



**Minutes of the Marino Institute of Education Associated College Degrees Committee
(MIE ACDC)**

Wednesday 30th November, 2016: 9am -10.45am

Present: *Registrar (Chair):* Prof. Paula Murphy
 Dean of Undergraduate Studies/Senior Lecturer: Prof. Gillian Martin
 School of Education - Head: Prof. Carmel O'Sullivan
 Quality Officer - Roisin Smith
 Vice-President of Global Relations (for IFP only): Prof. Juliette Hussey
 President of Marino Institute of Education: Dr Anne O'Gara
 2nd Representative from Marino Institute of Education: Dr Seán Delaney
 Representatives of MIE Course Groupings -
 International Foundation Programme: TBC
 UG Programmes: TBC
 Postgraduate Taught Programmes including Further Education: TBC
 MIE ACDC Secretary - Ewa Sadowska

Apologies:

Dean of Graduate Studies: Prof. Neville Cox
2nd Representative from the School of Education: Prof. Colette Murphy

ACDC/16-17/227 Minutes of ACDC of 11th May 2015

The May *Minutes* were approved as circulated. The amended ACDC Minutes of 18 November 2015 were recirculated.

ACDC/16-17/228 Matters arising

It was noted that all Actions had been attended to.

Re ACDC/15-16/223 Validation of a new postgraduate Master in Education Studies course in Inquiry-Based Learning (MES in I-BL): The Registrar advised that the course had been externally reviewed and approved by the University Council at the last meeting in October. The course would commence in September 2017

ACDC/16-17/229 Standing item on International Foundation Programme

This item was moved up and taken earlier than on the agenda. The Registrar welcomed Prof. Juliette Hussey, the Vice-President of Global Relations, as a new member of the committee for the standing item on the International Foundation Programme (IFP).

The Registrar invited the MIE Registrar to start the item off by speaking to his memorandum. The MIE Registrar noted that an informal meeting had been held at the Global Relations Office in Trinity on 12 October. It was attended by the Vice President for Global Relations, the Director of Internationalisation, the International Student Recruitment Manager, the President and Registrar of MIE, and the programme manager. It was agreed that a formal meeting would be held shortly to discuss matters such as finance, student intake, governance, external examiner nominations, and a nominee for the MIE ACDC, and



that a report would be prepared following that meeting for the February meeting of the MIE ACDC.

The Vice-President of Global Relations noted with satisfaction that the IFP, taught in the Marino Institute of Education from September 2016, commenced to a good start. Recruitment had targeted countries such as Nigeria, Malaysia and the Middle East as their high school qualification does not allow applicants to enter an undergraduate degree in Trinity. Around 100 applicants had been submitted for 2016/17 and 25 students were recruited. The first cohort was very international coming from eleven countries with the biggest groups of nine sponsored students from Kuwait, and six from China. Students are grouped into two pathways, namely A (eight students) leading to undergraduate courses in arts and humanities and B (seventeen students) leading to undergraduate courses in health sciences, sciences and engineering. It was intended to expand pathway A to include law and psychology and meetings held in the relevant Schools showed that it would be feasible. Law had been added as a progression option for the next year. Recruitment is under way for 2017/18 and application numbers were already high. A number of recruitment visits had taken place to expand the feeder countries, and a new brochure, translated into Chinese, Arabic and Russian, had been designed for marketing purposes.

The President of Marino Institute of Education noted her satisfaction with the way the course had commenced, that it was enhancing the internationalisation of the student body on Marino campus, and also enabled the MIE to make new connections with Trinity staff teaching on the new course. The issue locally was to integrate the IFP students with the Marino ones, and the MIE staff worked with the Students' Union to achieve that. The IFP students live on campus which was helpful in this respect. A student representative from the IFP course would be nominated to speak at the official launch of the programme on 2 December to be attended by the Minister of Education and Skills, and all the programme students would display group posters at the event.

The Registrar congratulated all interested parties in the successful commencement of this new programme.

