



A meeting of the MIE ACDC was held 29 February 2024 at 12:00 online via Zoom.

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
Ms. Amanda Ryan, MIE Quality Officer

Apologies: Ms Nora Varga, Admissions and Recruitment Manager for IFP (for item MIE/ACDC/23-24/013)

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; Mr Brendan White, MIE IFP Programme Manager (for item MIE/ACDC/23-24/013).

MIE/ACDC/23-24/012 Minutes of the meeting 06 December 2023

The minutes of the meeting held on the 06 December 2023 were approved.

MIE/ACDC/23-24/013 Matters arising

- i. **MIE/ACDC/23-24/005.1:** The Registrar confirmed that GSC and Council approved the elective "Physical Education – Inclusion, Integration and Innovation" (Bachelor of Education Primary).
- ii. **MIE/ACDC/23-24/006.1.1:** The Registrar confirmed that GSC and Council approved amendments to the module "Social, Environmental and Scientific Education (SESE): Inquiry in Science Education" (Bachelor in Education Primary).
- iii. **MIE/ACDC/22-23/006.2.1:** The Registrar confirmed that GSC and Council approved amendments to the module "Curriculum and Pedagogy: Dispositions and Play" (Bachelor in Science Early Childhood Education).
- iv. **MIE/ACDC/21-22/006.3.1:** The Registrar confirmed that GSC and Council approved amendments to the modules "Inclusion and Diversity in the Early Years ~~module and Inclusion~~" and "Culture, Identity and the Self" (Bachelor in Science Early Childhood Education).
- v. **MIE/ACDC/23-24/006.4.1:** The Registrar confirmed that GSC and Council approved amendments to the module "Inner Landscape of the Child" (Bachelor in Science Early Childhood Education).
- vi. **MIE/ACDC/23-24/006.5.1:** The Registrar confirmed that GSC and Council approved amendments to the module "Research Methods II" (Bachelor in Science Education Studies).



- vii. **MIE/ACDC/23-24/006.6.1:** The Registrar confirmed that GSC and Council approved amendments to module names on the Bachelor in Science Education Studies.

MIE/ACDC/23-24/013 Standing update on International Foundation Programme by the Recruitment and Admissions Manager, Global Relations & MIE IFP Manager

The Registrar invited the MIE IFP manager to provide an update on this item.

The MIE IFP Manager stated that the IFP Recruitment and Admissions Manager was currently on a recruitment trip in Saudi Arabia, UAE and Turkey. Applications made to the IFP programme for 2024/25 were exceeding targets early in the recruitment cycle. In comparison to last year, both the offers made and deposits taken are higher than last year. The IFP manager noted that music and psychology had reached capacity and computer science was near maximum capacity. It was also noted that the number of medicine places had been reduced. Increased allocation spaces have been provided to radiation therapy and occupational therapy. It was noted that a student from the IFP who went onto the radiation therapy programme had received the highest examination marks in their class. The IFP manager noted that student progression rates within the IFP have increased compared to last year. He also noted that IFP students had visited TCD and met with Schools across the College.

The IFP Manager noted that the IFP team are implementing the recommendations from the 2023 curriculum review. The IFP team with the support of TCD faculty have reviewed and made content amendments to module descriptors. These amendments will be considered for approval by the various governance committees in May/June this year. The Senior Lecturer noted that amendments will be made to assessment strategy to ensure that assessment integrity is maintained. The Senior Lecturer and Registrar thanked for the IFP Manager for his work.

The MIE IFP Manager withdrew from the meeting.

MIE/ACDC/23-24/014 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 2023. MIE have received a draft Institutional Quality Review Report and are checking the report for factual accuracy. Any inaccuracies will be communicated to the Panel for consideration and correction. The Quality Officer noted that the report will be noted by the MIE ACDC later in the year. The MIE President thanked all involved in the institutional review and for their support. She noted that factual accuracy was underway and that there were no significant factual inaccuracies within the report.



ii. International Education Mark

The Quality Officer stated that the cost associated with the IEM for Linked Providers is still unknown. She noted that fee information needs to be confirmed by the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS). As of February 2024, the IEM application process has not opened. The Quality Officer noted that there QOI are currently making amendments to the IEM guidance note and once this guidance note has been published it will be provided to MIE. The Quality Officer will continue to engage with DFHERIS to seek guidance on costs and will communicate this to MIE.

