


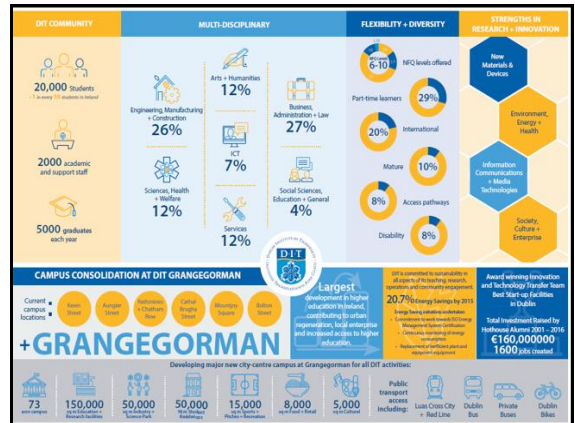
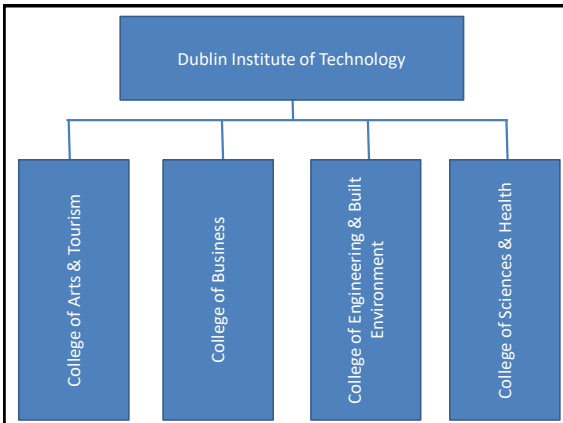


Management of Teaching and Learning and Research in the College of Sciences and Health

24th April 2017

Introduction

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 College of Sciences and Health
 Dublin Institute of Technology

Student-Centred Learning
 Closer to the Real World





TRUE STORY
HOW I CHANGED MY CAREER -> Joe Sullivan

How Joe got a new lease of life with the computer giant IBM

When Joe Sullivan lost his job he was pushing 30... but now he is keyed into a whole new career in computing reports Katherine Donnelly

Joe Sullivan could not have said he lost his job as a result of the recession. He was a successful sales manager at IBM, but when the company was hit hard by the recession, he was one of the first to be laid off.

The message about the need for specific skills in the job, in 2009, brought up a lot of questions. He was a sales manager, but he was not a computer expert. He was not a computer expert, but he was a sales manager. He was not a computer expert, but he was a sales manager.

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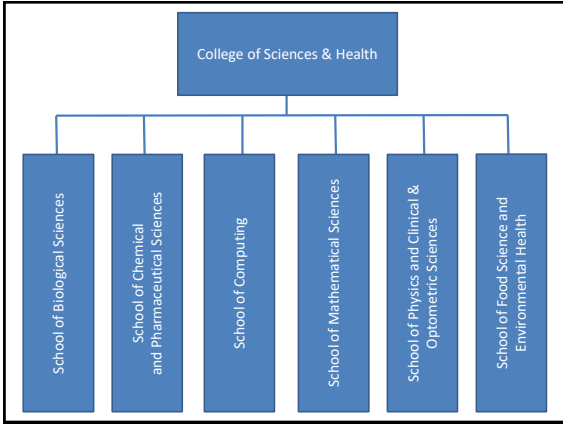


Graduate Attributes

Engaged	Enterprising	Enquiry-Based	Effective	Expert
<ul style="list-style-type: none"> Socially responsible Civically responsible Curious Motivated self-starters Active team players Reflective practitioners Global citizens 	<ul style="list-style-type: none"> Independent thinkers Creative Career-educated Self-starters Innovators Entrepreneurs Well organised 	<ul style="list-style-type: none"> Critical thinkers Digitally literate Inquisitive Problem solvers Creators of new knowledge Analytical 	<ul style="list-style-type: none"> Excellent communicators Information literate Self managers Decision makers Resilient Reflective practitioners 	<ul style="list-style-type: none"> Experiential learners Discipline knowledge Practice-based learners Work-based learners Ethical Leaders Project managers

← GRADUATE ATTRIBUTES →

ENHANCING EMPLOYABILITY



Two Views

- Institutional view
 - “a thousand flower blooming that are nevertheless all the same species”
 - Kathryn Mohrman (2003). Higher Education Reform in Mainland Chinese Universities
- System view
 - “...encourage institutions to specialise ... wherever students go they get a high-level international education”
 - Ellen Hazelkorn (2011). Rankings and the Reshaping of Higher Education: The Battle for World-Class Excellence

Binary System

- Universities – 7 nationally
- Institutes of Technology – 14 nationally

“While all institutions will be expected to maximise the impact of their activities on business, the public sector and the wider community, universities should specialise in basic and applied research, and institutes of technology should concentrate more on applied research and closer to- market development and enterprise support, with a critical regional support dimension. This is broadly in line with the recommendation of the OECD Review of Higher Education in Ireland that the research missions of the universities and the institutes of technology should be distinct but complementary.”

