

Part 1 Programme details

Proposed titles	MSc in Education Postgraduate Diploma in University Learning and Teaching
Mode and duration of programme	Part-time, two years Part-time, one year
ECTS	90 ECTS (MSc) / 60 ECTS (PgDip)
TU Dublin award(s) sought	Master of Science in Education (Academic Innovator/Digital Innovator/Educational Innovator) Postgraduate Diploma in University Learning and Teaching
Classifications of award(s)	Unclassified
School responsible	Learning, Teaching and Technology Centre (LTTC)
Professional body accreditation and relevant dates (where applicable)	NA
External provider type (where applicable)	NA
Delivery location	TU Dublin – City Campus (Aungier Street)

Part 2 Programme approval information

Date of initial approval (of Q1A) by ORC's Academic and Research Committee	23rd April 2019
Date of validation event	25th June 2019
Date of approval by Academic Council and Governing Body	
Proposed date of commencement	September 2019

Part 3 Programme background/structure

Background

Designed within the context of a newly established first Irish Technological University, the proposed MSc programme brings together the LTTC's MA in Higher Education and MSc in Applied eLearning into one award within a framework that recognizes the changing professional development (PD) needs of staff who are involved in teaching. The new MSc in

Education programme aligns with the vision of TU Dublin as a provider of high quality professional career-focused education and the development of innovative practices that aim to maintain our institutional reputation for excellence in teaching and in the creation of a distinctive student experience for our students.

The newly designed programme also allows graduates of the Postgraduate Certificate in University Learning and Teaching to enter the programme and complete the MSc in Education or the Postgraduate Diploma in University Learning and Teaching.

Stated aims and learning outcomes of the MSc programme

This programme aims to broaden the researcher role to include a critical understanding of the issues in the context of both practice and policy in higher education. Participants are supported throughout the programme to gain new insights and to apply and extend their knowledge.

Programme Learning Outcomes

On successful completion of this programme, graduates will be able to:

KNOWLEDGE (BREADTH AND KIND)

- Demonstrate a critical understanding of relevant policies, theories, concepts and perspectives in higher education;
- Develop specialist knowledge in a range of areas including academic practice, academic leadership, digital education and educational research;
- Demonstrate a critical understanding of key issues and debates in higher education;
- Determine effective research and research methodologies with sensitivity to the ethical dimensions of such work;
- Identify the challenges and opportunities associated with enabling innovative pedagogies and educational technologies.

KNOW-HOW AND SKILL (RANGE AND SELECTIVITY)

- Design and implement a research project combining independent study, research, analysis and writing critically in an area of educational interest;
- Sustain a reasoned argument and draw consistent and coherent conclusions from research evidence;
- Design, develop, implement and evaluate appropriate research outputs within their professional educational context;
- Reflect and write critically on personal learning and professional practice.

COMPETENCE (CONTEXT, ROLE, LEARNING TO LEARN, INSIGHT)

- Plan and develop a research proposal for a research study (including applied projects or work-based learning projects) with an acceptable research question or hypothesis;
- Manage a research project with regard to time and deadlines, and completion of major milestones;
- Undertake a substantive piece of academic writing which meets postgraduate standards of scholarship and technical expertise investigating the subject area or testing the hypothesis outlined in the research proposal;
- Communicate and disseminate research to a publishable standard and at seminars and conferences to appropriate standards of scholarship;

- Manage professional identity effectively in multiple contexts including digital and professional networks;
- Critically appraise and reflect upon professional experiences, contextual influences, and self-awareness, and use this as a basis for planning and setting targets to address personal development needs.

Programme structure

The MSc programme is part-time and has a modular structure with three different pathways of study that leads to different specialisations and assessment approaches. Participants must achieve 60 ECTS in Year 1 to progress to Year 2 of the programme. These 60 ECTS comprise a number of core and optional modules, which will vary according to the pathway of study chosen. Participants must decide on their pathway by the end of the first semester of Year 1. In Year 2, all participants will be able to choose whether they wish to complete a thesis or an applied project with journal paper to achieve the remaining 30 ECTS.