***ACDC/16-17/230 Standing item on the QQI Quality Assurance of Linked Providers
a) Specific Terms of Reference for MIE ACDC incorporating QQI quality assurance requirements***

The Quality Officer noted that the committee at its meeting in May had endorsed the generic terms of reference for governance committee of linked providers based on the then existing ACDC terms of reference and incorporating additional requirements from the core statutory and QQI draft consultation quality assurance guidelines. The Quality Officer explained that since then there had been three additional developments which necessitated further amendment to the terms of reference for the committee. Firstly, a policy/procedure for 'The approval of HEI/Linked Providers' Quality Assurances Procedures' by Trinity as a Designated Awarding Body (DAB) under the 2012 Act was developed (circulated separately as Enclosure 3). Secondly, given the shift to a regulatory framework, it was no longer appropriate that multiple Associated Colleges share attendance at the Associated Colleges Degrees Committee. Thirdly, since September 2016 the International Foundation



Programme was added to the portfolio of validated courses delivered by the MIE. It was within this context that a review of the terms of reference had been completed (and circulated as Enclosure 2), the name of the committee changed to the Marino Institute of Education Associated College Degrees Committee (MIE ACDC) and recommended changes to its membership. The revised terms of reference document presented to the committee today will be recommended to the University Council via the Quality Committee minutes of 12th January 2017 for approval. The Quality Officer talked the members through the changes of the specific MIE ACDC terms of reference vis-à-vis the generic ones. As a result of a comment from the MIE Registrar the proposed membership for the course groupings was further amended to include Further Education under the Postgraduate Taught representation but it was confirmed that there should and would be a separate MIE representative for the International Foundation Programme and it was a matter for the IFP course committee to nominate one.

b) Amended procedure for approving linked providers' proposed quality assurance procedures under the QQI Act 2012

The Quality Officer re-stated that the publication by QQI of the *Core Statutory Quality Assurance (QA) Guidelines* (April 2016) triggered a process for putting in place arrangements for a formal institutional assessment of MIE's QA procedures by Trinity as its DAB. She noted that the committee at its meeting in May had accepted a once off procedure for approving linked providers' proposed quality assurance documentation, and that the circulated *Approval of Higher Education Institutions' Quality Assurance Procedures* document (Enclosure 3) was a revised iteration that incorporated a procedure for an on-going monitoring and approval of linked providers' QA procedures/policies by Trinity as the MIE's DAB. The Quality Officer took the members through the changes, and then noted that the document would be submitted to the Quality Committee on 1 December.

In a discussion which followed a number of issues were raised. The Quality Officer clarified that she was in the process of finalising a proposed timeframe for MIE's submission of its policies and procedures pending finalisation of costing framework to reflect Trinity's role as a DAB under the 2012 Act. She was hopeful that a letter with a proposed timeframe would come early in the new year. The Quality Officer further clarified that two separate QA processes would be put in place under the 2012 Act. The first process, to be completed in 2016/17, would be for the approval of MIE's quality assurance policies and procedures (§33). In response to a query from a committee member, this first exercise would not comprise course handbooks but would focus specifically and exclusively on the MIE policies and procedures documentation. The second QA process would be an institutional quality review to test the effectiveness of how the MIE implemented its approved policies and procedures (§32; §37), and would be completed in 2017/18. The Quality Officer has yet to draft a procedure for Linked Providers' Quality Reviews for the second process which will require Quality Committee's approval. After the initial quality review the MIE would undergo a process of institutional review every 7 years. The Quality Officer explained that the Linked Provider Quality Assurance Working Group referred to in the revised Terms of Reference and Section 7.4 of the *Approval of Higher Education Institutions' Quality Assurance Procedures* document was separate from the MIE ACDC. The extraordinary meeting of MIE ACDC would be called up once a year, normally in February as an extension



of the ordinary MIE ACDC meeting on the day. The President of Marino Institute of Education reflected that she would need to review the internal governance instrument of the MIE to align it with the new approval process of the MIE policies and procedures by Trinity, under the Act.

c) Update on the QQI annual dialogue meeting with Trinity on 1 November 2016

The Quality Officer advised that the QQI annual dialogue meeting with Trinity took place on 1 November 2016. Annual dialogue meetings between Trinity and QQI provide information and engagement on Trinity's activities to do with quality assurance and quality enhancement.

d) Update on the QQI quality enhancement seminar on 15 December 2016

The Quality Officer noted that the second QQI conference in quality enhancement would take place on 15 December 2016 in Dublin Castle. It would explore the theme of "Using data for enhancement purposes" and would provide an opportunity to share innovative initiatives aimed at improving higher education provision in Ireland and the supporting quality structures.