The Quality Officer also outlined that MIE will need to have a revised and approved English Language Policy in place prior to making an IEM application. The MIE President indicated that the MIE's English Language Policy is in progress and has been reviewed by the Head of the School of Linguistics, Speech and Communication Sciences. She stated that the policy will be reviewed and approved by MIE's Quality Assurance Committee and Governing Body prior to being submitted to TCD for consideration approval. The Quality Officer asked that MIE provide a timeline on when the English Language Policy will be submitted to TCD for approval.

MIE/ACDC/23-24/015 Master in Education Studies (Further Education) Online Proposal

A memorandum from the MIE Registrar, dated 21 February 2024, was circulated along with the course proposal documentation.

The MIE Registrar spoke to this item. MIE are proposing a fully online level 9 Masters in Education (Further Education) programme which would be delivered part time over 2 years. This programme would focus on policy, research and leadership in further education. MIE currently offer a level 8 Professional Diploma in Education (Further Education) which is a professional teaching qualification recognised by the Teaching Council and enables graduates to teach in further education. The proposed MES (Further Education) is not a teaching qualification and graduates from the programme will not be able to teach upon completion. The MIE Registrar concluded by stating that MIE already have experience in offering a level 9 programme fully online (MES (Christian School Leadership)), and he undertook to correct a typo on the first page of the memo relating to the number of ECTS for the research and dissertation component.

The Trinity Registrar commended the proposal but requested that the wording on page 12, section 1.6, paragraph 2 be amended to clarify that this is not a taught research degree but a taught masters with a dissertation component.

The Dean of Graduate Studies suggested that MIE consider a framework-based programme structure for the proposed programme. Currently Trinity offers a framework-based structure which aims to provide exit award options within a level 9 taught Masters programme. Under the framework, a sequence of three one-year part time courses, each worth 30 ECTS credits, allows students to progress from a Postgraduate Certificate to a Postgraduate Diploma (top-up) and finally to a Masters (top-up). She suggested that MIE consider whether the aggregation of modules completed during the first year of this two-year programme are meaningfully



coherent to lead to a 30 ECTS Certificate in Further Education. The Dean of Graduate Studies also recommended that MIE consider what options are available to learners if they fail the dissertation component of the Masters. She reported that Trinity has changed its Calendar regulations so that if a student on a Masters course does not achieve a pass mark in their dissertation but achieves a mark within the range of 30-39, (where the pass mark is 40%), the student can make one application to the relevant School to repeat this section of their programme. Marks for the re-submission will be capped at 40%. The MIE Registrar stated that MIE would consider implementing these changes.

The Head of the School of Education stated that the staff within the School of Education had reviewed the course proposal and had provided positive feedback. She stated that proposed programme would be very attractive to prospective learners due to the programme being fully online. She also stated that the School of Education were delighted to support the proposal. She did state that there was a minor typo in the memo.

The Academic Affairs Education Policy Developer queried whether there was any overlap between the currently approved Professional Diploma in Education (Further Education) and the proposed programme. The MIE Registrar stated that while there were some potential areas of overlap in terms of the topics and content, the module learning outcomes for the MES were aligned with those of a level 9 rather than a level 8 programme.

The Registrar queried what market research had been carried out in support of the proposal and suggested that commentary pertaining to this be included in the course proposal prior the proposal being submitted to GSC.

Decision:

015.1 MIE ACDC approved the proposal for the online two-year Master in Education Studies (Further Education) Online and Postgraduate Diploma exit award, with a first intake in September 2024, and recommended it to the Graduate Studies Committee for approval.

MIE/ACDC/23-24/016 Irish Pathway within the existing Professional Master of Education (Primary Teaching)

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A memorandum from the MIE Registrar, dated 23 February 2024, was circulated along with a book of modules for the currently approved Professional Master of Education (PME) and the proposed book of modules for the Irish pathway.