Entry Requirements

Applicants to the MSc Education programmes will normally satisfy the following criteria:

- Entry to the programme is open to graduates who have achieved at least a 2.2 honours degree.
- The MSc Education is open to a wide range of professionals in an academic (further and higher) education or a public or private sector eLearning/learning and development/training/consultancy context.

Non-standard applications shall also be considered according to the procedures for these cases.

Arrangements for graduates of the LTTC's Postgraduate Certificate in University Learning and Teaching and the Postgraduate Diploma in Third Level Learning and Teaching to enter the programme are outlined within programme documentation.

Student assessment

In accordance with TU Dublin's General Assessment Regulations (City Campus) apart from derogations outlined below.

Where there is more than one assessment component within a module, each component must be passed.

Derogations from the General Assessment Regulations, including rationale for derogation and view of the Panel:

Assessment is on a Pass/Fail basis and the awards are unclassified.

A maximum of three attempts to pass a module are permitted.

Part 4 Validation Details and Membership of Panel

Schedule of meetings

Venue: Room 5-038 (5th floor, Aungier Street)

- 09.00 am Introductory meeting between Panel, the Director of Academic Affairs, Digital & Learning Transformation, the Head of the Learning, Teaching & Technology Centre (LTTC) and other key staff. Presentation from LTTC on the new programme.
- 09.30 am Private meeting of Panel to discuss agenda and plan for the day's meetings.
- 10.30 am Meeting of Panel with the Head of LTTC and other members of the Programme Committee as appropriate to discuss specific issues raised by the Panel.
- 11.45 am Meeting of Panel with staff teaching on the programme to discuss such matters as syllabi, teaching methods and assessment issues.
- 12.30 pm Panel meets with a group of current participants/graduates of the predecessor programmes (MA in Higher Education and MSc in Applied eLearning).
- 1.15 pm Lunch.
- 2.00 pm Tour of facilities available to the programme.
- 2.15pm Private meeting of Panel to consider draft report.
- 4.00 pm Final meeting of Panel with the Director, Head of the LTTC and other key staff as appropriate.

Panel Membership

External Members

- | | |
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| Dr Roisin Curran | Course Director of the Master in Education Programme,
Ulster University, Magee Campus, Derry, Northern Ireland |
| Prof. Keith Smyth | Professor of Pedagogy & Director of the Learning & Teaching Academy, University of the Highlands & Islands, Scotland |

Internal Members

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| Dr Barry Ryan (Chair) | School of Food Science & Environmental Health,
TU Dublin, Cathal Brugha Street |
| Dr Deirdre Duffy | School of Retail & Services Management,
TU Dublin, Aungier Street |
| Dr Carmel Gallagher | School of Languages, Law & Social Sciences
TU Dublin, Grangegorman |

Officer

Documentation submitted

The Panel received the programme documentation including programme background and overview and Student Handbook.

Part 5 Summary of Panel findings against key questions

Note: the Panel's findings (ie yes/no) and any additional comments against each of the key questions should be recorded below. Where a 'no' is recorded, an associated condition or recommendation should be included in Part 6, Findings of the Panel.

Is the market demand and need for the programme clear and articulated?	Yes
Are the aims, objectives and learning outcomes of the programme well-founded and clearly formulated?	Yes, for the MSc
Are the entry requirements clear and appropriate?	Yes
Are the arrangements for access, transfer and progression in accordance with University policy and NFQ?	See condition regarding clarity for advanced entry to the MSc
Are the programme learning outcomes at the appropriate level as set out by the NFQ requirements?	Yes
Do the individual modules 'add up' to a coherent programme?	Yes
Are Graduate Attributes embedded within the programme?	Yes
Will the accumulation of the module learning outcomes result in the attainment of the programme learning outcomes?	See condition regarding mapping of programme learning outcomes to modules.
Is there appropriate use of student-centred learning, teaching and assessment strategies, including the First Year Framework for Success checklist, which recognise the needs of diverse student groups?	Yes
Do the curricula and teaching schemes in each module descriptor give realisable substance to the module's aims, objectives and learning outcomes?	Yes
Are the assessment methods and criteria aligned to the learning outcomes in each module?	See condition regarding assessment components and alignment with learning outcomes.

