

Workstream 3

Academic, Teaching and Learning

TUSEI Town Hall Staff and Student Consultation

Friday 12th February 2021

Agenda:

- Workstream structure & membership
- Current issues, thoughts and likely recommendations from working groups
- Drawing it all together

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working
with
WS3



Waterford Institute of Technology
INSTITIÚID TEICNEOLAÍOCHTA PHORT LÁIRGE

Workstream 3 Leaders
Dr. Derek O'Byrne (WIT) and David Denieffe (ITC)

WG1 Governing Structures for Academic Affairs	WG2 Academic Profile and Strategy	WG3 Awards Standards, Regulation and QA Environment	WG4 Academic Administration	WG5 Teaching and Learning
Co-Chairs: Dr. Chris O Riordan (WIT) John Tully (ITC)	Co-Chairs: Dr. Yvonne Kavanagh (ITC) Dr. Colette Moloney (WIT)	Co-Chairs: Dr. Paul O Leary (WIT) Dr. Siobhan Ryan (ITC)	Co-Chairs: Shauna Whyte (ITC) Aishling O Toole (WIT)	Co-Chairs: Dr. Michael Harrison (WIT) Dr. Gina Noonan (ITC)
17 Members	13 Members	13 Members	13 Members	22 Members

Workstream 3 Coordinator Marie Esmonde (ITC)

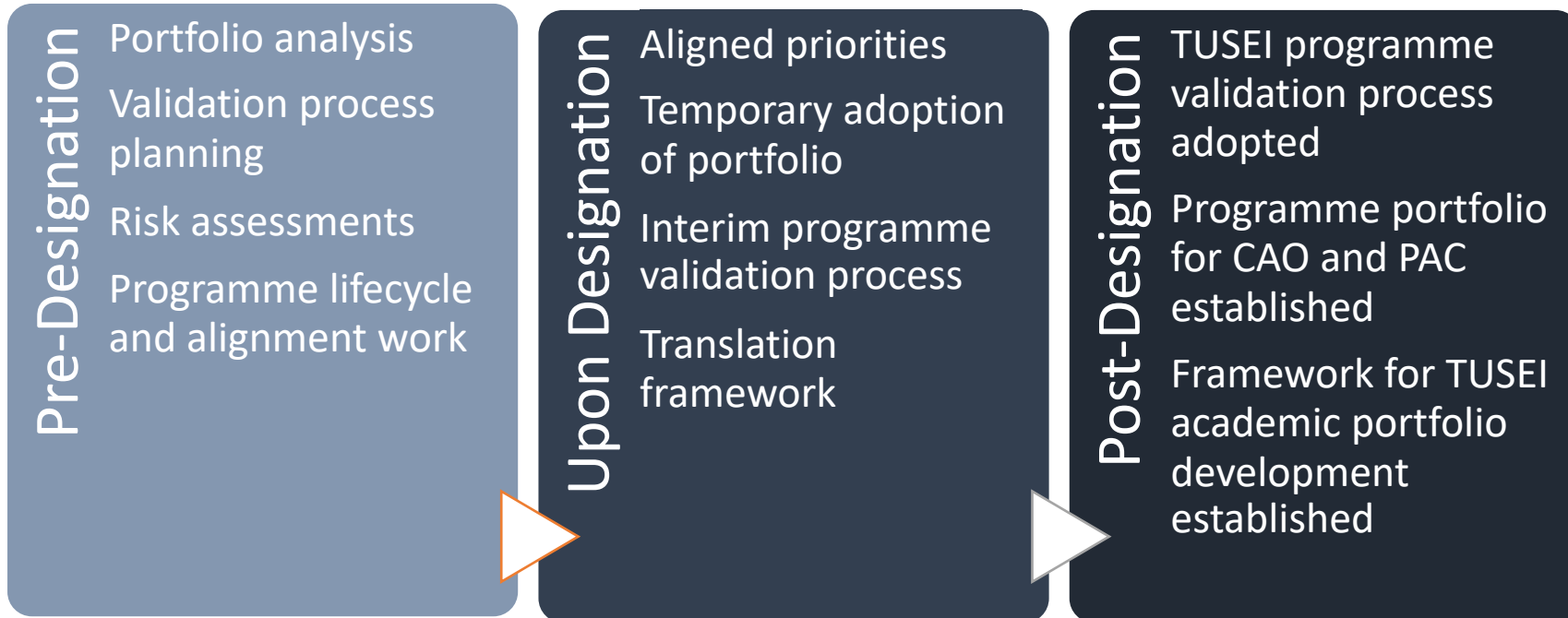
Workstream 3	Leaders	Co-ordinator	Working Group	Joint Co-chairs	Sub-groups
Academic, Teaching and Learning	David Denieffe (ITC) Derek O'Byrne (WIT)	Marie Esmonde (ITC)	1. Governing Structures for Academic Affairs	John Tully (ITC) Chris O' Riordan (WIT)	Sub-group 1: Compare AC documents Sub-group 2: Contrast AC documents Sub-group 3: Review current material Sub-group 4: Review other models of AG
			2. Academic Profile and Strategy	Colette Moloney (WIT) Yvonne Kavanagh (ITC)	Sub-group 1: Academic Portfolio Sub-group 2: Programme Validation
			3. Awards Standards, Regulation and QA Environment	Siobhan Ryan (ITC) Paul O'Leary (WIT)	Pairing developed to review specific areas of work
			4. Academic Administration	Aisling O'Toole (WIT) Shauna Whyte (ITC)	Sub-group 1: Admissions and Registration Sub-group 2: Exams, Academic Affairs, Graduation Sub-group 3: Systems
			5. Teaching and Learning	Gina Noonan (ITC) Michael Harrison (WIT)	Sub-group 1: Cluster A: Programme Design and Assessment Sub-group 2: Cluster B: Digital Teaching and Learning and Virtual Learning Environment Sub-group 3: Cluster C: Student-centeredness and Enhancement of Teaching and Learning Sub-group 4: Cluster D: Embedded Graduate Attributes and Work-based/Experiential Learning

