



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

Wednesday 29th November, 2017

Present:

Registrar (Chair): Prof. Paula Murphy

Dean of Undergraduate Studies/Senior Lecturer: Prof. Gillian Martin

School of Education - Head: Prof. Andrey Loxley

Quality Officer - Roisin Smith

President of Marino Institute of Education: Dr Anne O'Gara

2nd Representative from Marino Institute of Education: MIE Registrar Dr Seán Delaney

Representatives of MIE Course Groupings -

International Foundation Programme: Brendan White

MIE ACDC Secretary - Ewa Sadowska

Apologies:

Dean of Graduate Studies: Prof. Neville Cox

2nd Representative from the School of Education: Prof. Colette Murphy

Representatives of MIE Course Groupings -

UG Programmes: Dr Julie Uí Choistealbha

Postgraduate Taught Programmes including Further Education: Dr Gene Mehigan

In attendance:

Assistant Librarian (for Trinity library update ACDC/17-18/254): Ms Geraldine Fitzgerald

Vice-President of Global Relations (for IFP item ACDC/17-18/255): Prof. Juliette Hussey

ACDC/17-18/252 Minutes of ACDC of 10th May 2017

The *Minutes* were approved as circulated.

ACDC/17-18/253 Matters arising

It was noted that all Actions had been attended to. In particular the Registrar noted that

Re. ACDC/16-17/250 The clarification provided by Dr Cathal de Paor from Mary Immaculate College reflected his specific expertise in the area of Early Childhood Education and Further Education, and the committee approved his candidacy as external examiner replacing Dr Geraldine Magennis on Bachelor in Science (Ed St), Bachelor in Science (Early Childhood Ed), Prof Dip in Ed (Further Ed) from 2017/18 for three years.

Action 1: The MIE ACDC Secretary to forward Dr Cathal de Paor's candidacy to the next University Council.

ACDC/17-18/254 Trinity Library update

As agreed following her first appearance at the ACDC in November 2014 (ACDC/14-15/165) Ms Geraldine Fitzgerald, Assistant Librarian, attended the November meeting to update the MIE members on Library developments relevant to their students and staff. The Subject



Librarian for Education talked the members through the main developments listed on her memorandum circulated for the meeting. She drew members' attention in particular to the current collaboration between the Trinity library and the MIE library to enable MIE academics to upload their research to Trinity's online repository, TARA. Other developments she mentioned were: a new student landing page intended as a "one-stop shop"; the powerful search parameters of the Stella engine supporting enhanced discoverability of Trinity's electronic resources, and allowing users to search an increased range of licensed databases alongside locally held print collections all via a single search box; and a possibility for students and staff to order hard copies of ebooks obtained by Trinity as a UK copyright library. Ms Fitzgerald also reported that orientation days for MIE students had been well attended. The MIE President noted that TARA would be very valuable for promoting research of the MIE academic staff and enhancing the inter-institutional collaboration between Trinity and the MIE. The Registrar thanked the Assistant Librarian for her valuable updates on the recent developments in the library.

ACDC/17-18/255 Standing item on International Foundation Programme (IFP)

The Vice-President of Global Relations was present for the item and provided an update on the current situation with respect to the IFP. She noted that for 2017 entry, a total of 159 applications were received for the programme from 43 different countries. The aim for the September 2017 intake was 40 students but to date a total of 50 students registered, thus exceeding the target, from twelve countries including Russia, Turkey, Thailand and Taiwan not represented in the previous cohort. The largest cohorts though come from China, and in particular from Kuwait where the government was very supportive of the link with the IFP and provided numerous stipends for Kuwaiti students. The ratio of students per pathway is the same as last year's with 33% of students joining Pathway A and 67% selecting Pathway B. The gender balance is approximately 56% in favour of female students. Intended degree destinations chosen by the 2017 IFP cohort include BBS and Pharmacy (8 students each), Medicine (7 students), Computer Science and Engineering (6 students each), BESS (5 students), Dental Science (4 students), Human Health and Disease (2 students), Education at MIE, Psychology, Science and Sociology (1 student each). The Vice-President of Global Relations drew the members' attention to a number of additional intended degree course destinations for entry to Trinity in September 2018 and September 2019 with the proposed minimum progression requirements, and noted that they had been discussed with the relevant schools. She also obtained retrospective approval of Medicine as an intended degree course destination as some students had already been admitted to the IFP by agreement with the School of Medicine to register in Trinity in the academic year 2017/18. An interview had been introduced as a new entrance requirement for IFP students last year for destinations of dentistry, pharmacy and medicine, and the plan was to extend it next year to engineering. The Vice-President of Global Relations also noted that the Dean of FEMS had been sympathetic towards a MIE request to allow IFP students to use laboratories in Trinity for their science classes. The Vice-President of Global Relations confirmed that an IFP committee meeting would be discussing various matters pertaining to the IFP, and that a report would be prepared for the February meeting of the MIE ACDC. The MIE President noted that the IFP was being financially well managed.



