**EDUCATION COMMITTEE**

**MINUTES**

Wednesday 18 September 2019

2.00 p.m. – 3.20 p.m. in A204

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

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

The Chair opened the meeting and welcomed Dr Yseult Freeney to Education Committee in her capacity as representative of the Associate Deans for Teaching and Learning.

**1.      Adoption of the agenda**

The agenda as circulated was <u>adopted</u>.

**2.      Minutes of Education Committee 29 May 2019**

The minutes of 29 May 2019, already <u>approved</u> electronically, were signed by the Chair.

**3.       Matters arising from the minutes of 29 May 2019**

3.1      It was <u>noted</u> that following a review of a number of products, a decision was made on the purchase of a data visualisation tool, which could be licensed across the University at a reasonable cost.  It was anticipated, once the software is in place, that the publication of the Graduate Outcomes survey data would take place in December 2019 (Item 3.1).

3.2      It was <u>noted</u> that the Finance Office had confirmed that a new incentivisation model for the development of new postgraduate taught programmes was agreed.  It was <u>agreed</u> that a sub-group of Education Committee would meet with members of the Finance Office to investigate further the impact on the Finance template in the context of the assessment of the feasibility of new programmes (Item 3.3).

3.3      It was <u>noted</u> that a sub-group would be set up to consider issues around the offering of level eight certificates and the levels of their constituent modules (Item 3.2).

3.4      It was <u>noted</u> that the revised 'Approval Form for Revised Academic Offerings' is on the agenda of this meeting (Item 3.4).

3.5      It was <u>noted</u> that the NFQ level of taught modules on professional doctorate programmes would be addressed over the coming months (Item 3.5).

3.6      It was <u>noted</u> that work is ongoing on current Teaching and Learning compact goals and their alignment to strategy (Item 3.6).

3.7      It was <u>noted</u> that the provision of more discipline-specific information for Schools on CAO points and its correlation with first year examination performance at DCU is currently being prepared and will be circulated when completed.  It is anticipated that this item will be completed for the November 2019 meeting of Education Committee (Item 3.7).

3.8      It was <u>noted</u> 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 3.8).

3.9      It was <u>noted</u> that initial research on the future naming and numbering convention for DCU MOOCs and modules is ongoing (Item 3.10).

3.10    It was <u>noted</u> that the agenda item *Employability Statements*, deferred at the 29 May 2019 meeting would be considered at the October 2019 meeting of Education Committee (Item 7).

3.11    It was <u>noted</u> that the prioritisation for the Academic Secretariat of Education Committee-related projects is ongoing (Item 17.2).

3.12    It was <u>noted</u> that more detailed external examiner feedback was received with respect to the proposed MSc in Finance, Financial Management stream and the item was deemed approved (Item 8, 1 May 2019).

3.13    It was <u>noted</u> that the approval of the proposed NFQ level 7, Diploma in Education Studies and Languages (exit route from the BEd in Gaeilge and French, German or Spanish) was conducted electronically and approved on 7 June 2019.  The titles for both exit routes from the BEd in Gaeilge and French, German or Spanish were clarified and <u>approved</u> as follows:
- BA in Education Studies, Gaeilge, and French or German or Spanish
- Diploma in Education Studies, Gaeilge, and French or German or Spanish

3.14    It was <u>noted</u> that a request to consider the awarding of BSc in Aviation Management with Air Traffic Control Studies for a student completing the programme in 2018-2019 was approved by Chair's Action. (Education Committee approved the proposed pathway at its meeting of 29 May 2019).   It was clarified that the date of implementation of the new option would be for those entering fourth year in 2019-2020, rather than 'in time for CAO process in autumn 2019/spring 2020'.


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


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

It was <u>noted</u> that the Vice President Academic Affairs (Registrar) nominated Dr Adam McAuley to participate in an QQI working group, composed of a nominee from each of the seven universities, to examine 'contract cheating'.

*Other sectoral updates*

It was <u>noted</u> that the Framework of Good Practice for Research Degree Programmes was published by QQI in in July 2019.

It was <u>noted</u> that a project is being developed under the Innovation and Transformation Fund 'to support and enhance the digital confidence, skills and competences of university lecturers'. It was <u>noted</u> that DCU would facilitate the official launch of this IUA-led project in the Convention Centre Dublin at the end of the World Conference on Online Learning on Thursday 7 November 2019.

The Chair indicated that he would update the Deans on the progress of the DCU project.

