EDUCATION COMMITTEE

MINUTES

Wednesday 14 November 2018

2.00 p.m. – 3.25 p.m. in A204

Present:	Dr Claire Bohan, Dr Jennifer Bruen, Ms Jennifer Bruton, Professor Michelle Butler, Mr Callaghan Commons, Professor John Doyle, Professor Eithne Guilfoyle (Chair), Ms Margaret Irwin-Bannon (Secretary), Mr Billy Kelly, Dr Anne Looney, Professor Lisa Looney, Ms Aisling McKenna and Dr Joseph Stokes
Apologies:	Professor Mark Brown, Professor Greg Hughes, Ms Pauline Mooney and Professor Anne Sinnott
In attendance:	Ms Karen Johnston

SECTION A: AGENDA, MINUTES AND MATTERS ARISING

1.   Adoption of the agenda

The agenda as circulated was adopted.

2.   Minutes of the meeting of 17 October 2018

The minutes of the meeting of 17 October 2018 were <u>approved</u> and signed by the Chair.

3.   Matters arising from the minutes of 17 October 2018

3.1   It was <u>noted</u> that the dashboard used for the dissemination of the Irish Survey of Student Engagement data to faculties had worked effectively, however there were concerns about the difficulties encountered by Programme Chairs in having to go through a two-stage downloading process. It was <u>noted</u> that a broader discussion should place with ISS on

visualisation tools and integration with the web server. It was <u>noted</u> too that any decision on dashboards would have to be made in the context of a new student system. Ms A. McKenna requested feedback from faculties on any issues with using the reader and the potential of the dashboard, if implemented in a web-based format (Item 3.5).

3.2   It was <u>noted</u> that work is ongoing on the publication of a First Destination Survey/Graduate Outcomes survey report (Item 3.1).

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

3.4   It was <u>noted</u> that the report on the outcome of the Faculty APR Reports is on the agenda of this meeting (3.4).

3.5   It was <u>noted</u> that the NFQ level of taught modules on professional doctoral programmes will be addressed over the coming months (Item 3.6).

SECTION B: STRATEGIC MATTERS FOR DISCUSSION/NOTING

4.   Update on strategic activities undertaken within the IUA

There were no updates, as no meetings had taken place since the October 2018 meeting of Education Committee.

5.   Irish Survey of Student Engagement (ISSE)

It was <u>noted</u> that DCU was required to submit its nominated dates for the conduct of the ISSE 2019 by 30 November 2018. Mr B. Kelly proposed that the survey would take place in weeks seven, eight and nine of semester two i.e. 11 March 2019 – 29 March 2019. It was noted that it was not possible, as had been mooted, to hold the survey during weeks five and six due to the DCU Students' Union sabbatical elections.

The dates as proposed were <u>agreed</u>.

6.   Update on DCU Strategy implementation

The Chair provided an update on the implementation of the DCU Strategy informing Education Committee that she had set up a short-life working group to consider what 'flexibility' might mean in a future DCU context. She <u>noted</u> that consideration of the concept of 'flexibility' was being driven in the first instance by the Student Information System (SIS) project in trying to ensure that the system will not limit any future potential teaching and learning developments. She <u>noted</u> she was chairing the group which was made up of two representatives from each of the faculties (the Associate Dean for Teaching and Learning and one other representative) and the Deputy Registrar/Dean of Teaching and Learning.

The Chair also informed the Committee that she intends to set up working groups on Assessment and Marks and Standards and each of these working groups will report to Education Committee.

It was <u>noted</u> in a brief discussion which followed, that faculties are working on the implementation of the strategy in parallel and it would be beneficial for Education Committee to be kept updated with activities at local, as well as University level. It was agreed that strategy implementation shall become a standing item of the Education Committee agenda and will facilitate updates at both Faculty and University level.

7.   Report on university-level issues arising from Annual Programme Reviews 2016-2017

The Deputy Registrar/Dean of Teaching and Learning presented the draft response from Education Committee to the university level issues raised by the Executive Deans through the Annual Programme Reviews. Some clarifications were <u>noted</u> as follows:

DCU Business School
- With respect to the module change of mind period, it was noted that allowing three weeks for first year students in semester one would not be possible as individual cohorts cannot be facilitated on the system.
- Room capacity issues have been alleviated somewhat by the coming-on stream of the Stokes building, and will also be addressed by the FutureTech Building.