The MIE Registrar spoke to the item, stating that the proposal is to offer a PME Irish Language Pathway within the existing approved PME. The proposed pathway will be delivered completely through the medium of Irish with the course content being the same between the two pathways. There will be minor differences in the programme learning outcomes and module learning outcomes between the two pathways. Upon completion of the Irish Pathway, graduates will be able to teach in both English and Irish speaking primary schools. The MIE Registrar confirmed that the currently



approved PME is professionally accredited by the Teaching Council and is aligned to the standards for Initial Teacher Education (Céim). This accreditation occurred in November 2023. The MIE Registrar stated that to his understanding, the same panel via a desk-top review would review the Irish medium pathway proposal and would submit a report to the Teaching Council's Education Committee to formally accredit the proposal.

Members of the MIE ACDC queried whether it was appropriate for the pathway to be approved by Graduate Studies Committee and Council prior to approval from the Teaching Council. The MIE President stated that the Teaching Council will only consider programmes that have already been approved by an institution. The Dean of Graduate Studies queried about the timelines of approval. MIE stated that the Teaching Council's Education Committee does not meet until late June. The Dean stated that if the programme were to commence in September 2024 it would need to be approved by Trinity's Council by early June, at which stage it would not yet have been approved by the Teaching Council. In response to this, the MIE President suggested that given a review of the programme would occur via a desk-based review, the reviewers could provide MIE with a draft report prior to it being considered by the Teaching Council's Education Committee. This draft report alongside the proposal could be considered by Trinity's Council at the June meeting. Members noted that it would be important that TCD has a guarantee that the pathway was recognised by the Teaching Council prior to enrolling students. The Registrar stated that he would speak with the Provost and the Vice-Provost/Chief Academic Officer to discuss this matter of whether Council could consider this proposal without it being formally approved by the Teaching Council's Education Committee. The MIE President reiterated that MIE were developing this pathway on a voluntary basis. In response to this, the Trinity Registrar stated that MIE must explicitly state in the documentation that goes to GSC and Council that this pathway will not recruit students unless it is formally recognised by the Teaching Council. Additionally, MIE must state that graduates from existing PME can teach in Irish setting schools.

A member highlighted that the proposed programme is being advertised on the MIE website despite not being formally approved by TCD. MIE indicated that the webpage indicates that the proposal is going through TCD accreditation and is awaiting approval from TCD Council. The Registrar stated that courses should not be advertised unless they are formally approved by Council. The MIE Registrar stated that the information on the webpage was to inform prospective students about the course, the two pathways and enable them to register their interest on the respective pathways. In addition, the MIE Registrar outlined that if the Irish-language pathway did not recruit a minimum number of students, the pathway would not be offered. One member stated that reference to "strand" or "stream" must be removed from the webpage and programme documentation. MIE agreed that all documentation and webpage text will refer to a "pathway".



The Dean of Graduate Studies queried what happens if a student passes all their examinations but does not achieve the required Irish language proficiency (>B2/C1 Common European Framework of References for Languages (CERF)) on exit. The MIE Registrar stated that all students who graduate from the PME regardless of language pathway will be awarded the same degree and receive the same parchment. MIE will issue different transcripts dependent on the pathway. However, if a student on the Irish pathway does not meet the required language proficiency on exit, despite passing their examinations, they will receive an English pathway transcript. The Trinity Registrar stated that MIE must ensure that transcripts issued should be specific to the pathway and that students who do not achieve Irish competency score of greater than >B2 should not receive an Irish pathway transcript. Members queried why there were no dedicated Irish modules to assist with competency. MIE responded that students who enrol on the Irish pathway sit both an oral and written Irish examination which enables MIE to identify students who do not have a sufficient baseline competency level. All learning and assessment is conducted through the medium of Irish which will assist in the development of competency level. The MIE Registrar reaffirmed that at present graduates from the existing PME can teach in Irish-school settings. It was agreed that advice should be sought from the Teaching Council on whether students who did not meet the Irish language pathway requirements on exit and were awarded the English-language PME, would still be accredited by the Teaching Council and have met the Céim standards.