Are facilities and resources, including staff, in place to support the delivery of the programme at the standard proposed?	See Panel's observation regarding staff required to manage the programme.
Is there parity between off-campus/on-campus delivery (if applicable)?	N/A
Are the roles and responsibilities of each partner clearly specified (if applicable)?	N/A

Part 6 Recommendations of the Panel

Conditions and recommendations

The Panel is pleased to recommend approval of the Master of Science in Education (Academic Innovator/Digital Innovator/Educational Innovator) at Level Nine on the National Framework of Qualifications, and the Postgraduate Diploma in University Learning and Teaching, at Level Nine on the National Framework of Qualifications, subject to conditions and with recommendations and one observation.

The Panel is impressed with the rationale for the design of the new programme and the distinctive pathways on offer, and it considers that the extensive consultation undertaken is evident within the self-study documentation. It commends the Programme Team for the broad range of pedagogic approaches used, many of which are creative. It considers the programme as a great role model for TU Dublin colleagues in this regard and it notes the feedback from graduates of the predecessor programmes on how these programmes served as enablers for transformation.

Conditions

1. There should be an explicit mapping of the programme learning outcomes to modules. The Panel considers that this mapping would benefit the Programme Team in terms of ensuring that, within the core modules in the three streams, all learning outcomes can be met. For example, it is not clear to the Panel where and how the learning outcome in relation to academic leadership will be addressed or where the learning outcome 'Design, develop, implement and evaluate appropriate research outputs within their professional educational context' is met.
2. The entry requirements for advanced entry routes to the MSc require further specification, including for graduates of the existing Postgraduate Diploma in Third Level Learning and Teaching and the new Postgraduate Certificate in University Learning and Teaching.
3. The Programme Team should review the number of module learning outcomes to ensure greater consistency and that the number of outcomes are in proportion to the ECTS weighting (for example, see the modules Higher Education Policy and Academic Writing and Publishing). The learning outcomes should be condensed and synthesised where appropriate. In addition, the Panel would recommend that the outcomes should

focus less on the learning process and more on the knowledge and skills that participants should achieve.

4. There should also be a review of module assessments to ensure a consistency of workload between modules in proportion to the ECTS weighting (in this regard see modules in Higher Education Policy which is 10 ECTS and the module in Universal Design which is 5 ECTS, and their associated assessment load).
5. The documentation should be checked to ensure accuracy and consistency throughout.
6. In order to approve the Postgraduate Diploma programme and award, the Panel requires further documentation specific to this pathway, in particular: entry requirements, programme learning outcomes (mapped to modules – see condition 1 above), how students might progress to the MSc programme, and assessment requirements for the final award

Recommendations

1. The Programme Team should explore where there may be opportunities for module activities to be led or co-led by participants.
2. As the Programme Team develops student-facing documentation, it should consider how it can give a fuller appreciation of the full range of learning, teaching and engagement activities available to participants, including networking and dissemination opportunities.
3. The philosophical basis of education that reflects on the purpose and role of education in society should be embedded within the indicative syllabus of at least one module descriptor.
4. The Higher Education Policy module should also address historical developments in education as well as the national and global context.
5. The Programme Team should consider the number of essential readings included in module descriptors to ensure consistency and appropriateness for the ECTS weighting. The reading lists should be reviewed to ensure currency.
6. The module learning outcomes should be aligned with the individual assessment components of modules assessed through 100% continuous assessment. It should also be clear in such modules which components need to be passed in order to pass the module (see, for example, Universal Design).
7. The assessment components should be labelled as either group or individual throughout all modules. This will indicate to both staff and students the balance of group and individual work throughout the programme.

8. The Programme Team should continue to develop for all modules the marking rubrics that have been developed for the TELTA module so that participants can see whether they are at a borderline pass, accomplished pass etc level.
9. The documentation should be more specific about how double marking will apply, particularly in relation to the Year 2 research project.

Observation

In order for the programme to reach its full potential it needs to be resourced and managed properly and the staffing of the LTTC should reflect this.