Unique Institution

Number 15 of 1992
DUBLIN INSTITUTE OF TECHNOLOGY ACT, 1992

ARRANGEMENT OF SECTIONS

Section

1. Commencement
2. Interpretation
3. Establishment of Institute
4. Membership of Institute
5. Functions of Institute
6. Governing Body
7. Functions of Governing Body
8. Constitution of Governing Body
9. President
10. Directors of Institute
11. Academic Council

Outcomes Based Education

- A programme learning outcome is a statement of what the learner is expected to **know**, **understand** or be **able to do** on successful completion of the entire programme.

LEARNING OUTCOMES, LEARNING OBJECTIVES, LEARNING ACTIVITIES

What do we want the learners to know?
How will we know the learners have learnt?
How will the learners learn?

National Framework of Qualifications
Creadaire Naíonála na gCeartaíochtaí

10-LEVEL FRAMEWORK

KEY

- Higher Education and Training Awards Council
- Higher Education and Training Awards Council
- Higher Education and Training Awards Council
- Higher Education and Training Awards Council
- Institute

AWARDS IN THE FRAMEWORK

These are the types of award in the National Framework of Qualifications:

- Higher Awards are the principal class of awards made at a level
- Award Awards are the principal class of awards made at a level
- Supplemental Awards can be awarded in addition to a Higher Award
- Special/Programme Awards can be awarded to recognise particular achievements

Level 8 -v- Level 9 -v- Level 10

	Level 8	Level 9	Level 10
Knowledge - Breadth	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning
Knowledge - Kind	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)	A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning	The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers
Know-how and skill - Range	Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry	Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning; develop new skills, techniques, tools, practices and/or materials

19

Technological University

“The institute of technology sector should commence a process of evolution and consolidation; amalgamated institutions reaching the appropriate scale and capacity could potentially be re-designated.”

“A process should be put in place to allow institutes of technology that have emerged from a process of consolidation to apply for designation as a technological university”

20

Technological University

- Provide **practice-led**, research-informed programmes with a **global perspective** throughout
- Champion **multi-disciplinary provision**, targeting new professions
- Dissolve any false separation between **full and part-time students**, allowing learners and employers **better access to learning opportunities**, with structures and services aligned accordingly
- Design and re-design curricula through a syndicate of staff, **learners, industry, community** and other partners
- Support the active retrieval, evaluation, application and where possible the creation of new knowledge and **experience as the key elements of the learning process**, and include enquiry-based learning, case studies, research projects, emphasising a real-world approach
- Encourage different strategies to achieve learning outcomes in order to **maximise choice for students** within programmes
- Foster assessment as a key element of learning, facilitating methods that are exciting, relevant, current, high quality, sustainable, encourage dialogue, **develop lifelong learning skills** and an awareness of one’s ability
- Promote **engagement and academic challenge within the curriculum**, with students engaging with knowledge, staff, their peers, professional organisations and external community groups. Contributions from industry, community, alumni, through webinars, online discussions and on-site work related opportunities will be integral to every programme
- On site **work related opportunities** to be maximised, e.g. projects, start up businesses, student led projects and opportunities to build sustainability

21

Quality Enhancement

22

Principles underpinning QE

- There is always scope for further enhancing the experience of students, who come from increasingly diverse backgrounds
- There is an institutional responsibility for the quality and standards of the educational provision
- There **is learner involvement, participation and regular formal feedback** in programme development and monitoring
- Programmes of study and quality assurance mechanisms are subject to national and international internal and external peer evaluation and review, involving consultation with learners and other stakeholders
- Self-evaluation identifying strengths and weaknesses is undertaken; and
- Results of the quality assurance process are published