It was <u>noted</u> that members of Senior Management Group leading on the nine strategic goals from the DCU Strategic Plan would provide an interim report towards the end of September 2019.

**5.       Update on DCU Strategy implementation**

It was <u>noted</u> that Education Committee would consider its strategic priorities for 2019-2020 over the coming months.

*5.1     Presentation on Faculty Curriculum Review: Dr Anne Looney, Executive Dean, DCU Institute of Education*

The Executive Dean, DCU Institute of Education presented on curriculum review in her faculty.

The following were <u>noted</u> from the presentation:

- With respect to the Programme and Systems Review, a considerable proportion of time spent to date has been in ensuring all curriculum information would be available on Akari, and in engagement with the annual and periodic programme review processes, following incorporation.
- One of the key areas reviewed under the Programme and Systems Review was the area of assessment and the examination of the curriculum through the lens of assessment. The DCU Institute of Education engaged Transforming the Experience of Students Through Assessment (TESTA) Consultants to review assessments of a particular programme and the subsequent report has just been made available to the Institute.

- A conceptual framework for the curriculum review was agreed, which is comprised of four themes as follows:
  - Sustainability
  - Assessment
  - Digital Literacy
  - Inclusive and Special Education
- It was anticipated that the four themes would be mapped across the DCU Institute of Education curriculum by January 2020, and a second programme would be reviewed by TESTA.
- Items noted to date arising from the review process were as follows:
  - There is an intrinsic value in engaging external consultants to review existing practice
  - Because of the nature and constitution of Programme Boards, it is not necessarily the appropriate forum from which to drive Curriculum Review.

A discussion took place on Programme Boards and their terms of reference, both in the context of strategic development of programmes and with respect to their operational functions (PABs, post PABs etc.). There was consensus that there is a need to consider an alternative model of programme management and governance. It was noted that alternative and more effective opportunities for student engagement could be put in place in the event of a change to Programme Boards.

6.  **Year-end summary on programme level pass rates in undergraduate programmes 2018-2019, Presentation by Ms Karen Johnson**

    Ms. K. Johnson provided a brief overview of programme level results for 2018-2019 noting that the data as presented did not include repeat data, INTRA results or post PAB amendments.

    The following were noted from the presentation:

    - The overall university pass rate is at 91.6%, slightly down on last year's overall rate of 92.6 %
    - The pass rates for all years has remained relatively stable with the exception of year three which may be explained by the number of incomplete results, due to the later availability of INTRA results.
    - Repeating students' pass rates are down across the University

- With regard to programme level results the following were noted:
  - Seven programmes have a pass rate of 75% or lower
  - Eleven programmes have a 100% pass rate
  - All programmes in DCU Business School and DCU Institute of Education, have a pass rate of greater than 80%
  - 50% of year one precision marks are between 55% and 65%
  - 50% of year four precision marks are between 61% and 68%
- 83% of fourth years are in the H1 and H2.1 range
- The percentage of 'at risk' students who continue to completion of their programme remains relatively stable at circa 33% (2017-2019).

There was a general discussion about grade inflation and grade benchmarking against the sector. It was noted that other factors exist which impact on the number of students in the H1 and 2.1 brackets and cognisance should be taken of the focus on programme and module learning outcomes and the motivation of students. It was suggested that consideration be given to archiving sample scripts/assessments that can be compared over time with later samples, as a measure of quality.

**7.    Updated Approval Form for revised Academic Offerings: Faculties and Education Committee**

It was noted that changes made to the Approval Form for revised Academic Offerings were as result of the following:
- The devolution faculties of approval of revision of titles and change of mode of delivery of programmes
- The approval of the FutureLearn programme developments approval process.

The revised form was approved.

**8.    New Collaborative Provision Form: Existing programme, new pathway/restructure, the partner institution teaches, assesses and awards credits for specific modules which are specified designed elements of an award made by DCU (AA3b)**

The form was approved subject to the inclusion of maximum level of ECTS credits to be contributed by a collaborative partner.

## SECTION C: PROGRAMME AND MODULE-SPECIFIC ISSUES

**9.      Any other business**

*9.1     OVPAA Website*

The Secretary drew the Committee's attention to the update of the OVPAA website, noting that the opportunity had been taken to make changes to documentation and to align the validation and accreditation documentation with the newly developed forms.

Signed _____      Date_____

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| **Date of next meeting**:                           |
| Wednesday, 16 October 2019                           |
| at 2.00 in A204                                     |
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