

EDUCATION COMMITTEE

MINUTES

Wednesday 12 December 2018

2.00 p.m. – 3.15 p.m. in A204

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

Apologies: Dr Jennifer Bruen, Professor Eithne Guilfoyle, Professor Greg Hughes, Dr Anne Looney and Professor Anne Sinnott

SECTION A: AGENDA, MINUTES AND MATTERS ARISING

1. Adoption of the agenda

The agenda as circulated was adopted.

2. Minutes of the meeting of 14 November 2018

The minutes of the meeting of 14 November 2018 were approved and signed by the Chair.

3. Matters arising from the minutes of 14 November 2018

- 3.1 It was noted that the Dean of Teaching and Learning/Deputy Registrar had attended two meetings with the Teaching Enhancement Unit with respect to the development of a Professional Development Framework for Teaching and Learning. He anticipated that a proposal would be submitted for the consideration of the January 2019 meeting of Education Committee. He indicated that there were other related professional development tools being deployed in the university e.g. LinkedIn Learning (Item 9.1)

- 3.2 Ms A. McKenna requested that priority would be given to the publication of the First Destination/Graduate Outcomes Survey data. She outlined that some difficulties had been encountered by a prospective student in accessing graduate outcome information. She noted that this issue also linked to the broader aspects of access to data and visualisation tools (Item and 3.1 and 3.2).
- 3.3 It was noted that work on the issue of the introduction of visualisation tools and its integration with the web server is ongoing (Item 3.1).
- 3.4 It was noted that clarification on issues with respect to the validation financial template is awaiting the outcome of a Finance Office-led consultancy report on new business development and related financial implications (Item 3.3).
- 3.5 It was noted that consideration of exit awards at undergraduate level will take place over the coming months (Item 7).
- 3.6 It was noted that the NFQ level of taught modules on professional doctoral programmes will be addressed over the coming months (Item 3.5).
- 3.7 It was noted that the Vice-President Academic Affairs (Registrar) will write to the Vice-President for External Affairs with respect to the improvement of the marketing of taught postgraduate programmes at institutional level (Item 7).

SECTION B: STRATEGIC MATTERS FOR DISCUSSION/NOTING

4. Update on strategic activities undertaken within the IUA

It was noted that the next meeting of the IUA Groups will take place on 21 January 2019. It was noted too that DCU will commence its term as host of the IUA Group meetings in January 2019.

5. Update on DCU Strategy implementation

It was noted that the President's 'town hall' visits to individual schools and units had commenced this week with DCU Business School.

Faculty/Unit Updates

The following were noted from the update on strategy implementation:

- The first ‘sprint event’ with the Ideas Lab, involving DCUBS and Faculty of Computing and Engineering colleagues will take place shortly. The aim of the event is to generate content for online delivery.
- DCU is in discussions with Advance HE with a view to membership of its fellowship scheme.
- As resources become available in the Ideas Lab, the resourcing on the academic side is coming under pressure. It was noted that the outcomes of a funding application to the HEA Innovation Fund was awaited and this may have an impact on future resourcing.
- It was noted that curriculum review is ongoing in the Faculty of Science and Health and the goal would be to develop additional taught postgraduate offerings, and a new more flexible model of delivery. It was noted too that there are currently two postgraduate programmes under development.

6. Irish Survey of Student Engagement (ISSE)

Mr B. Kelly provided an update from the ISSE Plenary Group which had met on Monday 10 December 2018. He noted that the ISSE for undergraduate and taught postgraduate programmes is at a mature stage and the Plenary Group is reflecting on its governance and membership at its more advanced stage of development.

He sought Education Committee’s advice on a suggestion from ISSE to include survey questions on whether or not students had considered withdrawing from their programme in the undergraduate and taught postgraduate surveys. (This question had been included in the pilot postgraduate research student survey). Following a brief discussion, it was the view of Education Committee that the responses to the question were of limited value and that the availability of a themed bank of questions, as and when required, would be of more benefit. Ms. A. McKenna and Mr B. Kelly indicated that they would provide this feedback to the Vice President Academic Affairs (Registrar).

7. DCU Teaching and Learning Strategy-Performance Indicators, discussion document

Ms A. McKenna provided a brief introduction to the document as circulated noting that it was at an early stage in its development. The document proposed a variety of key performance indicators that could assist DCU in monitoring implementation of its strategic

goals, supporting decision making, and assisting in the measurement of the impact of Teaching and Learning in DCU in the wider context of the Teaching and Learning Strategy and the HEA Performance Compact.

In the discussion that ensued the following points were noted:

- That consideration should be given to the timing of establishing KPIs in parallel with the growth modelling being completed at university level, and of the question, ‘is growth always positive’?
- The measurement of certain indicators may drive unintended consequences.
- Curriculum review is difficult to measure, as it is more narrative-based and not as metrics driven.
- Measurement is useful only if aligned with university strategy.
- The same measures may not all be appropriate for each Faculty.
- Metrics don’t necessarily take into account the external environment over which DCU has no control (e.g. employment and underlying economic factors).
- Measures at university level should have significance at Faculty and School levels in order to drive performance.
- The impact of the staff/student ratio should be brought to the attention of the HEA
- Feedback on assessment should be included in the metrics.
- The professional development of academic staff should also be measured e.g. Advanced HE, those involved in CPD/programmes.

Ms. A. McKenna noted that, on the basis of the feedback provided and in the context of the demands of the reporting for the HEA Performance Compact, she would give further consideration to the proposal. She indicated that she may take a two-pronged approach as follows:

- To take account of a core set of metrics that complements the Annual Programme Review process and to broaden them out to include employability
- To develop indicators at Education Committee level which are aligned to the HEA Performance Compact and broader institutional goals, e.g. internationalisation, staff development

SECTION C: PROGRAMME AND MODULE-SPECIFIC ISSUES

8. Proposed exit awards of Graduate Certificate in Psychological Studies and Graduate Diploma in Psychological Studies

The proposed exit awards were approved. It was recommended that the articulation of the exit awards would be amended in the Programme Regulations.

9. Any other business

There were no items of business.

<p>Date of next meeting: Wednesday, 16 January 2019 at 2.00 in A204</p>
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Signed: _____

Date: _____