



A meeting of the MIE ACDC was held 6 December 2023 at 10.00 am in the Arts Building Conference Room (2026)

Present: Professor Neville Cox, Registrar (*Chair*)
Professor Martine Smith, Dean of Graduate Studies
Professor David Shepherd, Senior Lecturer/Dean of Undergraduate Studies
Professor Carmel O'Sullivan, Head of School of Education
Professor Michael Shevlin, Second Representative from the School of Education
Ms. Róisín Smith, Quality Officer
Professor Teresa O'Doherty, President of MIE
Dr Seán Delaney, MIE Registrar
Dr Joan Kiely, Undergraduate Programmes
Dr Gene Mehigan, Postgraduate Taught Programmes

Apologies: Ms Naoimi Jackson, MIE Quality; Dr Aimie Brennan, MIE Further Education

In attendance: Ms Shauna Cassidy, MIE Assistant Registrar; Dr Michael Cleary-Gaffney, Academic Affairs; Dr Elizabeth Donnellan, Academic Affairs; Mr Conn McCluskey, School of Education Manager; Ms Nora Varga, Admissions and Recruitment Manager for IFP (for item MIE/ACDC/23-24/004); Mr Brendan White, MIE IFP Programme Manager (for item MIE/ACDC/23-24/004).

MIE/ACDC/23-24/001 Welcome and noting of membership for 2023/24

The Registrar welcomed everyone to the first ACDC of 2023/24 academic year and noted that Prof Michael Shevlin will replace Prof Joanne Banks as the Second Representative from the School of Education. Dr Michael Cleary-Gaffney will replace Ms Ciara Conlon as secretary to the MIE ACDC.

MIE/ACDC/23-24/002 Minutes of the meeting 11 May 2023

The minutes of the meeting held on the 11 May 2023 were approved.

MIE/ACDC/23-24/003 Matters arising

- i. **MIE/ACDC/22-23/019.2:** The Registrar confirmed that GSC and Council approved the correction of status of MES in Leadership in Christian Education for 2023/24 from discontinued to suspended.
- ii. **MIE/ACDC/22-23/030:** The Registrar confirmed that the MIE programme entries for Calendar Parts II and III for 2023/24 were approved by USC, GSC and Council.
- iii. **MIE/ACDC/22-23/031:** The Registrar confirmed that USC and Council approved the module amendments to the Bachelor in Education (Primary). Teaching English as an additional Language/Teagasc Cruthaitheach Teanga (Creative Language Teaching) and Language Literacy and Literature 1 (English and Irish).
- iv. **MIE/ACDC/21-22/033:** The Registrar confirmed that the External Examiner nominations for the Bachelor in Education (Primary), Professional Diploma in



Education (Further Education), Bachelor of Science in Education Studies, International Foundation Programme (Expert in Mathematics and Stem) were approved by Council.

- v. **MIE/ACDC/23-24/** The Registrar thanked MIE for their involvement in the commencement ceremonies for those graduating from MIE. The Registrar expressed how appreciative he was that a significant number of staff members were present at the ceremony.
- vi. **MIE/ACDC/23-24/** The MIE President confirmed that the Bachelor of Education (Primary), Baitsiléir san Oideachas Trí Mheán na Gaeilge and the Professional Masters in Education (Primary Teaching) had recently been accredited by the Teaching Council and these programmes are aligned with the standards for initial teaching education (Céim). The application for this professional accreditation is quite rigorous and a significant amount of documentation had to be provided to the Teaching Council. An application for re-accreditation will now happen every 5 years as opposed to every 7 years. The Registrar acknowledged the significant work that MIE colleagues put into these accreditation applications and congratulated MIE on an excellent outcome.
- vii. **MIE/ACDC/23-24/** The MIE President stated that the MIE Institutional Review took place between 22nd-24th of November. An international panel met with over 100 people including students, alumni and representatives from MIE and TCD. MIE are awaiting the formal report the panel however, the Panel's verbal feedback was positive. The MIE President expressed her thanks to the School of Education, the Quality Office and the Academic Secretary. The Registrar thanked MIE for their engagement with the institutional review and acknowledged the significant work that MIE colleagues had to put in to prepare for the review.

