

Irish Higher Education Evolving expectations

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Role of the HEA

Statutory body – 1971

Funding and policy advice

**Allocation of c. 980 million to HEIs (IoTs,
Universities, Colleges of Education)**

**Targeted programmes – Skills, Springboard and
others**

**National Forum for Enhancement of Teaching and
Learning**

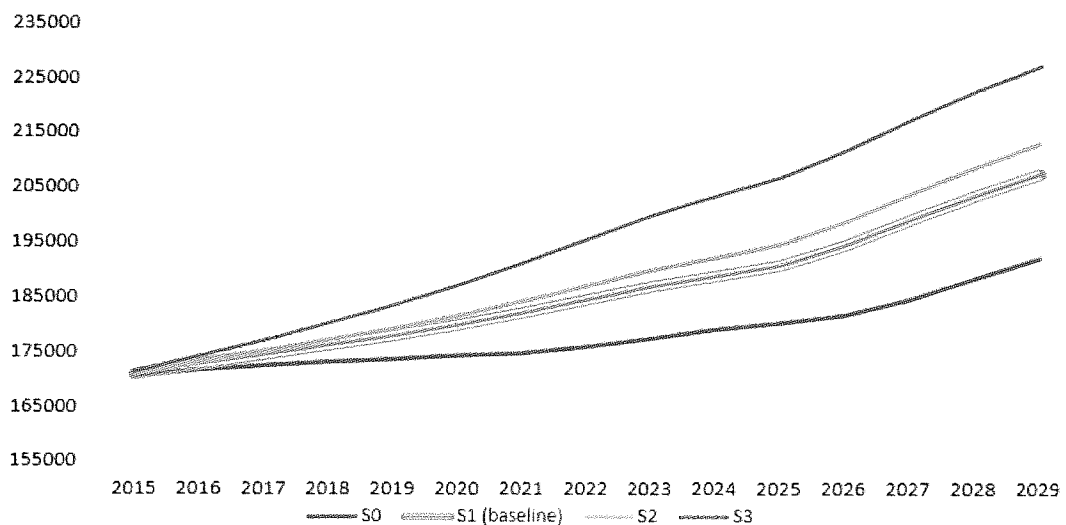
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Outline

- Changing context for Irish Higher Education
- Changing demands from stakeholders

Demographic drivers

Figure A: Projections of Demand for Third Level Education
2015-2029



Expectations – life long learning



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number x

Secure | <https://www.theguardian.com/money/2016/oct/11/huge-increase-in-number-of-graduates-bad-for-uk-economy>

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careers | Huge increase in number of graduates 'bad for UK economy'

Mismatch of skills and labour market as university education keeps growing is bad for students and employers, suggests CIPD