WG1: Governing Structures for Academic Affairs

- Four position papers have been completed by different sub-groups in WG1
- These address (amongst other items):
 - Comparing and contrasting existing AC approaches in the two institutions;
 - Reviewing current thinking and literature on AG;
 - Reviewing models of AG in some Irish HEIs;
 - Identifying themes for TUSEI AC
- Between ITC and WIT, there are many similarities and some differences, and we are learning from these

WG1: Governing Structures for Academic Affairs

- Work to date suggests that likely recommendations might be around:
 - Reviewing other models and sources nationally and internationally has helped us to identify practices that may be relevant to TUSEI – these will require further consideration by AC over time
 - At designation day, it is proposed that there will be a Transitional AC in place – this is likely to be a relatively large council during the transitional phase (expected to be a minimum of a year), but over time the size of the council will reduce as new institutional structures are determined
 - A sub-committee structure will be in place, which will facilitate additional representation through co-opting relevant expertise beyond AC and greater student membership, while addressing all key areas of importance
 - The existing ACs in both ITC and WIT are expected to be sub-committees of the Transitional AC for a period to allow legacy items to be addressed and to help with integration – timeline on this will depend on the extent of the legacy items and the pace of integration



WG2: Academic Profile and Strategy

- Two sub-groups formed: Academic Portfolio and Programme Validation;
- Draft intended academic portfolio discussion statement completed;
- Current joint programme portfolio developed;
- Risk Register established;
- Work Plan progressing

WG2: Academic Profile and Strategy

Draft intended academic portfolio discussion statement;

- an academic portfolio, which is innovative, dynamic, disruptive, agile and responsive to industry and community requirements
- challenge existing paradigms, and its innovation-centred approach will disrupt the conventional understanding of higher education
- As the principle of ‘connectedness’ permeates all activities, all programmes will be stakeholder informed and reviewed in a context consistent with our connected mission. This will enable learners to become co-creators of knowledge
- TUSEI will focus on developing graduates of the highest quality and responding to society’s requirements across [in the broadest sense] humanities, science and engineering; it will excel in research and education across all higher education levels

WG3: Awards Standards, Regulation and QA Environment

- High-level review and comparison of both Regulatory Frameworks, with ESG Benchmark (completed);
- High-level review and mapping of each Institutes' Marks & Standards, with QQI benchmark (Ongoing);
- Report on similarities and strategy on policy work in both HEIs (ongoing);
- High-level review of Awards Standards for both HEIs (ongoing);
- Definition of a new Academic Governance Framework incorporating QA and Marks and Standards

WG4: Academic Administration

- Academic administration procedures and practices in both institutions fully documented
- Strong engagement ongoing in sub-groups and extending to specialist areas to fully identify and understand each Institution's systems and processes
- Engagement ongoing with other work groups regarding interdependent factors e.g. Marks and Standards for the exams and assessment processes
- Current and future practices being considered in light of current COVID conditions and learnings
- Mapping priority projects for transitional periods and identifying best practice projects for TU integration e.g. greater use of CAO systems including CAO Connect

WG5: Teaching and Learning

- Key clusters:
 - Programme Design and Assessment;
 - Digital Teaching and Learning and Virtual Learning Environment;
 - Student-centeredness and Enhancement of Teaching and Learning;
 - Embedded Graduate Attributes and Work-based/ Experiential Learning;

WG5: Teaching and Learning

- Identified interdependencies such as graduate attributes and embedding these with student experience;
- Further review of overlap and interdependencies and possible inter-subgroup formation;
- Development of an overview of Teaching and Learning Considerations
- Articulation of a shared teaching, learning and assessment philosophy which will underpin all future developments in the area (ongoing);
- Development of an evidence base and analysis of best teaching and learning practice

Drawing it all together

- The academic profile is at the centre of all activity in the institution.
- The working groups have strong connections and interdependencies on all other workstreams.
- This will evolve systematically over time

Questions and Answers

Thank you!