TUS

Technological University of the Shannon: Midlands Midwest

Ollscoil Teicneolaíochta na Sionainne:
Lár Tíre Iarthar Láir

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Report of Peer Review Panel

Programmatic Review

of the

Centre for Pedagogical Innovation and Development (CPID)

External Validation Visit, 12th June 2023

Final Report

Contents

1.0   INTRODUCTION

This report outlines, in summary form, the proceedings of the Programmatic Review Panel for the Centre for Pedagogical Innovation and Development (CPID), and the findings and conclusions of the External Validation Panel conducted on the 12th of June 2023. The external validation visit was undertaken in accordance with TUS Academic Regulations. An external validation panel makes an independent impartial judgement on a programme proposal.

2.1   GENERAL INFORMATION

2.2   Higher Education Provider

Provider	Technological University of the Shannon: Midlands Midwest
Department	Centre for Pedagogical Innovation and Development (CPID)
Date of Visit	12th June 2023

2.3   External Re-Validation Panel of Expert Assessors

Name	Affiliation
Professor Marie Parker-Jenkins	Emeritus Professor of Education at the University of Limerick
Dr Colin Hughes	Head of the Graduate Business School TU Dublin
Dr Jan McArthur	Department of Educational Research, University of Lancaster, United Kingdom
Damien Raftery	eLearning Development Officer and Lecturer in the School of Business South-East Technological University (SETU) Carlow Campus
Rebecca McCarter	Educational Development Consultant Bradford, United Kingdom
Dr Michael Hallissy	H2 Learning

Secretary to Panel: Dr Patrick Donohue, Former Assistant Registrar, TUS Midwest

2.4 TUS Staff

Name	Role
Dr Terry Twomey	Vice President Academic Affairs & Registrar
Frances O'Connell	VP Student Education and Experience
Dr Nuala Harding	Head of the Centre for Pedagogical Innovation & Development (CPID)
Seamus Ryan	Senior Lecturer
Dr Michael Francis Ryan	Educational Developer

Department Staff:

Dr Anne Marie O'Brien, Eimear Kelly, Aoife Walsh, Geraldine McDermott, Dr Matthew Cannon, Noel Tierney, Dr Noelle O'Connor, Patrick Fitzgerald, Sarah O'Toole, Dr Martin Fitzgerald, Catherine Anne O'Connell, Catherine O'Donoghue, Ruth Benson, Lori Russo.

3.1 FINDINGS AND RECOMMENDATIONS OF EXTERNAL VALIDATION PANEL

3.2 Main Findings

The External Validation Panel of Assessors recommends approval of the following programmes in the Centre for Pedagogical Innovation & Development (CPID) subject to the conditions recommendations as specified in Sections 3.2 and 3.3.

List of programmes presented for review:

Masters/Post Graduate Diploma/Post Graduate Certificates (Level 9):

o   Master of Arts in Academic Practice
o   Post Graduate Diploma in Pedagogic and Academic Practice
o   Post Graduate Certificate in Professional Practice in Higher Education
o   Post Graduate Certificate in Academic Practice

Special Purpose Awards (Level 9):

o   Certificate in Learning, Teaching and Assessment Strategies for Student Engagement
o   Certificate in Team-Based Learning
o   Certificate in Assessment and Feedback for Engaged Learning
o   Certificate in Learning Design and Curriculum Frameworks

- o   Certificate in Embedding Education for Sustainable Development (ESD) in the Curriculum
- o   Certificate in Developing Practice in Learning, Teaching and Assessment Online
- o   Certificate in Inclusive Learning, Teaching and Assessment Practice
- o   Certificate in Reflective Academic Practice Through Portfolio Building
- o   Certificate in Professional Practice in Higher Education
- o   Certificate in Action Research for Educators
- o   Certificate in Research Methods
- o   Certificate in Digitally Enhanced Learning, Teaching and Assessment
- o   Certificate in Enhancement through Leadership in Education

PASS Module (Level 6):
- o   Peer Assisted Student Support Leadership (PASS)

3.3   Conditions

No conditions apply.

3.4   Recommendations

1. Articulate the rationale for the choice of modules, clearly differentiating aims and content to emphasise the unique aspects of common topics/themes, minimising overlap and ensuring that each module offers a distinct perspective or focuses on different aspects of common themes.
2. Distinguish and explain more clearly in the documentation the purpose of the PG certificates.
3. Consider the number of modules offered at any one time in order to ensure a viable cohort size to allow for meaningful interaction and engagement.
4. Present the programme learning outcomes diagrammatically.
5. Ensure that all learning outcomes are at the appropriate level (Level 9) and are measurable.
6. Check the alignment of the learning outcomes, the syllabus and assessment, to ensure consistency.
7. Analyse in more detail what is understood by *Community of Practice* in the academic literature and how it relates to TUS. Care will be needed that students that work outside TUS will feel equal participants on the MA and the Community of Practice.

8. Map the timing of assessments and implement appropriate support strategies for students.
9. Ensure that assessment is authentic throughout the programmes. For example, its usage in portfolio development.
10. Embed Universal Design for Learning (UDL) in relevant modules.
11. Define the usage of "blended/hybrid/online" learning in the documentation.
12. Provide an overview of details for students in terms of what information will be provided on pathways, the Programme/Module handbooks, typical module timetable, and online vs campus attendance requirements.
13. Reconsider whether good practice or best practice phrases should be used.
14. Engage with the discourses around the Technological University as research informed/active/led.
15. Reflect and clarify the pass/fail criterion and rationale.
16. Review the final documentation to ensure completeness and accuracy. For example:
    o Graduate attribute mapping;
    o Up-to-date reading lists;
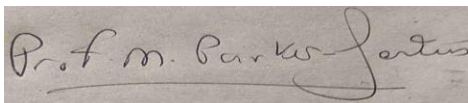   o Accuracy of hours and semesters.

Module specific comments:

- Learning, Teaching and Assessment Strategies for Student Engagement:
    o Good to see the integration of technology underpinned by pedagogy.
    o Update documentation to state one semester, not year-long as in the syllabus
    o Could expand assessment details.

- Digitally Enhanced Learning, Teaching and Assessment:
    o Content good - consider including Generative AI as a full topic.
    o Assessment authentic, relevant and useful – could expand assessment detail.

- Inclusive Learning, Teaching and Assessment Practice:
    o Consider LO1; add "critique" in verbs and in the syllabus add under Principles of UDL "Critiques of UDL".

- Developing Practice in Learning, Teaching and Assessment Online:
    - Commend overall and assessment details.
    - Consider explicitly mentioning asynchronous v synchronous, from LOs assessment and group work, e-moderation, and learning analytics/use of data on student progress.

- Action Research for Education:
    - Ethics approval would seem to be necessary to complete the assessment. How would this work within a semester (ethics board, or just sign off by lecturer as taught)?

- Reflective Academic Practice through portfolio building:
    - Is there scope to consider/use a portfolio tool(s)?

- Research Dissertation:
    - How will the contact hours work (4 per week)?
    - Have group supervision sessions been considered to complement an individual supervisor?

3.5   Commendations and Observations

1. The panel commends the quality of the programme submissions and documentation and noted its comprehensive and detailed nature.
2. The panel commends the positive and collegiate engagement of the programme team during the validation visit and the spirit in which they responded to panel questions.
3. The panel commends the development of specialised modules.

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Signature of Chairperson

Date:___25   /_07_/2023_