The Academic Affairs Education Policy Developer queried whether this proposal was being developed in response to a tender call from the Department of Education. The MIE President stated that there is no tender call at present. However, she noted that there is demand for Irish language teaching qualifications, as evidenced by the numbers of students on the Baitsiléir san Oideachas trí mheán na Gaeilge (Bunmhúinteoireacht) offered at MIE. The MIE President noted that MIE and the School of Education at Trinity were working to create a Centre of Excellence in Irish language teaching by offering primary and post-primary Irish language degrees at undergraduate and postgraduate level. In this way, they hope to be best positioned to respond swiftly should an invitation to tender be issued.

The Head of School of Education stated that members of staff from TCD would be happy to review the content of the programme if additional reassurance for Council was required. She queried staff resourcing for the pathway, given that there is no specific funding to support it. The MIE President stated that when MIE is recruiting, attempts are made recruit staff that can teach in both English and Irish. In addition, MIE are in the process of appointing 3 new Irish-language lecturers who will teaching on both the Baitsiléir san Oideachas trí mheán na Gaeilge (Bunmhúinteoireacht) and the proposed Irish language pathway. The MIE President concluded by stating that MIE will maintain the 15:1 student:staff ratio required by the Teaching Council.

Decision

016.1 MIE ACDC approved the proposal for an Irish language pathway within the existing two-year Professional Master of Education (Primary Teaching), with a first



intake in September 2024, and recommended it to Graduate Studies Committee for consideration. This approval is dependent upon:

1. The pathway only recruiting students if it is approved and recognised by the Teaching Council.
2. All documentation submitted to GSC and Council explicitly stating that the programme will not run unless it is approved by the Teaching Council.

Action

016.2 MIE to confirm with the Teaching Council that students who do not meet the Irish language pathway requirements on exit and are awarded the English-language PME are still accredited by the Teaching Council and meet the CIEM standards.

MIE/ACDC/23-24/017 Proposed New Elective (Leadership in the Arts) for Year 4 of the Bachelor in Education (Primary) and Baitsiléir san Oideachas trí mheán na Gaeilge (Bunmhúinteoireacht)

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A memorandum from Dr Joan Kiely, dated 08 February 2024, was circulated along with proposed module descriptors.

Dr Kiely spoke to the item stating the genesis of this proposed elective is due to Arts Education being one of five curriculum areas in the new primary curriculum framework as set out by the National Council for Curriculum Framework (NCCA). The proposal is to integrate arts subjects with one another and with other areas of the curriculum. The approved PME which is MIE offers has a module entitled "Arts Education" which integrates the topics of visual art, music and drama. The Bachelor of Education (Primary) programme committee believe that there is a need for this elective.

The Senior Lecturer commended MIE on the proposal and commented that the proposed elective would be a welcome addition to the curriculum. The Senior Lecturer queried whether MIE was ahead of the curve in offering the proposed elective to students compared to other institutions that award Bachelor in Education (Primary) degrees. The MIE President stated that MIE's PME had recently been professionally accredited by the Teaching Council in accordance with the standards for Initial Teacher Education (Céim). The review team who reviewed the programme commended MIE for offering a module which integrated arts subjects. It was also noted that at the time of the Teaching Council review, the templates provided to MIE did not incorporate the new primary curriculum framework as set out by the NCCA. Dr Kiely also noted that MIE staff conduct research on behalf of the NCCA and actively participate in workshops and seminars and contribute to reports by the NCCA in the area of arts education. The Head of the School of Education commended MIE on the proposed elective and noted that currently no other primary teaching qualification provider offers modules which provide students with an understanding of leadership in arts education.

The Senior Lecturer noted that there were significant differences between the annual session continuous assessment and the supplemental assessment. The proposal outlined an in-term continuous assessment which comprised an integrated



arts performance and a multimedia reflection. However, the supplemental examination comprised only an essay. The Senior Lecturer recommended that MIE readjust the supplemental assessment to be similar in the spirit of the in-term assessment. MIE stated that it would re-think the supplemental assessment but noted it may be difficult to achieve given the in-term assessment required group work. The Head of the School of Education commended MIE for incorporating the principles of Universal Design Learning into their assessment strategies and stated that MIE is a leader in their approach to assessment design.

