

MSc Education Validation

Actions taken by the LTTC in response to the validation panel conditions and recommendations. The following table references the accompanying revised programme validation document.

Key Conditions	Actions Taken
<p>1. <i>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.</i></p>	<p>A table mapping all minimum intended programme and module learning outcomes has been prepared and added to Validation Document section 2.2.3. (pp. 33 - 41).</p>
<p>2. <i>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.</i></p>	<p>Advanced entry requirements for the MSc programme are specified in section 2.4 (pp. 44 - 47). Table 9 (on p. 47) provides a visual overview of all advanced entry and progression pathways between LTTC programmes.</p>

<p>3. <i>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.</i></p>	<p>Module descriptors have been checked and amended to ensure consistency in the number of module learning outcomes in proportion to ECTS weightings. A table outlining learning outcomes, credits, and assessment types and loads can be found in the appendices (with appendix E, pp.145).</p>
<p>4. <i>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).</i></p>	<p>All modules have been reviewed to ensure consistency of workload in proportion to ECTS weightings. Please refer to the table outlining learning outcomes, credits, and assessment types and loads can be found in the appendices (with appendix E, pp. 145).</p>
<p>5. <i>The documentation should be checked to ensure accuracy and consistency throughout.</i></p>	<p>The document has been proof-read and checked for accuracy and consistency.</p>

<p>6. <i>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.</i></p>	<p>Please refer to section 2.4 (pp. 44-47) of the programme manual for information about the PG Diploma including entry requirements, mapped programme learning outcomes, assessment requirements, and progression to the MSc programme. Table 10 (pp. 46-47) maps the Diploma’s minimum intended programme and module learning outcomes.</p>
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Panel Recommendations	Actions Taken/Response
<p>1. <i>The Programme Team should explore where there may be opportunities for module activities to be led or co-led by participants.</i></p>	<p>Options for this exist in several modules (APPL, Academic Writing and Publishing, Curriculum Design, Negotiated Study, Instructional Design, Creativity and Critical Thinking, TELTA) and we will take opportunities to foreground these options and develop them further. A further suite of modules is to be validated later in 2019-20 and we can address this recommendation again in preparing these additional modules.</p>

<p>2. <i>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.</i></p>	<p>We note this recommendation and will implement it in the preparation of new webpages, programme handbooks, module spaces in the virtual learning environment and all course materials.</p>
<p>3. <i>The philosophical basis of education that reflects on the purpose and role of education in society should be embedded within the indicate syllabus of at least one module descriptor.</i></p>	<p>Learning Theories' learning outcomes have been amended to reflect this. An additional short assignment has been added to Learning Theories module whereby participants will prepare an <i>Educational Philosophy Statement</i>. This will dovetail with their concurrent work on the APPL module where they will be considering professional identity and continuing professional development plans.</p>
<p>4. <i>The Higher Education Policy module should also address historical developments in education as well as the national and global context.</i></p>	<p>The learning outcomes and indicative syllabus of the Higher Education Policy module have been amended to include an emphasis on key historical developments in higher education policy both in Ireland and internationally.</p>
<p>5. <i>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.</i></p>	<p>All module descriptors have been reviewed with a view to ensuring consistency between essential reading loads and ECTS credit weightings.</p>

<p><i>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).</i></p>	<p>Module descriptors have been reviewed in light of this recommendation and it will be applied also to the new suite of additional modules for future validation. The Universal Design module has been checked to ensure clarity in relation to components which must be passed.</p>
<p><i>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.</i></p>	<p>An assessment calendar/schedule is being developed to support this, in addition to the review of all module descriptors.</p>
<p><i>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.</i></p>	<p>The Programme Team has begun to develop these rubrics and will deploy them through the Brightspace virtual learning environment from 2019-20.</p>
<p><i>9. The documentation should be more specific about how double marking will apply, particularly in relation to the Year 2 research project.</i></p>	<p>The assessment processes have been documented and will be copied to programme handbooks and main Programmes Information area under development in Brightspace. Specific information on this can be found in sections 2.10.1 and 2.10.2.</p>