MIE/ACDC/23-24/004 Standing update on International Foundation Programme by the Recruitment and Admissions Manager, Global Relations & MIE IFP Manager

The Registrar invited the Student Recruitment and Admissions Manager to provide an update on this item.

The Recruitment and Admissions Manager reported that there are currently 121 students from 22 different countries registered on the IFP. Pathway B (Engineering, Science and Health Science) remains the most popular route for students.

In March 2023 a new MoveIn (QS) application portal was introduced which has automated and streamlined both the admission process and reporting requirements. This licence for the portal has been renewed for the 2023/2024 recruitment cycle.

The Recruitment and Admissions Manager reported that there will be continued focus to increase the geographical and programme diversity of students onto the



IFP. This will be achieved through in-person recruitment in East Asia, UAE and United States. “EdTech” platforms will be used to assist market reach in hard-to-reach countries. Additionally, to increase both completion rates on the IFP and in turn progression rates to the destination degrees in TCD, recruitment will aim to recruit students with higher academic and English language proficiency.

The Registrar queried the age of students being registered onto the IFP and indicated that some students were 16 years of age. The Recruitment and Admissions Manager indicated that most students registered were above 17 years of age, some students were 16 years or had recently turned 17 years old. The reason for the younger age may be due to students completing their second level education in their host country at a younger age compared to other jurisdictions.

The Registrar thanked the Recruitment and Admissions Manager and invited the MIE IFP manager to provide an update on this item.

The MIE IFP manager spoke to the performance and progression of the 2022-2023 cohort. Of the 100 students enrolled onto the IFP, 8 students withdrew or deferred their studies. There was a 70% progression rate for completing the programme. The Quality Officer queried whether lower progression rates were more evident in one of the pathways. The MIE IFP manager indicated that stream does not appear to be a factor with progression rates however, attendance and how quickly students adapt to life in Dublin appear to be predictors of progression. The MIE IFP manager indicated that he intends to use data to examine the profile of students (age, nationality, academic background, language level) to determine what are the predictors for progression. This will enable identification of students who are at risk of not progressing. It was noted that the number of students from Ukraine and Russia enrolling onto the IFP is down since the war started in February 2022.

The MIE IFP manager indicated that the IFP student orientation has been enhanced with IFP learners now completing orientation alongside all incoming MIE students.

The MIE IFP manager also indicated that all the recommendations from the 2022-2023 Curriculum Review Report will be implemented in the 2023/2024 academic year. The Programme Team are currently developing a proposal for a new module in Computer Science. The IFP Programme Team also plan to update the content of existing modules on the programme. The Senior Lecturer indicated that colleagues from TCD in associated disciplines will support MIE in updating modules.

Members of the MIE ACDC queried whether the Dublin riots in November 2023 had impacted students on the programme. The MIE IFP manager indicated there was a 30% reduction in class attendance directly after the riots with some students indicating that they had increased fear about security and movement in the city. The MIE IFP manager indicated that a meeting will be held with IFP students to discuss the events that occurred and assist in managing anxiety



amongst this cohort.

The Registrar thanked the MIE IFP Manager for his update.

The MIE IFP Manager and Student Recruitment and Admissions Manager withdrew from the meeting.

MIE/ACDC/23-24/005 Proposal for New Elective in Year 4 of the Bachelor in Education (Primary)

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A memorandum from the MIE Registrar, dated 17 November 2023, was circulated along with a proposed module descriptor for the elective entitled *“Physical Education – Inclusion, Integration and Innovation”*

MIE ACDC members positively endorsed the proposed elective given the importance of physical education for wellbeing. Members commended MIE for proposing an elective which places a strong emphasis on effective strategies to ensure that all children regardless of need are included in physical education. Members noted that inclusion and integration in the context of Physical Education had been previously neglected and welcomed the fact that students are actively seeking modules that places inclusion and integration at the heart of physical education.