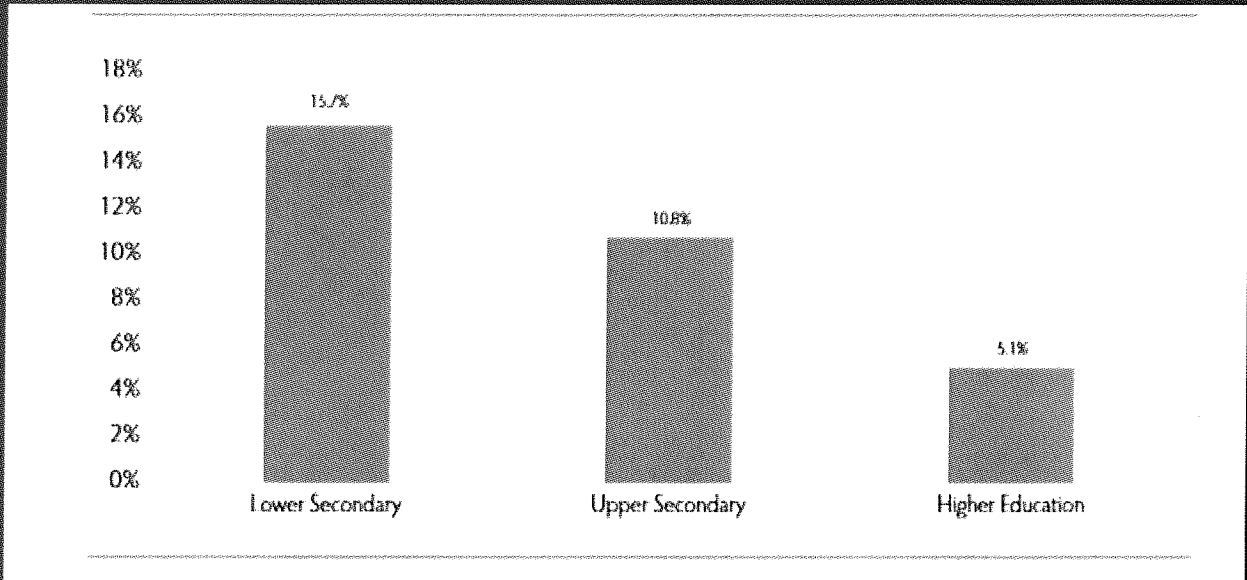
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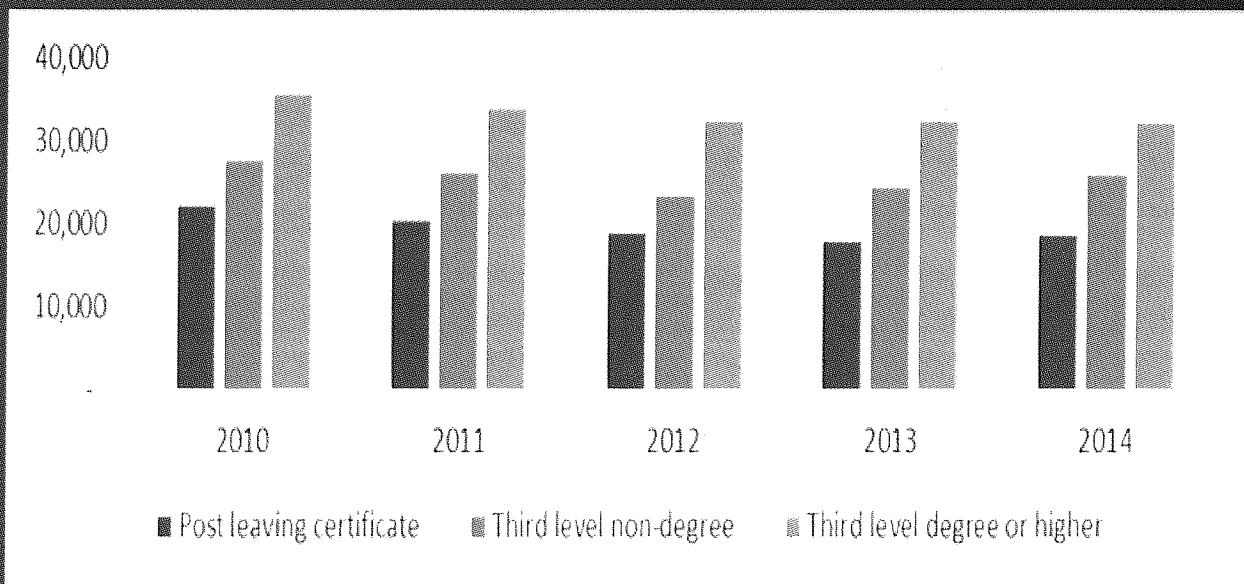
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THE CHICAGO BOOTH EXECUTIVE

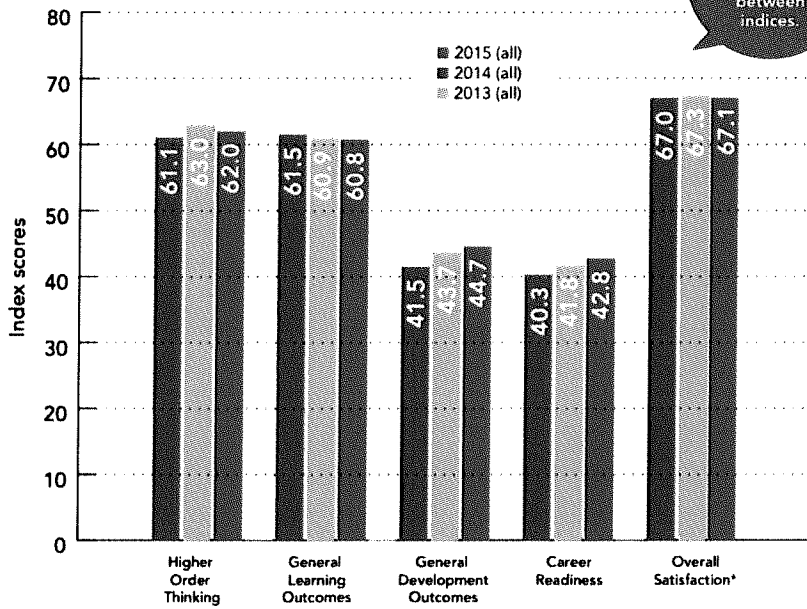
Employer demand – unemployment rates



Labour Market Demand – salary levels



4.2.2 Outcomes: 2013 to 2015 (national)



Index scores for *General Development Outcomes* and *Career Readiness* show small increases in each year of fieldwork. Scores for *Higher Order Thinking* and *Overall*

Why change?