The MIE Registrar stated that the first year of the IFP had been successfully completed and drew members' attention to a number of issues in need of resolution going forward. He stated that this year a ceremony had been organised by the MIE to mark the completion of the IFP course, and he requested that in the future the graduation ceremony be held in Trinity. The Registrar suggested that a possible date for such a ceremony could be in January. The MIE Registrar advised that two external examiners (one for Mathematics and STEM and one for Social Sciences, in addition to the current external examiner who has expertise in English for Academic Purposes) will be appointed in line with the original course proposal. He raised an issue of IFP students failing final examinations or not attaining the required grades thus being prevented from progressing to their chosen undergraduate destinations in Trinity. It was noted that a sub-committee to the IFP course committee would be set up to discuss the role of appeals and supplemental examinations on the IFP course and any other academic matters that arose in 2016-17. He finally noted that although the 2016-17 cohort of students performed strongly in the English for Academic Purposes (EAP) module, it is proposed that future students who are unsuccessful in this module be permitted the opportunity, at their own expense, to study and take the IELTS (International English Language Testing System) requirement before the commencement of the new academic year. It was agreed to consult Dr Sarah O'Brien re the matter as she is Director of Centre for English Language Learning and Teaching which focuses on improving academic outcomes for Trinity's non-native English speakers.

Action 2: The Vice-President of Global Relations and the MIE representative of the IFP to provide their respective updating reports for the next meeting.

Action 3: The MIE ACDC Secretary to bring feedback from Dr Sarah O'Brien for the next meeting.

The Registrar congratulated all interested parties for the successful running of the programme. The Vice-President of Global Relations left the meeting at that point.

ACDC/17-18/256 Standing item on the QQI Quality Assurance of Linked Providers

a) QQI Quality Assurance of Linked Providers

The Registrar provided a brief update on Trinity's approval of the quality assurance procedures under the QQI Act 2012. She explained that Trinity had commenced the process with the Royal Irish Academy of Music but that questions arose with respect to Trinity's responsibilities, and liabilities and the review of the RIAM procedures was therefore paused to allow for legal advice. This was obtained and resulting recommendations were currently making their way through committees in College towards a full discussion at Board. The MIE would be notified in due course of the outcome as approved by Board.

b) QQI The blended learning guidelines

The Quality Officer noted that the QQI had distributed the *White Paper Topic-specific QA Guidelines on Blended Learning* in August for consultation with institutional responses which were due by 3rd November 2017. The MIE President advised that there were modules on their degree programmes delivered *via* the blending learning approach, and that the MIE Director of ICT & eLearning had been forwarded the *guidelines*. The Quality Officer advised



that all teaching and learning whether for credit or not-for-credit was subject to quality assurance under the QQI Act 2012, and any delivery based on blended learning should have regard for the *guidelines*.

c) Amendments to the QQI Act and International Education Mark

The Quality Officer advised that the amendments to the QQI Act were thought unlikely to be passed in the life of the current Legislative Assembly due to a backlog of legislation to be passed and as a result the International Education Mark was also delayed.

d) Launch of the CINNTE Institutional Review Guidelines and Terms of Reference

The Quality Officer explained that Irish higher education institutions had primary responsibility for reviewing and improving their own quality, and QQI was responsible for carrying out external reviews on a cyclical basis. The first of QQI's cyclical review periods, the CINNTE review cycle takes place within 2017-2023, and during this period, QQI will organise and oversee independent reviews of each of the Universities including Trinity and its associated colleges. The link to the QQI review cycle had been circulated for information.

ACDC/17-18/257 Standing update on communication - Senior Lecturer/Dean of Undergraduate Studies on policy and procedure issues relevant to MIE

The Senior Lecturer/Dean of Undergraduate Studies updated the members on the *Trinity Education Project*. She spoke to the circulated presentation. She explained that the TEP had resulted out of the College Strategic Plan 2014-2019 goal 3 which aimed to renew Trinity education at the undergraduate level. The first step was the identification of graduate attributes which informed the development of curriculum principles and the resulting programme architecture and assessment. The Senior Lecturer/Dean of Undergraduate Studies described the parameters of four types of undergraduate programme architecture which resulted in turn in the revised progression rules as laid out in the circulated *Progression and Awards* document. She noted that the new assessment regulations were replacing the current ones which focused on final summative examinations while the new ones would place an emphasis on assessment understood as learning and for learning. She explained that the new academic year structure, to be introduced from 2018/19, would facilitate the new assessment approach by dividing the academic year into two semesters, introducing two shorter examination sessions at the end of each semester and one re-examination session at the end of the academic year. It is intended that shorter examination sessions would necessitate a review of current assessment practices and lead to non-examination-based alternative assessment forms. The Senior Lecturer/Dean of Undergraduate Studies further noted that all taught modules would need to be expressed in volumes of 5 or 10 credits with 5-credit modules taught only over one semester. The exception would be the capstone research module of 20 credits. The Senior Lecturer/Dean of Undergraduate Studies explained the merit and aim of *approved modules (AM)* and *Trinity electives (TE)* as part of the new programme architecture.