It was noted that students in year 4 of the Bachelor in Education (Primary) programme are only able to choose one elective and the Senior Lecturer queried whether students should be able to study more than one elective. The MIE President outlined that the inability of students enrolled on the Bachelor in Education (Primary) programme to choose more than one elective is inconsistent with other programmes offered at MIE. However, the Bachelor in Education (Primary) is designed to focus on teaching skills which the mandatory modules focus on. The MIE President stated that in time, the option for students to be able to take a 2nd elective may be introduced to the programme. The inclusion of modern languages to the Primary Education curriculum in time may result in language related electives coming on stream. However, the MIE President indicated that the weighting of credits within the overall programme will need to be further considered. Additionally, there is a financial cost associated with providing electives which must also be considered.

Some MIE ACDC members asked whether, given the proposed module is an elective, there might be capacity constraints particularly if the elective was popular amongst students. The MIE Representative for Postgraduate Taught Programmes indicated that in circumstances where an elective is popular it is offered twice (for example, Supporting Learners with Special Educational Needs in all School Settings).

The School of Education Representative queried whether the proposed elective should become part of the core curriculum. MIE representatives stated that MIE would in the future consider whether to incorporate this as a mandatory module. However, this decision will be an evidence-based decision based on data (student update etc). Furthermore, it would be best to trial the module as an elective



before incorporating it as a mandatory module within the programme.

Other MIE ACDC members indicated that this proposal was impressive and there could be potential to develop a Masters in Physical Education.

Action/Decision

005.1 MIE ACDC members noted and approved the elective “Physical Education – Inclusion, Integration and Innovation” (Bachelor of Education Primary).

MIE/ACDC/23-24/006.1 Amendments to Social, Environmental and Scientific Education (SESE): Inquiry in Science Education module (Bachelor in Education Primary)

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A memorandum from the MIE Registrar, dated 17 November 2023, was circulated along with proposed changes to the module.

The MIE Registrar spoke to the item, stating that following feedback from the first full iteration of the module from both module coordinators and student feedback that amendments to the assessment strategy and rewording of a learning outcome were being proposed. The current assessment strategy requires learners to complete an e-portfolio. Student feedback was that the e-portfolio assessment was similar to an assessment completed in the SESE 2 & Maths Methods module in Year 2 of the programme. Additionally, students felt that the assessment weighting was not reflective of the work required to complete the assessment. Lecturers felt that student engagement with the current assessment was superficial and lacked the depth that was hoped for. Based on this feedback, it is proposed that the assessment strategy should consist of a group-based multimedia project with an increased assessment weighting. The 2nd form of assessment would remain the same albeit with a lower assessment weighting. The proposed amendments to the assessment strategy would have implications for one of the learning outcomes specifically in how the learning outcome could be observed and assessed.

The Senior Lecturer queried whether student engagement with the e-portfolio was indicative of a wider issue within the programme. MIE representatives stated that the use of e-portfolios in other modules on the programme particular in year 2 had worked well. The MIE President stated that e-portfolio was an important assessment tool used in the School Placement modules throughout the programme.

Action/Decision

006.1.1 MIE ACDC noted and approved the proposed changes to module assessment and rephrasing of the learning outcome to the Social, Environmental and Scientific Education (SESE): Inquiry in Science Education module (Bachelor in Education Primary).



MIE/ACDC/23-24/006.2 Amendments to Curriculum and Pedagogy: Dispositions and Play module (Bachelor in Science Early Childhood Education).

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A memorandum from the MIE Registrar, dated 17 November 2023, was circulated along with proposed changes to the modules.

The MIE Registrar spoke to the item, stating that the proposed amendment is to change the assessment strategy from a 2500-word essay to a written assignment of 2500 words and change from an individual storytelling presentation to a group presentation.

MIE ACDC members did not have any comments on the proposed amendments.

Action/Decision

006.2.1 MIE ACDC noted and approved the proposed changes to module assessment to the Curriculum and Pedagogy: Dispositions and Play module (Bachelor in Science Early Childhood Education).

MIE/ACDC/23-24/006.3 Amendments to Inclusion and Diversity in the Early Years module and Inclusion and Culture, Identity and the Self module (Bachelor in Science Early Childhood Education).

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A memorandum from the MIE Registrar, dated 20 October 2023, was circulated along with proposed changes to the modules.