Faculty of Engineering and Computing
- Resourcing: The FutureTech Building may address some of the issues raised.
- It was <u>noted</u> that Education Committee will give further consideration to the development of exit awards at undergraduate level.

Faculty of Science and Health
- It was <u>noted</u> that access to Loop can be given to external examiners, as required.
- It was <u>noted</u> that the anticipated move to a five-year programme for the BSc in Science Education may not now take place as it has been indicated there has been a change of policy at national level in order to address the teacher shortage and the four-year concurrent education programmes will remain in place.

Faculty of Humanities and Social Sciences
- The difficulties for the Faculty of being spread over three separate campuses are being realised in non-attendance at lectures where students have to travel to a second campus in the afternoon. It was requested that Senior Management give serious consideration to the provision of a shuttle service between the campuses.
- It was <u>noted</u> that the Chair would write to the Vice President for External Affairs with respect to improving the central marketing of DCU's taught postgraduate programmes and improving brand awareness.

DCU Institute of Education
- It was <u>noted</u> that APR data is an issue at module level, as only higher level data pre-2016 was transferred to DCU.
- It was <u>noted</u> that student registration issues raised at the time of the APR process have been resolved, but issues remain for Joint Honours students.

It was <u>noted</u> that an updated document, reflecting discussions at Education Committee would be circulated over the coming week.

SECTION C: PROGRAMME AND MODULE-SPECIFIC ISSUES

8.   Validation proposal: MA in Data Protection and Privacy Law

The Education Committee granted approval to the programme subject to the following recommendations/ considerations being addressed in the accreditation proposal:

- The programme did not appear interdisciplinary or as integrated as it could be as the two streams are quite separate, as presented.
- The demand for the programme is asserted rather than evidenced through market research in the documentation however the argument for the likely demand for the programme was accepted by Education Committee.
- Page 14, Programme Learning Outcome 8, should read 'An ability to reflect', not 'An understanding of an ability to reflect'.

- It was recommended that the proposed 10-credit modules, which build on the existing 7.5-credit modules, should include additional module learning outcomes/tailored content which are specifically assessed and which reflect the additional workload hours required for the additional 2.5 credits per module.
- It was recommended that the structure of the part-time version of the programme would be revisited so that the workload/credits are balanced. As the programme is structured currently it appears possible for a part-time student to take 30 credits in one semester (equivalent to a full-time work-load) and then not have any modules to take in semester one of year two.
- The value of offering optional modules in this programme was queried and it was suggested that consideration would be given to a module which integrates the disciplines of law and computing. This links to the point made under bullet 1 above.
- It was noted that one of the optional modules is at NFQ level 8 and a student who has taken this module and completed 60 or 30 credits will not be able to exit with the Graduate Diploma or Certificate respectively, as all modules taken should be at the NFQ level of the award.
- It was noted that the existing module Professional and Research Practices contains substantial elements of law and ethics and may be duplicating material already covered in the proposed MA in Data Protection and Privacy Law.
- It was noted that there are some connections evident between the programme development team and two nominees for the Accreditation Board. The regulations for nominees to Accreditation Boards states that *'The principal programme proposer and colleagues should ensure that there is appropriate professional distance between all nominated Board members and the University*' and the programme team is requested to ensure that this is the case.

9.   Any other business

9.1   Professional Development Framework/Qualification in Learning Innovation for Higher Education

Mr B Kelly sought advice from Education Committee on the proposed approach to be taken with respect to the qualification in Learning Innovation for Higher Education, identified as a specific action in the DCU Strategic Plan. He indicated that the approach currently under consideration is to situate a qualification in Learning Innovation within a broader Professional Development Framework for Teaching and Learning.   The proposed Framework would aim to take a disciplinary approach, in addition to providing a foundation in pedagogy.

A discussion took place on the ownership of such a Framework and it was agreed that in the development phase the initiative would be led centrally by the Vice-President Academic Affairs/Registrar, but it was anticipated that ultimately its academic home would be in a Faculty. It was suggested, that at this point in its development, where expertise needs to be built up across the University, it would be advantageous if all discipline areas were involved in the development of the Framework.

It was clarified that taking the Framework/CPD model approach would not necessarily preclude DCU from offering a formal qualification which could be made available to staff from institutions external to DCU.

The proposed approach was agreed and it was noted that a proposal, which would incorporate all disciplines, would be submitted for the consideration of the January 2019 meeting of Education Committee.

Signed _____   Date: _____

Date of next meeting:
Wednesday, 12 December 2018
at 2.00 in A204