In a short discussion which followed the Senior Lecturer/Dean of Undergraduate Studies clarified that it would be up to the discipline to determine a format of the capstone project which may take a laboratory-based work in science, a recital in music, a performance in drama and a dissertation in the arts areas. In response to another query she further



explained that within health sciences *approved modules* and *Trinity electives* would be replaced by inter-professional learning which will bring together students from different health disciplines to work collectively on problem-based projects.

The MIE members expressed their appreciation for new opportunities the TEP would bring to students saying that the new initiative and its implication for MIE courses will be considered. The Registrar thanked all for a constructive discussion, and in particular the Senior Lecturer/Dean of Undergraduate Studies for her clear and concise presentation. The MIE President expressed her appreciation for having seen the presentation as the awareness of TEP would assist the MIE in managing the expectations of the IFP students in terms of their destination courses in Trinity.

ACDC/17-18/258 To consider External Examiners' reports for 2016/17

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

- 1) Dr Geraldine Magennis's annual report 2016/17 on Bachelor in Science courses in Education Studies and in Early Childhood Education and Professional Diploma in Education (Further Education)
- 2) Professor Pádraig Ó Duibhir's annual report 2016/17 on Professional Masters in Education
- 3) Dr Andreas Stylianides's annual report 2016/17 on Masters in Education Studies courses in Intercultural Education and in Early Childhood Education
- 4) Dr Barbara Skinner's annual report 2016/17 on International Foundation Programme

It was noted that Professor Paul Conway's annual reports for 2015/16 and 2016/17 on Bachelor in Education were still outstanding in spite of repeated communications from the MIE Registrar to obtain same. The MIE Registrar explained that the external examiner had attended his duties in the MIE both years as required but provided only oral feedback on the day. He was neither paid nor claimed expenses. After a short discussion it was recommended that a second external examiner be appointed to the B.Ed. course accompanying Professor Paul Conway from 2017/18 and provide formal reports for quality enhancement purposes.

Action 4: The MIE Registrar to bring a nomination for a second external examiner to be appointed to work alongside Professor Paul Conway from 2017/18 to the next meeting.

The Registrar invited the MIE Registrar to comment on the 2016/17 reports. The MIE Registrar spoke to his circulated memorandum clarifying that all submitted reports would be considered by the relevant course committees, and an MIE response would be provided to the external examiners on their next visit. He explained that feedback received from external examiners was a key component of the MIE quality assurance process. He referred to external examiners' observations on various types of degree programme made in the reports, and mentioned that

- (i) with respect to MES courses, a very high standard of marking and providing written feedback was noted, more emphasis is to be placed on supporting students to select and phrase their



- research questions and to map them to the methods used and data collected, and more consistency is needed in the expression of feedback to students;
- (ii) with respect to the IFP, the course team was commended for its support for students, an example of excellent practice was noted in the encouragement of students to use quality sources in assignments on the English for Academic Purposes course, consideration should be given for making internal moderator process more formal or appointing an external examiner for Pathway A and for Pathway B, and access to Trinity laboratories should be investigated;
 - (iii) with respect to PME – Primary, the external examiner was impressed with the level of supervision provided to students on school placements, and noted that grading of students was consistent, measured and fair, but also recommended a review of the number of students who receive a first grade, which currently seemed low relative to the calibre of the students, and suggested publication of best dissertations;
 - (iv) with respect to BSc and PDE – FE, the external examiner noted the seriousness with which recommendations from previous years had been implemented, and an appropriate balance of formative and summative assessments but also suggested that students could be encouraged to use more peer-reviewed journals in their assignments, collaboration with other educators interested in similar themes in other institutions in Ireland and beyond should be undertaken and best dissertations should be published.

The Registrar congratulated the MIE members on their successful delivery of the programmes evaluated in the 2016/17 reports.

ACDC/17-18/259 To consider MIE response to external examiners' reports from 2015/16

The MIE Registrar spoke to the circulated MIE response and noted that written external examiner reports were received from Professor Ninetta Santoro, from Dr Geraldine Magennis and Dr Andreas Stylianides. An oral report only had been given by Professor Paul Conway. He noted that the MIE document contained a summary of the key recommendations of the reports and the actions taken in response to them. He further noted that the reports were considered at two meetings by members of the MIE academic staff and were discussed by the Heads of Department, the Academic Council in the MIE and by the MIE ACDC last year. Finally he noted a number of ongoing matters in relation to examinations and stated that these would be considered at the examinations meeting in December 2017.