HEA – Performance evaluation role

Strategic Dialogue

Each HEI to describe performance across 7 major domains – together making up the system objectives set by the Minister

Participation and skills

Access

Teaching

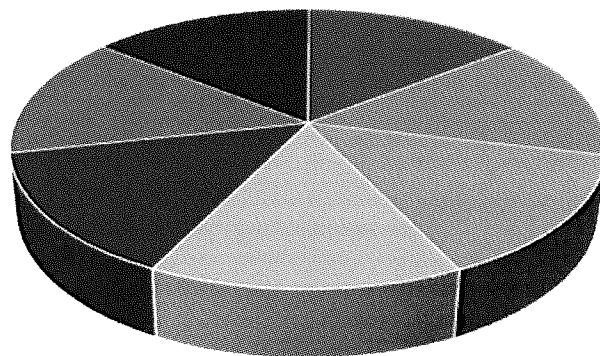
Research

Internationalisation

Engagement

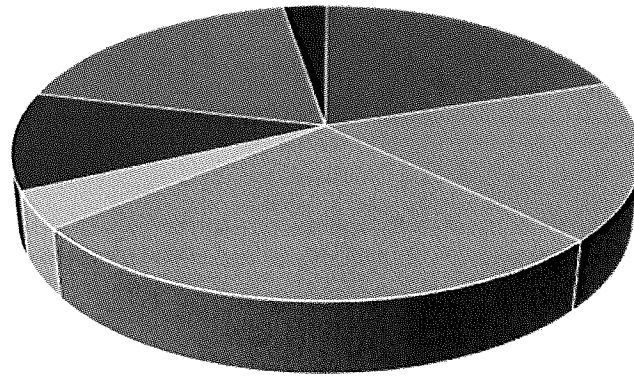
Restructuring

Institutional Strategy



- Participation and skills
- Access
- Teaching
- Research
- Internationalisation
- Engagement
- Restructuring

Institutional Strategy



- Participation and skills
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ISSE – student expectations?

91% of students 'never' or 'sometimes' participate in a community-based project as part of their course, (although the inclusion of "as part of their course" may mask the number of such students who undertake these activities voluntarily.)

There was almost an even split in students' responses to asking questions or contributing to discussions in class, tutorials, labs or online. Approximately half of the students report that students report they had 'never' or 'sometimes' engaged in such an activity while the other half report they have 'often' or 'very often' asked questions or contributed to discussions.

Only 10% of students report tutoring or teaching other college students with the majority indicating that they 'never' (67%) or 'sometimes' (23%) participate in peer teaching.

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TL & L

The National Forum for the Enhancement of Teaching and Learning in Higher Education

Putting teaching and learning at the centre of sectoral enhancement and innovation

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Featured Forum Workshops Activities

EN 09:44 03/02/2017

Profile-of-Assessment-Practices-Final-1.pdf 6 / 48

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Key Findings

- The amount of information publicly available about programme modules, and the assessment happening within them, differs within and across institutions. The level of transparency is somewhat dependent on whether institutions have online templates for gathering such information.
- There are no common patterns in programme design with regard to module size, i.e., programmes do not follow set patterns such as having all 5-credit modules or changing from 5-credit modules in first year to larger modules in final year. Patterns are mixed from programme to programme.
- Module sizes vary (within this profile, sizes varied from 3 ECTS to 55 ECTS credits). The most common module size is 5 ECTS credits.
- On average, students complete a much higher number of assessments per ECTS credit in single-semester modules than in full-year modules.
- The number of assessments per ECTS credit completed by students also differs between fields of study.
- Examination is the most common assessment method, although its popularity and weighting differs between fields, programmes and stages of programme.
- Other assessment methods also differ between fields; some fields focus mainly on a few assessment methods while others have a more balanced range of methods.
- Students in some fields are more likely than in others to receive feedback from lecturers/teaching staff. In some fields, the likelihood of receiving feedback is higher in first year than in final year.
- Students are more likely to ask questions, discuss course material and engage in behaviours which help them to assess their own learning at the end of their studies than at the beginning.

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Why is this important

The profession – keeping pace with and being at forefront of new and innovative practice

The student – offering the best way to improve the student experience and maximise individual potential

The system – crisis in funding partially driven by sense of an overfunded sector, which always seeks more funding than required. Not easy to explain the investment that is required to ensure high quality outcomes for students and wider stakeholders

Conclusions

Education critically important for future national development of Ireland – social cultural and economic

High quality teaching profession essential element of delivering on that vision

Need to support ongoing improvements in teaching, assessment and practice, learning from international and developing Irish approaches

HEA very strongly committed and will continue to support through strategic dialogue with HEIs and through work of the National forum