ACDC/16-17/231 Standing items

a) on communication – Dean of Undergraduate Studies/Senior Lecturer and Dean of Graduate Studies to update on policy and procedure issues relevant to MIE

The Dean of Undergraduate Studies/Senior Lecturer reported that the University Council had tasked the Academic Secretary to examine the current role of the external examiner, and the issue had been discussed by the Undergraduate and Graduate Studies Committees respectively. The discussions revealed a diversity of practice as to how external examiners were used in Schools and that feedback would be put up as a designated repository for Directors of Teaching and Learning (Undergraduate). The MIE Registrar wished to have access to the repository, and it was presumed that access would be available to staff with Trinity ID. The Dean of Undergraduate Studies/Senior Lecturer noted that there was strong endorsement of the importance of the external examiners' contribution to the enhancement of academic quality assurance in Schools. The President of Marino Institute of Education emphasised that it was reassuring for the MIE staff to have all their courses annually reviewed by external examiners, and that such reviews also provided assurance to Trinity with respect to its validated programmes. The Dean of Undergraduate Studies/Senior Lecturer concluded by saying that the members of the Undergraduate Studies Committee had felt that institutional guidelines for the role of external examiners should be put together.

Action 1: *MIE ACDC Secretary to email a summary document on the role of external examiners in the UK*

The Dean of Undergraduate Studies/Senior Lecturer updated the committee on the RPL policy. The policy had been approved by the University Council and work was in progress on its implementation in terms of putting together guidelines for staff and applicants and the relevant application forms.



b) on facilitation of inter-institutional collaboration including research:

The President of Marino Institute of Education noted that the MIE and the School of Education had put together a proposal in response to a recent Programme for Access to Higher Education (PATH) Fund, Strand 1 Equity of Access to Initial Teacher Education (ITE) call from the HEA. The aim of the PATH (“pathways to teaching”) is to support initiatives that increase the number of students from target groups identified in the National Access Plan to become teachers. Targeted groups are: entrants from socio-economic groups that have low participation in higher education, first time mature student entrants, students with disabilities, part-time/flexible learners, further education award holders and Irish Travellers. The President of Marino Institute of Education felt that the MIE-Trinity proposal was very strong. It was accompanied by a separate joint work from UCD-NCAD sharing a broad introduction with the MIE-Trinity, one and both proposals were submitted under the Dublin Leinster Pillar I remit. Proposers would be expected to make presentations before a panel of HEA-appointed reviewers on 15 December.

The Head of the School of Education emphasised that MIE staff were very active in various research groups in the School, and that a MIE representative was involved in the Trinity Admissions Feasibility Study.

c) on the new institute of education:

The President of Marino Institute of Education noted that collaboration on this joint initiative had been recently stalled due, in part, to transition issues in the NCAD and difficulties in realising the goal of a jointly accredited primary/post-primary PME. She emphasised that considerable effort had been committed to the project by staff from the four participating institutions: Trinity, MIE, UCD and NCAD.

ACDC/16-17/232 Validation of two new postgraduate Master in Education Studies courses in Leadership in Christian Education and in Visual Arts

The Registrar noted that the new course proposals had been reviewed by the School of Education and the Confederal School of Religions, Peace Studies and Theology in line with *ACDC/09-10/4 minute of ACDC* on 9th July, 2010 which requires that postgraduate course proposals should follow a specific approval route. The Registrar noted that in principle the Schools agreed that the proposed Masters courses were justified academic propositions which could make good contributions to scholarly development in the areas but that they required further development.

The Registrar invited the MIE Registrar to speak to the MIE’s response to the Schools’ reports. The MIE Registrar spoke to his circulated memorandum. The MIE Registrar expressed his appreciation for the process through which Master in Education Studies (MES) courses had been validated by Trinity and to date several courses had been successfully approved through the process. With respect to the proposed MES in Visual Arts he acknowledged that the reports contained a number of constructive recommendations which the visual arts team would take on board. It was the MIE’s intention to address the matters raised and resubmit the proposal for the meeting in February 2017. He regretted that it had not been possible to respond to the report for today’s meeting due to a delay in obtaining the feedback. He emphasised that the MIE was committed to non-duplication of courses



with the School and in this context had focused specifically on visual arts education in the knowledge that areas of strength in the School of Education were drama and music education.

