualitative data remains confidential.

- The official launch has taken place of QQI's first review cycle for higher education institutions named the CINNTE review cycle. A meeting involving QQI, IUA, Maynooth University (MU) and DCU is to take place shortly to discuss reviewers assigned to each institution. Although MU and DCU are on the same cycle of review (2018) it was felt that as the function and remit of each institution was different that it warranted differently constituted review panels.

Dr Joseph Stokes reported on the meeting of the Dean of Graduate Studies Group.

Discussion/work continues with respect to the following items noted at Education Committee at its 20 September 2017 meeting as follows:

- The possibility of making stipend provision within scholarships for maternity and parental leave for funded research students
- A review of masters by research across the sector
- Collation of material relating to regulations specific to the Professional Doctorate
- The Advisory Forum for the National Framework for Doctoral Education.

It was noted that a pre-test of the Irish Survey of Student Engagement for research students will take place during November/December 2017.

## **5. Irish Survey of Student Engagement (ISSE)**

It was noted that the draft of the ISSE national report for 2017 has been received and that feedback will be provided with respect to the pilot survey for postgraduate research students.

## **6. Education Committee Goals/Teaching and Learning Strategy**

The Chair outlined that she would like to discuss with Education Committee the priority areas within the strategic plan related to 'providing a transformative student experience'. She outlined that a working group will work on a new Teaching and Learning Strategy and that she has been asked to identify key areas of implementation for the first year cycle of the plan.

It was noted that other areas of the strategic plan tangentially refer to student experience and these references will also need to be taken into consideration.

Each of the topics indicators of success/progress under Strategic Goal 1, 'Provide a transformative student experience' were considered in turn and the following points were noted in the discussion which followed:

### 6.1 *Curriculum Reform (1.1)*<sup>1</sup>

- The integration of research and teaching, and the learning experience of the research student was absent from the plan as presented. It was recommended that these elements would to be articulated in the implementation plan.
- In the 'systematic review of the curriculum and learning design' an emphasis should be placed on how learning is assessed and modes of assessment reviewed in general.
- The review of the Academic Calendar will also impact on consideration of assessment and is key to timing/workload, and the nature of assessment.
- In introducing optional modules there is a need to be dynamic and provide topics of a broad interest to students. It was suggested that the optional modules should be provided as an online offering, due to already highly complex timetabling.
- The curriculum review should be integrated into existing review processes, if at all possible. It was noted that curriculum review would be most appropriately managed through the Periodic Programme Review process, however, it was suggested in order to stimulate strategic thinking with respect to programmes, that it would be timely--the annual programme review cycle being imminent--to add a question to the Annual Programme Review (APR) form. It was agreed that the Associate Deans for Teaching and Learning would frame a question for the APR form to ensure curriculum review was given some consideration in the November 2017 cycle of APRs.

### 6.2 *Teaching Quality (1.2)*

- In developing a professional development framework the aim would be to develop a Master's programme with exit awards at Certificate and Diploma level.
- The quality of teaching should be measured and QUEST has not been as effective as hoped, either in terms of students completing surveys or in the follow-up on feedback, once received. It was noted that the measurement of teaching quality through Student Survey of Teaching (SSOT) is important in the context of anticipating DCU's institutional review. It was suggested that in order to address survey fatigue, DCU would look at conducting programme level surveys only in the short to medium term.

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<sup>1</sup> Numbering of actions under Goal 1, as per Strategic plan

### 6.3 *Skills and Employability (1.3)*

- It was noted that there are existing programmes where there is a desire to introduce INTRA placement, but there are no resources to accommodate them.
- It was clarified that although many institutions are now providing their students with experience in the workplace, DCU's INTRA programme is still differentiated by how it's facilitated and managed and the depth of its relationships with employers, which has been built up over the years. The review of INTRA as presented in the strategic plan is about benchmarking against the best and exploring 'what employability is'.

### 6.4 *Educational Opportunity (1.4)*

- It was noted that this is an opportunity to look at DCU's Access programme and to consider how DCU works with further education institutions to provide educational opportunity.

### 6.5 *Student Support (1.5)*

- It was noted that phase 1 of the introduction of a new student system will be completed in the New Year.
- Education Committee through its enhanced retention reports confirms its commitment to improvement in retention rates.

