

# Purposefully different approaches to flexible learning at scale: a Dublin City University case study

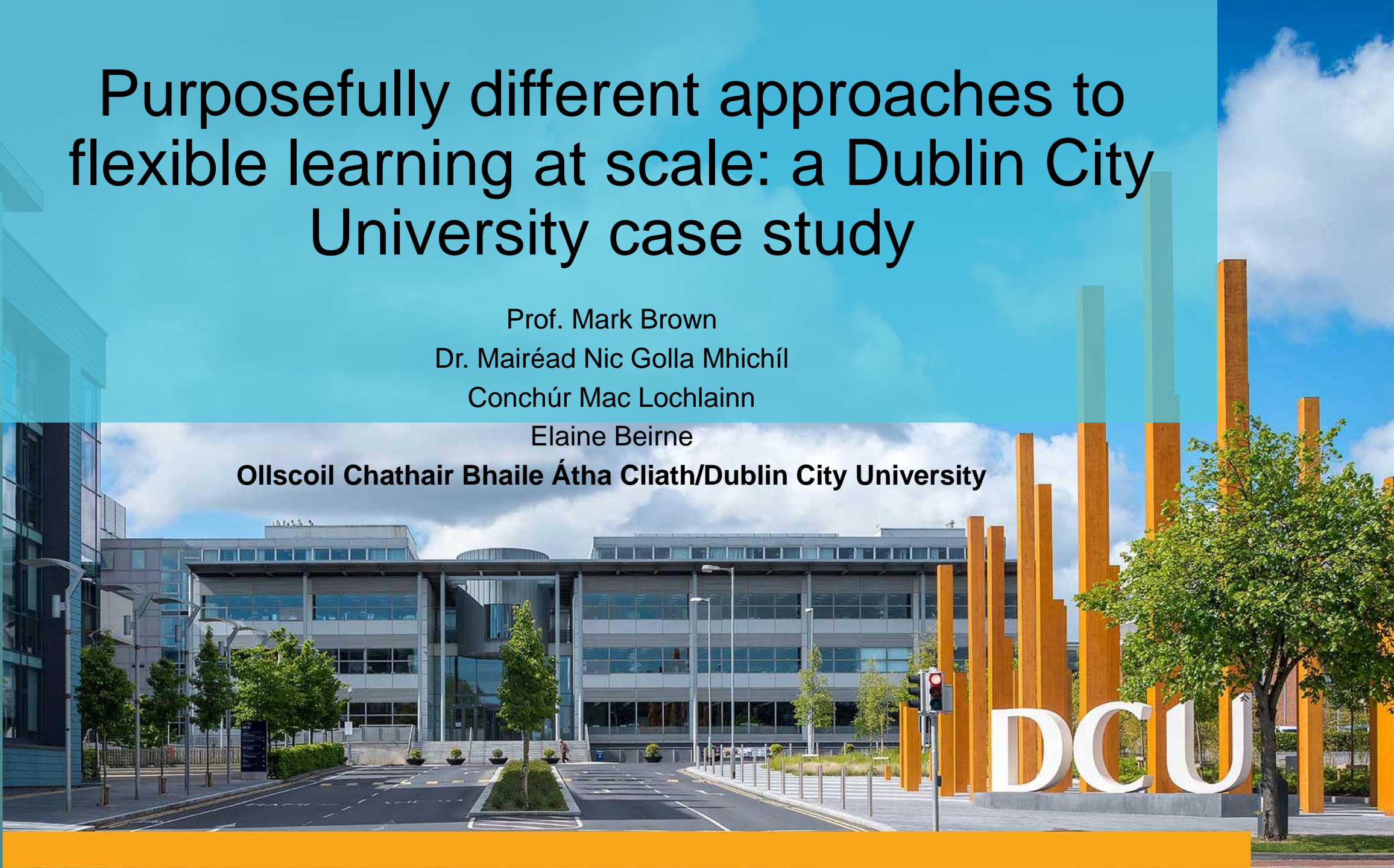
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# About Dublin City University



# Study Context

- A series of masters-level qualifications delivered in conjunction with an industry partner (**Skillnet Ireland**).
- Challenging both traditional modes of delivery and targeting new groups for workplace training and skills development in a flexible manner.
- Serves as a useful case study of both change implementation and the role of diverse QA Stakeholders in such processes.





# MSc in Computing (Artificial Intelligence)



## Who Should Apply

The course is aimed at those employed in Republic of Ireland registered companies. To qualify for direct entry they must have a Level 8 Honours Degree (2.2) or higher in Computer Science, Computing, Computer Applications or a related discipline. Applicants without these entry requirements (e.g., Level 7 degree or lower than an Honours 2.2 in a Level 8 degree) may be considered if they can demonstrate previously obtained competence equivalent to the entry requirements.

