

EDUCATION COMMITTEE

MINUTES

Wednesday 17 January 2018

2.00–4.20 pm in A204

Present: Dr Claire Bohan, Professor Mark Brown, Ms Jennifer Bruton, 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, Mr Brendan Power, Professor Anne Sinnott, Dr Joseph Stokes

Apologies: Professor Michelle Butler

In attendance: Ms Karen Johnston, Dr Greg Foley (items 8, 9, and 10)

SECTION A: AGENDA, MINUTES AND MATTERS ARISING

1. Adoption of the agenda

The agenda was adopted.

2. Minutes of the meeting of 13 December 2017

The minutes were approved subject to an amendment to item 3.1 reflecting that there were a number of items to be clarified with respect to the restructuring of the BSc in Nursing programme.

3. Matters arising from the minutes of 13 December 2017

- 3.1 Mr Billy Kelly indicated that following on from the discussion at the Education Committee December 2017 meeting on the comparative institutional Irish Survey of Student Engagement (ISSE) data, it was proposed that he would work with the Institutional Research and Analysis Officer and the Associate Deans for Teaching and Learning on areas on which DCU could improve, particularly with respect to student interpretation and perception of the survey questions (Item 5).
- 3.2 It was noted that work on the publication of an interim First Destination Survey outcomes report is ongoing (Item 3.1).
- 3.3 It was noted that it was intended to hold a final discussion on Designated Awarding Body related considerations at the February 2018 meeting. A paper outlining the legislative DAB requirements for Linked Providers and a proposed definition is on the agenda of this meeting (Item 3.2).
- 3.4 It was noted that initial discussions on collaborative provision and related student service provision were ongoing (Item 3.2).
- 3.5 It was noted that the form to address collaborative provision type 11 will be drafted over the coming months (Item 7.3).
- 3.6 It was noted that work on the programme student survey, due to be completed by students at the end of semester two, is ongoing (Item 11).
- 3.7 It was noted that a meeting is to take place between the Finance Office and a sub-group of Education Committee to clarify issues with respect to the financial template summary for the validation of programmes (Item 8).

SECTION B: STRATEGIC MATTERS FOR DISCUSSION/NOTING**4. Update on strategic activities undertaken within the IUA**

It was noted that no meetings of the IUA Registrars, Quality Officers or Deans of Graduate Studies had taken place since the December 2017 meeting of Education Committee. It was noted too that the next meetings would take place on Monday 22 January 2018.

The Chair indicated that she had had confirmation with respect to the fee status of UK-based students and noted that for 2018-2019 fees would remain at the EU rate.

5. Irish Survey of Student Engagement (ISSE)

The Director of Quality Promotion informed the Committee that in anticipation of the student survey requirements for the DCU Institutional Review and the potential clash with the ISSE fieldwork, it was proposed to incorporate survey questions, pertinent to the institutional review, into the ISSE. Having completed a gap analysis on the survey, a bank of questions has been devised by DCU and submitted for consideration.

6. Education Committee Goals/Teaching and Learning Strategy

The Chair introduced this item noting that the document as circulated included initiatives identified during the development of the strategic plan and feedback from the Teaching and Learning Strategy Working group, a meeting of which took place on 11 January 2018. The Chair requested feedback from Education Committee on the circulated document and indicated that following further work, the document would be brought back to Education for consideration.

Mr B. Kelly outlined that the document contained the elements directly and indirectly related to the Teaching and Learning Strategy which are under the remit of the Vice President Academic Affairs/Registrar. It was noted that the DCU strategic plan did not specifically contain a commitment to research-led or research-informed teaching but it would be captured in the new Teaching and Learning Strategy.

The following points were noted in the discussion which followed:

- The view of the Working Group was that it would be preferable to develop short-online courses and build a repository of those courses, which could be integrated into existing academic modules, rather than develop separate modules '*to enhance learning experience and students' ability to flourish in the world outside the university*'.
- There are ongoing negotiations with respect to a partnership with 'FutureLearn', which may inform strategy.
- It would be important to set out from the outset the following with respect to Curriculum Reform: what the aims of curriculum reform are; what the purpose of renewal of programmes would be; what factors need to be taken into account in curriculum review e.g. should there be an international benchmark?
- The articulation of Learning Outcomes is very significant as it drives assessment.
- There is a need to review how assessment is conducted.

- Related to the point above, the review of the Academic Calendar may impact on the timing and nature of assessment.
- Consideration should be given to integrating curriculum reform into existing review processes.

It was noted that the circulated document will be shared as a working document on Google-drive and faculties will be invited to provide feedback in this regard. It was noted too that the aim is to complete the Teaching and Learning Strategy by the end of February. It was anticipated that faculty strategies will be finalised subsequently.

7 Legislative framework for Designated Awarding Bodies (DAB)

Ms A. McKenna briefed Education Committee on legislative Designated Award Body requirements for Linked Providers and related QQI Statutory Guidelines. She noted that the legislation and guidelines place a considerable burden on the DAB in terms of quality assurance.

Ms McKenna presented a proposed DCU Linked Provider definition and approach, which reflects current thinking, but is set against the backdrop of ongoing sectoral discussion.