## 7 **Annual Programme Review Reports 2015-2016: summary of and response to university level issues**

The Chair outlined that the document as circulated was a response to a request at the 20 September 2017 meeting of Education Committee for a written response to university-wide issues raised by Faculties during the Annual Programme Review process of 2015-2016. It was noted that some issues have already been addressed and others, as identified in the document, will be raised with Executive.

It was noted that the first cycle of Annual Programme Reviews in the DCU Institute of Education will be those for the 2016-2017 academic year.

With regard to the document the following was clarified:

- That the academic calendar review group was not yet in place

- That review of the timetabling process/design will not necessarily minimise the issue of travel between campuses. In a discussion with respect to the timetable it was noted that many of the issues with the timetable (gaps and travel) result from shared delivery of modules (to a large number of programmes) in a multi-campus environment.

It was agreed that minor adjustments would be made to the document to reflect feedback provided, and it could then be disseminated to faculties for wider circulation.

## **8 Presentation on First Destination Survey returns of 2016, (Survey completed in 2017) by Ms Karen Johnston and Ms Yvonne McLoughlin**

Ms Karen Johnston and Ms Yvonne McLoughlin presented on the First Destination Survey returns for graduates of 2016.

The following summary points were noted:

- Overall DCU's response rates is stable (57% 2016, 58% 2015)
- This was the first year to complete surveys for Mater Dei Institute (MDI) and St. Patrick's College (SPD) graduates (response rates: 60% SPD, 55% MDI)
- Employment rates have risen for the fourth consecutive year (79% , 2016)
- MDI/SPD employment rate is at 84%
- The Banking and Finance sector remains the top sector for employment for DCU graduates
- Primary Education is the top sector for SPD/MDI graduates
- Data suggests that Primary Education will become the top employment sector for DCU graduates in 2017
- 46% of employed DCU graduates are employed in organisations of less than 1000 employees (46%, 2015)
- 94% of employed SPD/MDI graduates are employed in organisations of less than 250, when combined with DCU data, the percentage employed in smaller companies moves to 59%
- 68% of DCU graduates are in further study, completing taught Masters (down 2% on 2015)
- There is a continuing decline in graduates completing further study in DCU (57% in 2013; 37% in 2016).

In the discussion which followed it was noted that:

- The national data will be available before Christmas

- A new survey is being developed which will be entitled ‘Graduate Outcome Survey’. The survey was piloted by the Institutes of Technology in 2016 and it is anticipated that it will be rolled out to all universities and institutes of technology for 2017. The survey will take much longer to complete (nine minutes as opposed to two minutes).

## **9 Proposed Procedures: DCU as a Designated Awarding Body (DAB)**

Ms Pauline Mooney introduced this item noting that the document as circulated was a response to a discussion at Education Committee on 20 September 2017 with respect to putting policies and procedures in place to meet DCU’s obligations with respect to linked providers. She indicated that the document as circulated sets out the approach DCU might adopt with a linked provider, however the definition of linked provider, whether or not we want these relationships and how we define our current relationships all remain to be addressed.

It was agreed that a lengthier discussion was needed in this regard and that time would be allocated on a future agenda of Education Committee to look at the issue in its entirety and the value or otherwise of entering into such arrangements.

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

### **10 Faculty Periodic Programme Review: Activity undertaken in 2016-2017 and planned for 2017-2018**

The document was noted.

An amendment to the planned PPR activity for the Faculty of Engineering and Computing was noted as follows:

Add under planned for 2017-2018

- MEng in Mechanical and Manufacturing Engineering Accredited by Engineers Ireland in 2016
- BEng in Electronic and Computer Engineering (Engineers Ireland Accreditation)

**11 Revised Validation Proposal: MA in European Law and Policy, Faculty of Humanities and Social Sciences**

Education Committee recommended the revised proposal for the MA in European Law and Policy for further development towards accreditation, subject to the following:

- Provision of detail of the modules which will make up the 30 credit Certificate award

**12 Any other business**

There were no items.

Signed: \_\_\_\_\_ Date \_\_\_\_\_  
Chair

**Date of next meeting:**

Wednesday, 15 November 2017  
at 2.00 in A204