## Programme Structure<sup>1</sup>

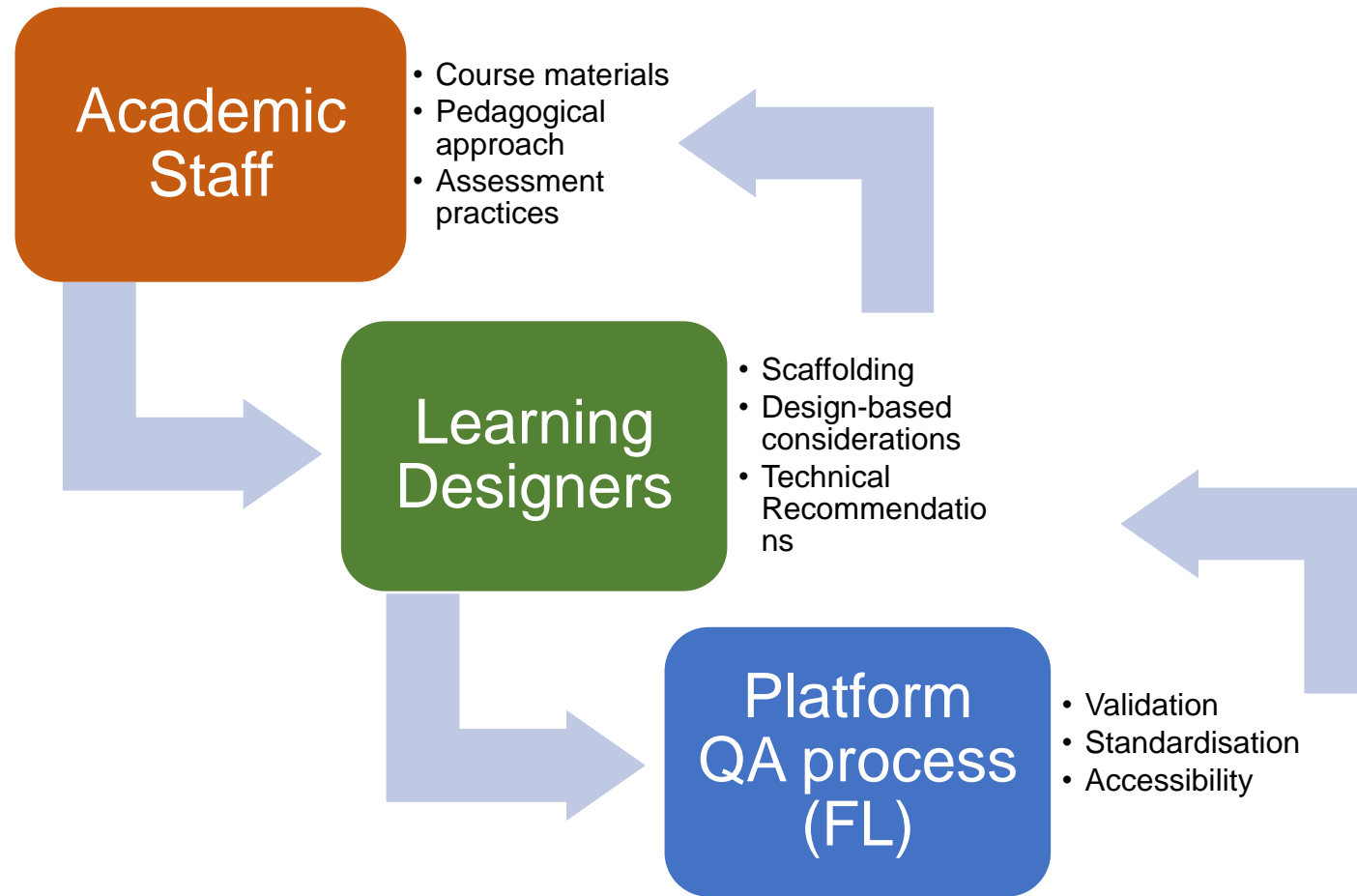




# Learning design fundamentals

- A focus on academic excellence
- Online delivery, with both synchronous and asynchronous elements
- Flexible learning design
- Applied and career-oriented
- Delivery through the **FutureLearn** platform.

# QA process – a collaborative approach



# Reflections on process

- **Win-win** is possible, indeed necessary, to implement change.
- Quality assurance within changing structures and curricula is challenging and complex, but critical.
- There are diverse means of viewing QA, and a wider lens is necessary than compliance, towards transformative, organisational and strategic purposes.
- Working with valued 3<sup>rd</sup> parties can also bring new perspectives useful organisationally, not merely operationally.





# A wider context and relevance....

- A rapidly-changing landscape requires organisational and institutional evolution within HE.
- COVID-19 has highlighted tensions regarding online delivery, and the strategic need for conceptualising QA in such a diverse manner.
- Wider debates regarding lifelong, non-formal and reskilling are not mutually-exclusive, and, in fact, diverse conceptualisations.

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# Looking to the future...

- Understanding what's effective, in what context, and for who, is key.
- There's no "one-size fits all" approach to QA in this context, and tensions between personalisation and standardisation are evident.
- Including broader employer, trade union and societal stakeholders is an enriching means of broadening research, and also broadening QA.



Ollscoil Chathair  
Bhaile Átha Cliath  
Dublin City University

# Core questions...

- How can QA processes inform changing academic environments, given the increasing emphasis on flexible learning approaches?
- What are the tensions and opportunities in these processes?
- What wider stakeholders require further engagement?
- Whose conception of quality matters?



# Go raibh maith agaibh!

## Thank you!