**EDUCATION COMMITTEE STANDING COMMITTEE**

**MINUTES**

Monday 13 December 2021

3.30 p.m. – 6.00 p.m.

**Present:** Professor Mark Brown, Ms Jennifer Bruton, Professor Michelle Butler, Professor Derek Hand, Ms Margaret Irwin-Bannon (Secretary), Mr Billy Kelly, Dr Anna Logan, Prof Anne Looney, Professor Lisa Looney (Chair), Ms Pauline Mooney, Professor Colm O’Gorman and Dr Blánaid White

**Apologies:** Dr Sarahjane Belton, Dr Claire Bohan, Ms Kate Goodman, Ms Aisling McKenna, Professor Joseph Stokes

**In attendance** Dr Jing Burgi-Tian

**In attendance: BSc in Global Challenges**

Dr Michael Breen

Dr Shirley Coyle

Dr Ken McDonagh

Dr Noel Murphy

**MSc in Nursing**

Dr Susan Kent

Dr Pamela Hussey

**Graduate Certificate in Financial Intelligence and Technology**

Professor Michael Dowling

Professor Mark Cummins

1. **BSc in Global Challenges**

The programme proposers presented on their vision and plans for the BSc in Global Challenges programme. The programme was discussed in detail and the following was the outcome of those discussions.

Education Committee Standing Committee commended and acknowledged the extensive amount of work that has gone into bringing the programme to its current level, from the outset of its development. ECSC felt that the programme was on the right path to go forward to accreditation and also recognised that there is a process ahead in continuing to evolve such an innovative programme which is piloting many things we have never done before. In light of the continuing developmental work underway and cognisant that further ABC Workshops have yet to take place ECSC agreed that a small sub-group of Education Committee would review the programme documentation, following completion of the workshops. The sub-group will comprise the Dean of Humanities and Social Sciences, the Dean of Engineering and Computing and the Vice President for Academic Affairs/Registrar.

The topics that were discussed by Education Committee Standing Committee and those on which members would like further clarity/consideration, as the programme moves towards the final accreditation document were as follows:

* Clarity on what the students’ learning experience/journey would look like from their perspective, particularly in the early years. What is the ‘centre of gravity’/guide for students in the flexible learning element of modules? It was felt that this was not yet clear from the accreditation documentation and in viewing this through the lens of an accreditation board this would need to be much clearer and more detailed.
* The topic of ‘wicked’ and ‘kind’ learning environments was raised in the context of the learning design. It was asked if the programme team would consider a combination of wicked and the more familiar kind environments (disciplinary modules, learning outcomes, summative assessment) at the outset as a stepping stone into year 2 and 3 of the programme. The programme team noted that particularly in the early years, the learning activities would in many cases be more highly structured and “traditional”. It was noted that it would be helpful to include this level of detail in the documentation.
* In the documentation there is focus on innovative design and on the six themes and the outcomes that relate to each of those strands and how they are built up from one year to the next, and there is less detail on what topics/knowledge students would know. The ECSC acknowledged that these will evolve in time as the programme is delivered but at the moment there is not a clear capturing of content for example what would be in *Politics and Local Development or Sustainable Technologies* etc.? Members requested that it is made clear that essential content and underpinning theories are evident in the documentation.

It was noted that the absence of this detail also represents a risk in terms of the expectations of an accreditation board and it was suggested that the way to manage that risk would be to include the detail. (It was noted that two of the modules have been mapped out through the ABC Workshops and over the next 2/3 working weeks the others will be completed).

* There was a query about the title of the degree and what it has now become relative to the programme content. It was noted that this will be debated further and it was suggested that there is a discussion with the programme chair for the BSc in Digital Business and Innovation on the basis of his experience of the intake, based on the title of the programme.
* It was acknowledged that there was a detailed design of first year, but concern was raised that the final years of the programme are based predominantly on content that was presented originally, notwithstanding all the work that has been done in terms of designing all the assessment scaffolds all the way up. It was suggested that mapping of modules to meet the revised learning outcomes had not yet been carried out for later years.
1. **Meeting with programme proposers for MSc in Nursing**

The elements of feedback provided to the programme team, which had been discussed at the Education Committee meeting of 8December 2021 were raised with the team on a point by point basis.

Following its discussions with the programme team ECSC was more assured of the viability of the programme and its relationship with the partner services.

The recommendations following discussion were as follows:

* To ensure that it is decided in advance what specialisms will run, and to limit the number of specialisms on offer so that there is certainty for DCU and for the applicants
* To offer a more limited range of optional modules that are viable and not to over-extend in terms of resources on the number of modules being offered in a given year. It was recommended that applicants would be given early visibility of the options available, and the number of options offered to students should be pro-rata to the intake.
* It was noted that the module, *Leadership, Governance and Management in Modern Healthcare* would be led out by DCU Business School and would be reflected in the financial statement (a revised financial statement to be resubmitted)
* It was also noted that it had been agreed the School of Law and Government would take responsibility for the teaching on the Healthcare Legislation and Ethics module.
1. **Meeting with programme proposers for Graduate Certificate in Financial Intelligence and Technology**

The elements of feedback provided to the programme team, which had been discussed at the Education Committee meeting of 8December 2021 were raised with the team on a point by point basis.

The approval to progress towards accreditation of the award was granted subject to the following recommendation as follows:

* Taking account of the fact that this will be a fully online programme, an allowance should be made in the financial plan for learning design/module development costs. It was agreed that a revised financial state would be submitted.

It was noted that the initial roll-out of the Graduate Certificate was approved and the micro-credential elements would be considered at a later date.

It was agreed that the validation report would be considered by Chair’s action in advance of the Academic Council meeting in February 2022 to enable an earlier accreditation and facilitate the initial roll-out of the programme in March 2022.

It was noted that the accreditation template content would be amended to include questions which will ascertain that the programme will meet the DCU principles for quality standards for online delivery.

1. **AOB**

There were no items of business.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_