The following points were noted in the discussion of the proposed definition and approach:

- That clarification is needed on what defines ‘legally independent organisations’. It was felt that the QQI needs to set some limits on the responsibility of the DAB, in differing circumstances.
- To make the following changes under the ‘Approach Taken’ paragraph
 - Change existing wording to: ‘engagement with QQI *or equivalent*’ (to take account of international partnerships); Where ‘Linked Providers, *in discharging their duties*’.....
 - To add an additional item on linked providers outside of the national context
- Proportionality should be articulated as a core principle.
- There is a need to complete a survey of DCU’s current relationships and to define them in the context of the collaborative provision framework.
- Potential linked providers should be subject to the highest level of due diligence, as reflected in the collaborative provision protocol.

Ms McKenna indicated that further discussions will take place at national level, the aim of which is to arrive at a level of consensus on a proposed definition. She indicated that she would present a finalised proposed definition of a linked provider at a future meeting of Education Committee.

It was noted that following agreement on a definition and approach, it should be clarified where responsibility lies for determining a relationship with a 'linked provider' and agreeing to enter that relationship. It was noted too that strategies for exiting from existing partnerships should be explored and agreed.

SECTION C: PROGRAMME AND MODULE-SPECIFIC ISSUES

8. Faculty of Science and Health validation proposal: MSc in Diagnostics and Precision Medicine

The programme was very positively received and the clear articulation of the link to strategy and the research-led teaching aspect were noted in particular. The proposal was approved subject to the following recommendations/clarifications:

- The project module BE589 Literature Review, Research Project and Presentation carries a weighting of 30 ECTS credits which equates to 750 hours for the module. BE589 is described under Section 8 as a *12-week project* however it is not feasible to complete the required number of hours in a 12-week period. It was recommended that the module is re-framed in the programme structure as a year-long module.
- Because of the requirement to complete core modules (Precision Medicine 1 and 2) in order to exit with the Grad Cert, a student could conceivably have completed 50 credits before he/she is able to exit having completed those core modules. It was recommended that the structure is re-examined in this context.
- It was recommended that the development of future strategic partnerships with Wuhan University (China) and Hamad Bin Khalifa University (Qatar) are omitted from the validation proposal at this point in the development of the programme and the focus is maintained on the partnership with Arizona State University (ASU) at this time.
- With respect to the online delivery elements, programme proposers were asked to give consideration to the fact that synchronous/real time delivery is not as flexible and not as well supported in the literature as Asynchronous/recorded delivery.
- It was requested that the assessment detail as outlined in the Memorandum of Agreement is made very clear e.g. that it is clearly articulated that assessment and any related disputes are dealt with at local level.
- It was recommended that consideration is given to reviewing the planned fee in the context of fees charged for similar programmes elsewhere.
- It was requested that the different time zones involved are kept in mind in the delivery of the tutorial elements of the programme.

9. Faculty of Science and Health validation proposal: MSc in Psychology (Conversion)Not approved

Subject to addressing the following recommendations, Education Committee indicated it would consider a re-submitted proposal:

- To review and amend the programme learning outcomes to ensure that they reflect level 9 Master's outcomes
- To ensure that there is sufficient distinctiveness between the final year level 8 Psychology and the Conversion level 9 cohorts. It was felt by Education Committee that the proposed model of delivery (i.e. that Master's students would be taught alongside undergraduate students even taking account of the provision of some differing forms of assessment/tutorials etc.) would not be effective and is potentially problematic.
- A suggestion was made that in order to meet PSI accreditation requirements it might be a solution to offer 30 shared taught credits that are explicitly level 8 and 30 taught credits delivered separately that are specifically level 9.
- To ensure that it is very clear to perspective students that they will need further study to be accredited after completion of the conversion Master's.

10. Faculty of Science and Health validation proposal: MSc in Psychology and Well-being

The proposal was approved subject to the following recommendations:

- In the validation document it is mentioned that a part-time offering will be considered in the future. It was recommended that the part-time version of the programme is included in the approval process at this stage.
- Because of an ongoing debate/contestation as to where 'well-being' resides as a field/discipline it was recommended that this debate should be addressed in the documentation.
- Related to point 2 above it was noted that 'well-being' is already included in an organisational context in programmes run by DCU Business School and it was suggested that some common ground could be found in terms of the programme offering.

11. Change of programme title: from MSc in Multimedia to MSc in Emerging Media

Noted. Clarification is to be provided that the change of title applies to all new entrants to the programme from September 2018.

12. Change of programme title: from MSc in Science Communication to MSc in Science and Health Communication

Noted

Clarification is to be provided that the change of title applies to all new entrants to the programme from September 2018.

13. Change of programme title: from MA in Film and Television Studies to MA in Contemporary Screen Industries (Theory and Practice)

It was recommended that '(Theory and Practice)' would be omitted from the proposed title. The following title was noted:

MA in Contemporary Screen Industries

Clarification is to be provided that the change of title applies to all new entrants to the programme from September 2018.

14. Any other business

There were no items of business.

Signed: _____ Date _____
Chair

Date of next meeting:

Wednesday, 14 February 2018
at 2.00 in A204