

EDUCATION COMMITTEE

MINUTES

Wednesday 16 January 2019

2.00 p.m. - 2.45 p.m. in A204

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

Apologies: Professor Eithne Guilfoyle, Professor Greg Hughes, Ms Karen Johnston, Dr Anne Looney and Dr Joseph Stokes

SECTION A: AGENDA, MINUTES AND MATTERS ARISING

1. Adoption of the agenda

The agenda as circulated was adopted.

2. Minutes of the meeting of 12 December 2018

The minutes of the meeting of 12 December 2018 were approved and signed by the Chair.

3. Matters arising from the minutes of 12 December 2018

3.1 It was noted that work on the development of a Professional Development Framework for Teaching and Learning is ongoing and it was anticipated that a proposal would be submitted to Education Committee over the coming months (Item 3.1).

3.2 It was noted that work on the publication of the First Destination/Graduate Outcomes Survey data is ongoing (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 3.3).
- 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 3.4).
- 3.5 It was noted that consideration of exit awards at undergraduate level will take place over the coming months (Item 3.5).
- 3.6 It was noted that the NFQ level of taught modules on professional doctoral programmes will be addressed over the coming months (Item 3.6).
- 3.7 It was noted that work is ongoing on a proposal on the Teaching and Learning Strategy Key Performance Indicators (Item 7).
- 3.8 It was noted that the feedback on the proposed questions around student withdrawal on the Irish Survey of Student Engagement was provided to the VPAA (Item 6).
- 3.9 It was noted that the Vice-President Academic Affairs (Registrar) wrote to the Vice-President for External Affairs with respect to the improvement of the marketing of taught postgraduate programmes at institutional level (Item 3.7).
- 3.10 It was noted that the Programme Regulations for the exit award from MSc in Psychology (Conversion) had been amended to reflect Education Committee feedback (Item 8).

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.

The Chair noted that the IUA has been awarded €3 million under the HEA Higher Education System Innovation Call 2018 to address the improvement of digital skills of staff teaching in Higher Education. The project will roll-out over the next three years. As current Chair of the IUA Council, DCU will have an opportunity to lead the Steering Group set up to run the project.

5. Update on DCU Strategy implementation

There were no updates on strategy implementation.

6. Irish Survey of Student Engagement (ISSE)

It was noted that the Quality Promotion Office and the Students' Union are currently engaged in the planning phase for the roll-out of the Irish Survey of Student Engagement in March 2019.

7. Correlation between Leaving Certificate performance and subsequent DCU examination performance (2014-2018), Presentation , Ms Aisling McKenna

Ms A. McKenna made a presentation on Leaving Certificate performance and subsequent DCU examination performance by first year students (2014-2018).

The following were noted from the presentation:

- The first-year mean precision mark has increased from 56.74 to 60.70 over the 5-years examined (excluding data from DCU Institute of Education)
- The majority of DCU first year entrants have achieved between 471 and 495 CAO points.
- The standard deviation continues to decrease but with a greater proportion of outliers
- There is a weak correlation between CAO points as a predictor of the first year precision mark
- There is a weak correlation between Leaving Certificate maths achievement and the first year precision mark.
- The policy of awarding additional points for Leaving Certificate Higher Mathematics has impacted positively with 31% taking the higher level, but there is a lower level of maths attainment in general (e.g. IoE 38%).

It was noted in the brief discussion which followed that the Faculty of Engineering found that the most important factors for achievement in first year is related more to engaging with and providing support to students than CAO points attainment upon entry.

It was noted that it would be useful for Faculties if analysis on this data could be provided at a discipline-specific level and it was noted that Ms K. Johnston would progress this.

SECTION C: PROGRAMME AND MODULE-SPECIFIC ISSUES**8. DCU Institute of Education: Proposal to offer a Graduate Diploma in Guidance Counselling on a two-year part-time basis.**

Noted. It was requested that the start date of the programme should be confirmed.

It was queried by Education Committee whether or not such proposals (change to delivery of existing accredited programmes) require the consideration of Education Committee and whether or not the decision-making should be devolved to Faculty with a requirement to report these Faculty approvals annually to Education Committee.

The Secretary undertook to discuss the matter with the Vice President Academic Affairs/Registrar.

9. Any other business

There were no items of business.

Signed: _____

Date: _____

<p>Date of next meeting: Wednesday, 13 February 2019 at 2.00 in A204</p>