The MIE Registrar spoke to the item stating that when these above-named modules were originally approved, the indicative content, rationale of the module and learning outcomes made reference to special educational needs. Since their approval, MIE have developed and approved a dedicated special educational needs module. As a result, it is proposed that reference to special needs education is removed from the learning outcomes, aims and rationale of the above named module descriptors.

MIE ACDC members did not have any comments on the proposed amendments.

Action/Decision

006.3.1 MIE ACDC noted and approved the proposed changes to remove reference to special education needs from the learning outcomes, aims and rationale to the Inclusion and Diversity in the Early Years module and Inclusion and Culture, Identity and the Self module (Bachelor in Science Early Childhood Education).

MIE/ACDC/23-24/006.4 Amendments to Inner Landscape of the Child module (Bachelor in Science Early Childhood Education).

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A memorandum from the MIE Registrar, dated 17 November 2023, was circulated along with proposed changes to the modules.

The MIE Registrar spoke to the item stating that MIE proposes to amend the assessment strategy of the module by introducing formative assessment and



providing students with further detail on requirements to pass the module. Further detail is also provided on the re-assessment strategy.

MIE ACDC members did not have any comments on the proposed amendments.

Action/Decision

004.3.1 MIE ACDC noted and approved the proposed changes to amend the assessment strategy and provide further detail on the requirements to pass the module and the re-assessment strategy to the Inner Landscape of the Child module (Bachelor in Science Early Childhood Education).

MIE/ACDC/23-24/006.5 Amendments to Research Methods II module (Bachelor in Science Education Studies).

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A memorandum from the Course Leader BSc in Educational Studies, dated 09 October 2023, was circulated along with proposed changes to the modules.

The MIE Registrar spoke to the item stating that it was proposing to amend the assessment strategy to incorporate UDL principles. Students would have a choice between completing a 10,000 word dissertation weighted at 100% or complete an 8,000 word dissertation weighted at 80% and an oral presentation weighted at 20%. The oral presentation will allow MIE to interrogate the students' knowledge and the originality of their work which is particularly pertinent with the rising prevalence of Artificial Intelligence.

The Head of School of Education praised MIE for developing assessment strategies which will minimise the impact of artificial intelligence impacting the integrity of assessment. The Head of School also welcomed the emphasis on approximation on practice.

Action/Decision

004.3.1 MIE ACDC noted and approved the proposed changes to amend the assessment strategy to incorporate UDL principles to the Research Methods II module (Bachelor in Science Education Studies).

MIE/ACDC/23-24/006.6 Amendments to Module Names on the Bachelor in Science Education Studies programme.

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A memorandum from the MIE Registrar, dated 20 October 2023, was circulated along with names of 5 existing module names and proposed altered module names.

The MIE Registrar spoke to the item stating that the proposed changes do not have any impact on the module learning objectives, content or assessment of the currently approved modules. He outlined that the module titles have been carefully crafted to reflect the focus of each module. On a graduate transcript, employers will be able more able to easily recognise the content of the module completed. Furthermore, as the disciplines underpinning the modules are more explicit,



students will better understand the spiral nature of the core disciplines of the programme. A table of the current module titles and the proposed new module titles is provided below.

	Current Module Title	New Module Title
Year 1	Leadership I	Educational Leadership: Underpinnings of Practice
Year 1	What is Education?	The Foundation Studies of Education
Year 2	Leadership II	Educational Leadership: Management, Purpose and Practice
Year 2	Contemporary Issues in Education	Contemporary Education, Politics and Society
Year 3	Leadership III	Educational Leadership: Learning, Development and Change

MIE ACDC members did not have any comments on the proposed module name amendments.

Action/Decision

004.3.1 MIE ACDC noted and approved the proposal to amend the names the above-named modules (Bachelor in Science Education Studies).