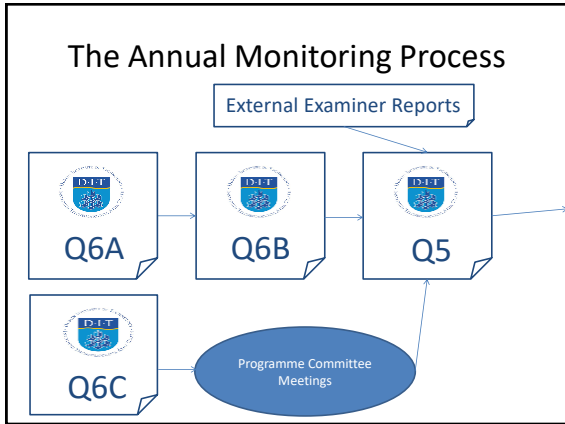
23

Formal

Quality Assurance and Academic Programme Records	
Students' Council	Module Descriptor Template
Content	Module Assessment Template
External Partnerships	HS Programme Assessment Template
Industry & Society	Proposal to Validate Existing Module as CFD Minor Award
Programmes of CET activity in External Partnerships	External Examiners' Nomination
Quality Assurance	External Examiners' Report
Feedback for Academic Quality Enhancement	New Full-time or Part-time Course Proposal
NSRF Review	New short course proposal
Quality Assurance Committee	Nomination of External Member for Programme Review or Validation
Quality Assurance Panels	Nomination of External Member for Subject Review Panel
Review Reports and Responses	Annual monitoring programme/quality rating
Validation/Review Process	Student Involvement Survey Questionnaire
Student Recruitment Regulations	Summary of Survey of Students
	Programme Survey Questionnaire
	Form OGC - Online Version
	Proposal to Revalidate a programme
	Student Grievance Form

<http://www.dit.ie/qualityassuranceandacademicprogrammerecords/quality/forms/>

24



College Action Plan

Home > Science > College Action Plan

College Board
College Action Plan
Programmes
College Committees
Institute Committees
Teaching, Learning and Assessment
Research
Strategic Planning
Tools
Item Availability

College Action Plan 2016

[See 2015 College Action Plan]
[See 2014 College Action Plan]
[See 2013 College Action Plan]

- Action Summary
- Action Statements
- School Level Quality Action Plans
- Programme Committee Level Quality Action Plans
- Academic Council Theme

Action Summary

The Action Summary (2016) sets out the projects / actions that are to be undertaken at College or Institute level during the period covered by this College Action Plan. The full [College Action Plan 2016](#) spreadsheet is the base data for this summary and for the [themes](#) below.

Actions are assigned as projects to each of the following:

- College Leadership Team
- College Facilities and Resources Management Committee
- College Learning, Teaching and Assessment Committee
- College Engagement Committee
- College Research Committee
- Academic Affairs
- Student Administration

Dissemination of Practice

Assessment and Feedback
Placement
Use of Broadcast or Recorded Video for Learning
Massive Open Online Content (MOOC)
Innovations in Teaching and Learning
LinkedIn and the Graduate Network
Internationalisation and Global Citizenship in the Curriculum
Technology Enhanced Assessment for Large Student Groups
Learning Analytics and Mobile Applications
Technology for Student Support
Technology Enhanced Learning Show and Tell
Programme Team Coordination
Rubrics and Calendars
Peer Assisted Learning
Coordinating the Programme Team for Assessment and Feedback
Preventing Plagiarism

27

Programme Team Coordination

Home > Science > Teaching, Learning and Assessment > Programme Team Coordination

College Board
College Action Plan
Programmes
College Committees
Institute Committees
Teaching, Learning and Assessment
Strategy and Objectives
Events
Fellowships
Technology Enhanced Learning
Programme Team Coordination
Assessment and Feedback
Research
Strategic Planning
Schools
Item Availability

Programme Team Coordination

The Programme Team consists of all lecturing staff teaching on the programme and the Assistant Head(s) of School (or Head(s) of Department) and Head(s) of School involved in the programme. The Programme Team is responsible for discussion on academic matters relating to the design, implementation and future development of the programme. The Programme Team can make recommendations to the Programme Committee regarding formal amendments to the programme.

The programme team will meet at least once per year, though ideally the programme team would meet at least once per semester.

Programme team meetings should provide team members with an opportunity to review the operation of the programme on an ongoing basis in order to:

- Analyse, monitor and coordinate the implementation of [assessment and feedback](#) across each stage and between stages.
- Share experience and practice regarding the teaching, learning and assessment of the different student groups on the programme.
- Identify issues relating to the implementation of the programme, which may require discussion by the Programme Committee.
- Identify changes that can be made for current and future groups, including changes requiring formal quality assurance approval, and other changes not requiring quality assurance approval.
- Make recommendations to the Programme Committee regarding programme amendments to be submitted to College Board.

Programme Teams should engage in discussion relating to the academic development of the programme. The programme team may invite the Head of Learning Development and/or Learning, Teaching and Technology Centre representatives to advise on specific matters and to organise workshops relating to such