ACDC/17-18/260 To consider a Module change from 2017/18: Teaching and Learning 2: Approximations of Practice and Behaviour Management

The committee approved a number of changes to the Module “Teaching and Learning 2: Approximations of Practice and Behaviour Management” on the Bachelor in Education course, Year 3, ensuring that students must pass both the theory and the practice parts of the module. The revised part of the module is to be implemented from semester 2 in 2017/18. After a short discussion it was decided that marks would be provided for engagement in class that would include multiple actions such as contributions to class discussions, volunteering for activities and completion of class quizzes, and appropriate use of electronic devices.



ACDC/17-18/261 Sahlberg Report update and the MIE-Trinity strategic collaboration 2020

The Head of School of Education introduced the item by reminding the committee that the Sahlberg report had been commissioned by the Minister for Education and Skills and published in July 2012. The purpose of the review was to consider the initial teacher education (ITE) provision in Ireland and to identify possible new structures based on a reconfiguration of existing programmes in order to strengthen the ITE quality. It was noted that this review of the structure of ITE provision takes place in the context of a broader review of higher education in Ireland in order to assist the HEA in advising the Minister for Education and Skills on the implementation of the National Strategy for Higher Education to 2030. The Sahlberg report proposed (among other things) that the Schools/Departments of Education/ in Trinity, MIE, UCD and NCAD should all amalgamate on the MIE campus to provide streamlined ITE. Progress on the report was being evaluated by the HEA, and it was important for the MIE and Trinity to showcase their ongoing inter-institutional collaboration. A review would be commenced early next year.

The MIE President noted a significant progress overall in addressing the recommendations made in the Sahlberg report in terms of the merger of the Froebel College of Education and Maynooth University, and that of DCU, St Patricks College, Mater Dei Institute of Education and Church of Ireland College of Education. However in terms of Trinity, UCD, MIE and NCAD the proposal relating to these four institutions focuses on the provision of a virtual centre that will draw on the resources of each to enhance the quality of their teacher education and research. Given that this institutional cluster is not leading to a merger, the milestones by which progress can be measured are less clearly defined. Considerable work has, however, been undertaken by the relevant academics, particularly around the review of existing research activity with a view to better coordination and investigation of the development of shared academic programmes for initial teacher education. The *MIE-Trinity strategic collaboration 2020* publication serves that purpose. The Registrar congratulated the MIE members on their interesting publication illustrating the multi-faceted collaboration between the two institutions.

ACDC/17-18/262 To consider MIE Registrar's request to change MIE Commencements schedule in 2018

The MIE Registrar spoke to his circulated memorandum and stated that the MIE appreciates that currently MIE undergraduate commencement ceremonies are held together and postgraduate commencement ceremonies are also held together. This makes it possible for the maximum number of MIE staff to attend these occasions in Trinity and for MIE to host a supplementary function on its campus to coincide with the Trinity graduations. In order to build on this, he requested that for students graduating in 2018, the ceremonies for undergraduate and postgraduate students be held on different days in order to further maximise the number of staff attending both ceremonies. This would also help facilitate the smooth running of the supplementary ceremony held on the MIE campus. Given the increase in the number of MIE undergraduate students, the commencement arrangements would need to be kept under review for future years.



Action 5: The Registrar undertook to investigate the matter with the Academic Registry and provide feedback at the next meeting.

ACDC/17-18/263 To consider MIE Registrar's request for a Liaison Person in Academic Registry

The MIE Registrar spoke to his circulated memorandum and stated that for various reasons relating especially to the registration and graduation of students, the relationship between the MIE Registrar's Office and the Academic Registry in Trinity is critical with pressure points in both offices at roughly similar times of the year. Because delays in responding on one side or the other can compound the workload of each office, the MIE Registrar requested that it would be helpful if a liaison person be put in place in the Academic Registry to ensure smooth communications between the offices in each institution. Although this may not be possible, the Registrar agreed that ways of increasing responsiveness between both offices could be discussed by meeting.

Action 6: The Registrar undertook to set up a meeting with representatives of the Academic Registry and the MIE Registrar's Office (after the winter commencements) and provide feedback at the next meeting.

ACDC/17-18/264 To note: MIE Draft Quality Assurance Handbook

The committee noted and commended the circulated *MIE Draft Quality Assurance Handbook*.

ACDC/16-17/265 AOB

There being no other business the meeting ended around 11am.

Date 29th November, 2017 Registrar _____