MIE/ACDC/23-24/007 Standing update on Quality Assurance of Linked Providers by Quality Officer

The Registrar invited the Quality Officer to provide an update on the Quality Assurance items.

i. MIE Institutional Quality Review

The Quality Officer stated that the MIE Institutional Quality Review took place on the 22-24 of November. The Panel met with various stakeholders across MIE, TCD along with current students and alumni. The MIE President stated that the verbal feedback provided by the panel was positive. The MIE President expressed thanks all those who participated in the Institutional Quality Review. She also expressed thanks to the Quality Officer, the School of Education and the Assistant Secretary. The Registrar acknowledged the significant work put into preparing for the Quality Review and thanked MIE for their work in preparing it.

ii. International Education Mark

The Quality Officer stated that the Code of Practice for Provision of Programmes of Higher Education to International Learners had been approved by QQI. This Code will be published on the TCD TT&L website. A guidance note for Higher Education Providers in relation to the IEM will be provided by QQI. In relation to the IEM QQI have adopted the same branding for Irish Higher Education (HE) and English Language Education (ELE) Providers. The HEIs have provided feedback on this and it hoped that there will be different text to differentiate between ELE and HE sector. At present the annual cost to the Linked Providers in relation to the application fee



and the annual cost is unknown and the Quality Officer is engaging with QQI and the IUA to get clarification on this issue.

The Quality Officer informed the Committee that there would now be two rounds of applications (January 2024 and January 2025). This is welcome as it may allow providers adopt a wait and see approach on how the process works or could provide a second opportunity for providers to resubmit based on feedback from their first application. The proposed timeline and outcomes from the IEM application process was communicated to members and it was noted that the Minister for Higher Education, Research Innovation and Science is keen for the IEM to commence on the 30th of January 2024. Once the call for applications is opened, HEI will need to confirm their intention to apply to the first or second round of applications. HEI will be provided with access to a portal and institutions will have 4 months to complete their Self-Assessment Report. The Quality Officer indicated that the Self-Assessment Report will not be publicly published. Once the institutions application has been submitted to QQI it will take 28 weeks to review. The outcomes from the first round of IEM applications will be made available in January 2025. There are 3 possible outcomes (authorisation granted, authorisation with conditions and not authorised to use IEM).

It was noted that Linked Providers do not need to provide a response to each principle. Instead, the Linked Provider will need to review the Code and decide which principle applies to their institution and respond to each criterion under those selected principles. To gain compliance, institutions must be fully compliant with a least 80% of the criteria applicable to them and ensure that 80% compliance rate is achieved across each of the applicable principles. Where an institution feels that that they don't fully meet a criterion under a principle, the institution should clearly state this and outline what steps will be taken to fulfil compliance. The Quality Officer stated that she has asked for exemplars to assist institutions with their applications. The Quality Officer will share any resources or information with MIE once received from QQI in relation to the IEM.

iii. Approved Policies

The Quality Officer advised that the following TCD policies were approved in 2023:

1. English Language Policy
2. External Examiner Policy – Taught Programmes
3. External Examiner Policy Research Programmes

iv. QQI Guidelines on Workplace Learning

The Quality Officer advised that QQI will be publishing guidelines on workplace learning. These will be shared with MIE once received.



MIE/ACDC/23-24/008 External Examiner Reports 2022/23

A memorandum from the MIE Registrar, dated 20 November 2023, was circulated along with external examiner reports for all undergraduate and postgraduate programmes offered in MIE.

The MIE Registrar explained that Programme Team written responses to each external examiner report from the respective programme boards will be collated and brought to the next ACDC for noting. Previous Quality Reviews have advised MIE to take external examiner feedback seriously but not be reliant upon it. The MIE Registrar stated that feedback and recommendations provided by External Examiners and last year's Programme Quality Review Report are currently being implemented. Specifically, MIE have provided training on how to provide feedback to students to ensure that it is meaningful for them. Additionally, MIE have communicated with students on what feedback is and how it takes many forms not solely written feedback. The comments from the external examiner annual reports at both undergraduate and postgraduate level were positive and it was noted that feedback is of a high quality. It was noted by members of the MIE ACDC that external examiner feedback was positive for the newly approved Master in Education Studies (Primary Mathematics Education). Members commended MIE for the positive feedback from the External Examiners, stating that it is a testament to the good work being done in MIE.