Decision/Action:

017.1 MIE ACDC members noted and approved the elective “Leadership in the Arts” (Bachelor in Education (Primary) and Baitsiléir san Oideachas trí mheán na Gaeilge (Bunmhúinteoireacht)).

MIE/ACDC/23-24/018 External Examiner Reports 2022/23

A memorandum from the MIE Registrar, dated 15 February 2023, was circulated along with MIE’s response to external examiner reports for all undergraduate and postgraduate programmes offered in MIE.

The MIE Registrar spoke to the item. He highlighted that the external examiner reports were considered by the respective programme boards. Each programme board provided comment to these reports and their responses were noted at MIE’s Academic Council. The MIE Registrar noted that receiving and responding to feedback received from external examiners is a key quality assurance and development process which informs teaching and assessment. The MIE Registrar noted that at the Institutional Quality Review, the panel noted that external examiner comments are one of a number of voices that provide commentary on teaching and learning within a programme and should not be relied upon solely.

The Senior Lecturer stated that he was satisfied with MIE’s response to the external examiner reports; noting that the responses were clear and comprehensive. He noted that overall, external examiner feedback was positive. The Senior Lecturer noted that on page 5 of the response to external examiner reports, MIE stated that it “noted” a recommendation. The Senior Lecturer queried whether noting implied a proposed action would be taken or that the recommendation was simply noted. The MIE Registrar confirmed that noted meant that the recommendation were accepted and will be actioned.

The Senior Lecturer commented on the Programme Team’s response in relation to students rarely engaging with feedback and queried whether MIE had data to suggest that students do not engage with the feedback provided to them. MIE confirmed that they have data to support this claim. Online written feedback is provided to submissions submitted to Turnitin. When a student logs into Turnitin, their visit is recorded. Teaching staff in MIE have reported that a large number of students have not logged into Turnitin to view their feedback suggesting that students are not engaging with feedback provided to them. MIE suggest that only about 30% of students review their feedback. MIE staff have also made conscious



efforts to inform and make students aware that feedback takes many forms which can be either verbal or written.

The Senior Lecturer queried the BSc Early Childhood Education's Programme Team Response relating to the dissemination of student dissertations and the proposal to set up a programme specific conference as student participation was low on the PEERs early years conference. MIE confirmed that participation in the conference would be on a voluntary basis.

MIE/ACDC/22-23/019 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 the School of Education to give an update.

The MIE President stated that the MIE and the School of Education successfully co-hosted the International Congress for School Effectiveness and Improvement in January 2024.

The Head of the School of Education stated that TCD was successful in their bid to tender from the Department of Education to design, develop and deliver an upskilling programme of study in the post-primary curricular subject of Irish. The programme will upskill current post-primary teachers to teach in Irish. Graduates of the programme will meet the post primary Curricular Subject Requirements of the Teaching Council to register to teach Irish. Staff from MIE will be involved in the design and delivery of some modules on the programme. The first intake of students onto the programme will be in January 2025.

- 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 policies and associated processes pertaining to:

- i. Academic Integrity
- ii. Student Attendance and Engagement
- iii. Student Appeals Policy

The Senior Lecturer noted that the current calendar regulations on student attendance are vague and there is variation across College as to how attendance is monitored and the consequences students face for poor attendance. The Senior Lecturer wants to ensure that the refreshed student attendance policy will be clearer and more explicit on what student attendance is and what are the consequences of poor attendance. It is hoped that these revisions will bring equity across the College. Members from MIE stated that they would welcome any guidance on what the consequences of poor attendance on students are.



The Senior Lecturer noted that TCD is currently providing an institutional response QQI's request to comment on grade inflation/degree classification in Honours Bachelor's Degrees from 2012-2022.

The Registrar invited the Dean of Graduate Studies to provide an update. The Dean stated that the within postgraduate taught masters, the research project can entail 5 different models (dissertation, performance, digital artefact, portfolio and practice). The Dean noted students can carry out practice-based research which is external to TCD. The Dean stated that she will be setting up a working group to consider the 5-model framework for postgraduate taught research with a specific focus in identifying the roles and responsibilities of each stakeholder within each model. The Dean noted that the outcomes from the working group would be shared with MIE.

MIE/ACDC/23-24/020 Any Other Business

None.

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