The Head of the School of Education responded that the strength of the School staff in terms of skills and research capacity lies in the whole area of Arts Education as illustrated by the Arts Education Research Group. She emphasised that the School was committed to supporting a course in Visual Arts Education to be delivered by the MIE so long as its focus and depth was firmly anchored in the area. However the current version of the proposal had insufficient module content devoted to the teaching of visual arts. She recommended that the visual arts components would be considerably strengthened to ideally achieve three taught modules in visual arts, or at least to have a visual arts-based assessment in the option module. The President of Marino Institute of Education explained that all new MES courses were based on a similar curricular framework namely the first module being a broad introduction to Education, followed by two specific modules and the fourth module was an option to be taken from a pool of modules taught on all the Masters courses in the MIE. However, she was happy to acknowledge that there might be a need to develop a visual arts-specific module to be offered instead of an existing option. She added that this was what was happening in relation to the new MES in Christian Leadership which was having a new theology-specific module developed in response to the report from the Confederal School of Religions, Peace Studies and Theology. The MIE registrar concluded by saying that the MIE took all the comments on board and new drafts would be submitted to the Schools in the new year so that revised proposals could be considered by the MIE ACDC in February 2017.

ACDC/16-17/233 To consider external examiners' reports

The committee noted that three of the four reports were submitted and that they were positive. The submitted reports were:

- 1) Dr Geraldine Magennis's annual report 2015/16 on Bachelor in Science courses in Education Studies and in Early Childhood Education and Professional Diploma in Education (Further Education)
- 2) Professor Ninetta Santoro's annual report 2015/16 on Professional Masters in Education
- 3) Dr Andreas Stylianides's annual report 2015/16 on Masters in Education Studies courses in Intercultural Education and in Early Childhood Education

It was noted that Professor Paul Conway's annual report for 2015/16 on Bachelor in Education was still outstanding.

The Registrar invited the MIE Registrar to speak to the MIE's response (circulated) to the external examiners' reports. The MIE Registrar explained that feedback received from external examiners was a key component of MIE's quality assurance process, and noted that the full set of external examiners' reports would be discussed by the relevant faculty members at dedicated meetings on 9 December and on 3 March. He drew the members' attention to a number of comments made by the external examiners in their reports namely that



- a) examination questions “were generally clear and well-constructed” and that “marking schemes and assessment procedures were clear and transparent” (PME),
- b) feedback on dissertations was “detailed and relevant” (PME),
- c) programmes across the board were in very good condition (B.Sc. (Education Studies), B.Sc. (Early Childhood Education) and Professional Diploma in Education – Further Education),
- d) “the quality of written feedback to students is very high, very impressive in its level of detail, especially for dissertations” (MES),
- e) there was consistency around responding to inaccurate and incorrect use of academic conventions, and explicit approach in assessments about expectations in relation to referring to theory and to critical engagement (PME),
- f) reducing the annotations on dissertations and putting feedback on the written reports should be considered (MES),
- g) an alternative model of supervision of the dissertation is to be proposed (MES).

The reports also made a reference to the “maturity and satisfaction” of students in relation to the work placement which offers “profound and enjoyable experiences” (B.Sc. (Education Studies), B.Sc. (Early Childhood Education) and Professional Diploma in Education – Further Education).

The MIE undertook to consider how to inform students of changes made as a result of the external examination process (PME), how to communicate more feedback on work to students (B.Sc. (Education Studies), B.Sc. (Early Childhood Education) and Professional Diploma in Education – Further Education), and how students might increase detail about data analysis and reduce generic information about research methodologies (MES).

There was a query with respect to point (g) and the MIE Registrar explained that the original practice of marking dissertations required two external markers, and that this practice was changed at a request of the subsequent external examiner to have dissertations marked first by the supervisor and then by a second marker. The current external examiner recommends that the original practice be restored, and the MIE was intending to keep the existing practice for another year and review it at that stage in light of the diverse views of the successive external examiners.

The Registrar congratulated the MIE members on their successful delivery of the programmes evaluated in the reports.

ACDC/16-17/234 AOB

Information received from the Subject Librarian in Education was passed on to the members to say that the UK e-legal deposit change, and the majority of UK published material which the Library receives under copyright will now be deposited in soft copy format. Students can easily identify this collection in the catalogue, as such e-books will have the following message in the catalogue “→Available on Library reading room PCs only. Click here for access.” E-books can be viewed exclusively on library pcs, and only 5% of contents can be printed.



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

The meeting ended around 10.50am.

Date _____

Registrar _____