The Senior Lecturer acknowledged the work MIE is doing to enhance feedback provided by teaching staff along with communicating and assisting students to understand what feedback is and the various forms it takes. The Senior Lecturer commented that feedback was also an issue at Trinity. He noted that sometimes students do not take on into consideration lecturer feedback. Members unanimously commented that students must be aware of how valuable feedback is. The MIE President commented that at secondary school students are provided with granular feedback however, at 3rd level, students need to expect that feedback will be at a more granular level.

The Registrar queried comments made by an external examiner to an undergraduate programme about students reporting feeling "forgotten" or "invisible" and questioned did MIE feel that these student's perceptions were as a result of the pandemic or programme specific. The MIE Registrar reported that this specific programme was a new degree and that for many students enrolled onto the programme it was not their first choice. Many students on this programme will progress onto the Professional Master in Education (Primary). MIE will ensure that students on this programme are more included at MIE.

The Dean of Graduate Studies welcomed the comments from the external examiner for the MES Inquiry-Based Learning which encouraged staff to publish articles with students in peer-reviewed journals of international standing because of the high-quality research/dissertations reviewed. A representative from MIE stated that students and staff have co-published a series of practice-based series on enquiry-



based learning. In addition, MIE encourages their students to publish their dissertation in MIE's Student Teacher Educational Research (STER) e-journal.

MIE/ACDC/23-24/009 Student Survey Results Report 2022 -23

A memorandum from the MIE Registrar, dated 20 November 2023, was circulated along with the Student Survey Report 2022/2023.

The MIE Registrar thanked the MIE Registrar for a detailed and robust report which provides insight into student experiences at MIE. MIE were commended for having a 43% response rate amongst students and for having many positive responses. The Senior Lecturer commended MIE for incorporating the feedback from students pertaining to wanting greater group work by amending the module assessment to facilitate more group work (e.g., amendment to the assessment strategy for the module entitled: Social, Environmental and Scientific Education (SESE): Inquiry in Science Education).

The Quality Officer informed members that the Student Survey would not run in 2024. An evaluation of the Student Survey was carried out by the HEA, IUA, QQI and USI. The consensus from this evaluation was that a new survey should be devised with questions which are relevant in an Irish context and enable institutions the opportunity to ask their own questions. A new survey is being designed and will be tested. MIE members welcomed that a new survey was being designed as the current survey was long and the wording of the survey was not accessible to students. It is anticipated that a new student survey will be launched in 2025 and will occur every second year. The Quality Officer stated the Higher Education Authority Act 2022 requires that HEIs participate in student surveys. There is some concern that the data collected from students may be used for benchmarking which would not be welcome.

MIE/ACDC/22-23/010 Standing update on Communication

- a) Inter-institutional collaboration including research – Head of School of Education and MIE President.

The Registrar invited the MIE President and the Head of School of Education to give an update.

Both MIE and the School of Education are working in collaboration on an application for funding. The School of Education, MIE and Roinn na Geailge are awaiting the outcome from an application to the Department of Education for funding pertaining to the development of a postgraduate programme for the upskilling of Irish language teachers.

A NCCA project to support curriculum specification development for the area of arts education had been completed. TCD and MIE were joint principal investigators on the project and the report was very well received by the NCCA Council.

A HEA funded project entitled "TOBER" which focuses on encouraging and



supporting admission to initial teacher education programmes for Traveller students has been ongoing for several years and one of its graduates has been recruited to work on a doctoral degree in Trinity. The PhD student is being co-supervised by Carmel O'Sullivan and Elaine Clotworthy (MIE, and a former doctoral student of the School of Education). It was noted that the PhD funding is not fully adequate to cover the increase in the student living allowance (from 18k to 25k per annum), and to support with accommodation costs in Trinity Hall. The HEA is being asked to provide additional resources to cover PhDs over a 4-year period and to support accommodation expenses for this particular student.

MIE and the School of Education were unsuccessful in their application to obtain funding for a projected related to longitudinal research project examining teachers professional learning. However, thanks were expressed to all colleagues who invested a lot of work in preparing the detailed bid.

The International Congress for School Effectiveness and Improvement will be hosted jointly by Trinity and MIE on the 8-12 January 2024. A series of masterclasses will be held in MIE on the 8th of January and the main conference will be held in Trinity. To date, 150 delegates have registered to attend the masterclass and over 400 delegates have registered to attend the conference. MIE are supporting 7-8 people to attend the conference. The Registrar thanked the School of Education, MIE and the School of Education's Manager for their work preparing for the conference.

The MIE President stated that a MIE PhD student is being co-supervised by MIE and the School of Sociology.

- b) Policies and procedures relevant to MIE – Senior Lecturer/Dean of Undergraduate Studies and Dean of Graduate Studies.

The Registrar invited the Senior Lecturer to provide an update.

The Senior Lecturer noted that TCD is currently reviewing its attendance and engagement policy. Presently, it is felt that the calendar regulations in this regard are not fit for purpose. He informed members that attendance levels had not returned to levels prior to Covid-19. It was acknowledged that other factors may influence lower attendance such as students being unable to secure accommodation and experiencing high accommodation costs. Revisions to the currently policy will be shared with MIE. The MIE President stated that MIE were currently trialling attendance monitoring software. This trial has worked well for students enrolled on the IFP programme. However, operational difficulties have arisen with its use on undergraduate programmes as the timetable may continuously change throughout the semester and this impacts on the accuracy of monitoring reports. MIE noted that their own policy relating to attendance and engagement also needs to be reviewed. All MIE ACDC members agreed that students need to take more responsibility towards their learning. The MIE President and the Senior Lecturer agreed that measures to tackle poor attendance and engagement should not be overly punitive to students.



The Senior Lecturer advised that TCD is implementing a plan to embed sustainability into the undergraduate curriculum. TCD is also developing a 5 ECTS Common Module which, it is envisaged, will be taken by all undergraduate students at TCD in either of the Fresh years.

The MIE Registrar invited the Dean of Graduate Studies to provide an update. The Dean informed members that TCD has approved new regulations for academic integrity, including new procedures in cases of suspected academic misconduct. Specifically, these procedures provide greater detail on the procedures schools must follow in cases of suspected misconduct. The severity of the misconduct and the recommended consequences are dependent upon an indicative score. The Dean will be engaging with schools to review if the indicative score provides greater guidance and clarity. This review will happen after the Michaelmas term assessment period and feedback from the review will be shared with MIE. The MIE Registrar welcomed the use of an indicative score which determines the recommended consequences but noted that if a student admits to participating in academic misconduct the severity of consequence to the student should not be as severe.

The Dean advised that TCD is introducing a new two-stage postgraduate programme development and approval review process that will be introduced on a pilot basis in January 2024. The first step of the process will require development of a proof-of-concept by the programme proposer which provides a business case for the programme. This proof of concept needs to be approved by the Head of School and the Faculty Dean. Stage two involves the development of a curriculum plan. The proof of concept and the curriculum plan form the combined proposed which then considered by the School Executive Committee, the Faculty Executive, the Graduate Studies Committee and Council for approval. It is hoped that this new two-step process will enable Programme Teams to consider their proposed programmes and in turn eliminate major change requests to programmes once approved. The MIE President asked that given that MIE finances are separate to TCD would MIE be required to complete the proof-of-concept document. The Dean advised that to her understanding she did not foresee MIE having to complete a proof-of-concept document when proposing new programmes.

MIE/ACDC/23-24/011 Any Other Business

- i. The Registrar advised that MIE were proposing two level 9 programmes which are envisaged to commence in September 2024. The Registrar advised that the MIE ACDC may need to meet outside of the scheduled MIE ACDC meetings to consider and recommend these programmes for approval.
- ii. The Registrar advised that the next meeting on 29 February 2024 will be hosted by MIE.



Section B (For noting)

MIE ACDC noted the following items:

i. External Examiner Nomination

A memorandum from the MIE Registrar was circulated which outlined the external examiner nomination extension requests. MIE ACDC members noted the following one-year extension requests:

Dr Anne Chappell as external examiner for the MES (Intercultural Learning and Leadership) and MES (Early Childhood Education).

Dr Grainne Ní Domhnaill as external examiner for the MES (Inquiry-Based Learning), MES (Christian School Leadership) and MES (Visual Arts).

DRAFT