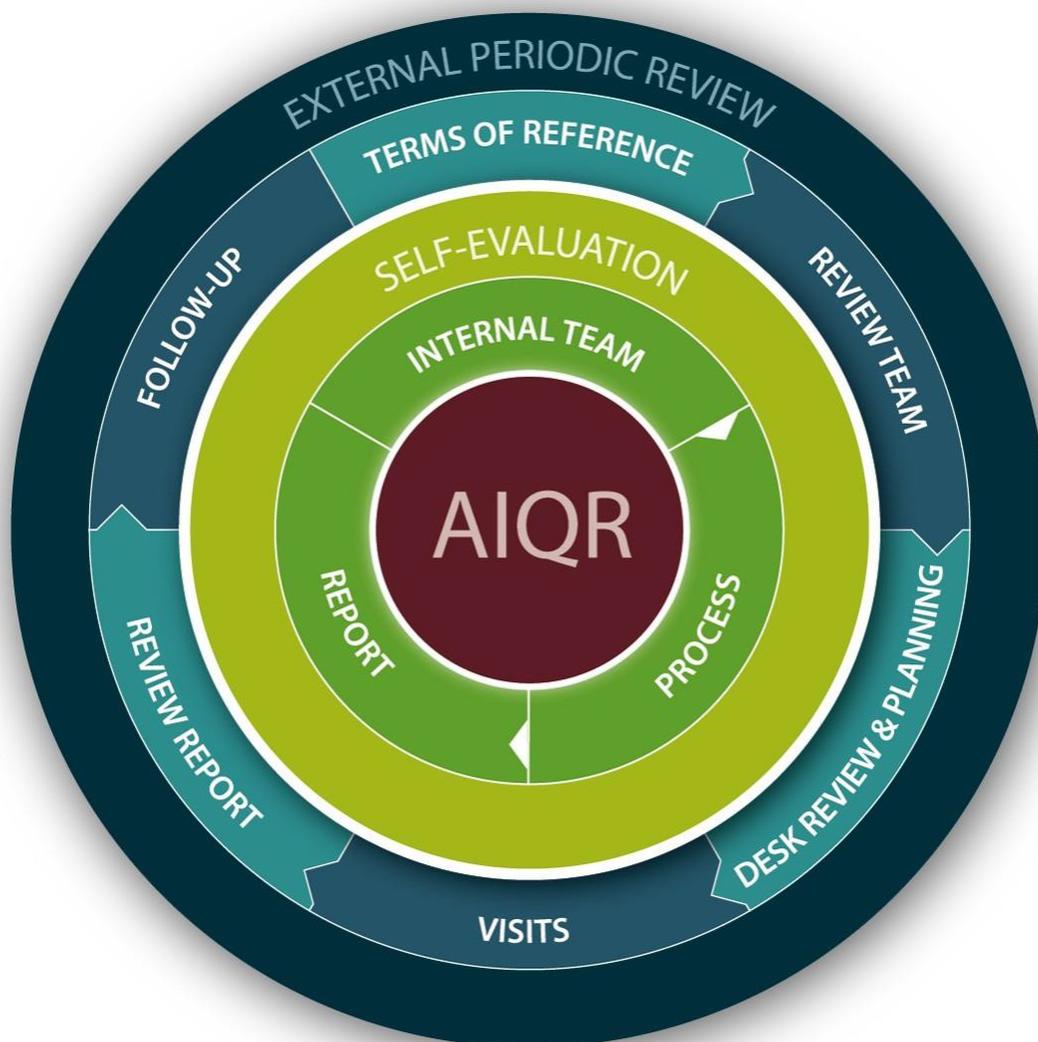# Institute of Art, Design and Technology, Dún Laoghaire

Annual Institutional Quality Assurance Report 2019

Based on the reporting period 1 September 2017 – 31 August 2018

The Cyclical Review Process

Part 1

Overview of internal QA governance, policies and procedures

Overarching institution-level approach and policy for QA (ESG 1.1)

1. Overarching Institution Quality Policy
A brief synopsis of the overarching institution quality policy which sets out the links between QA policy and procedures and the strategy and strategic management of the institution.

Dun Laoghaire Institute of Art, Design and Technology (IADT) was established on 1 April 1997. It is a State Institute and one of the eleven publicly funded Institutes of Technology in Ireland operating under the Institutes of Technology Acts 1992 to 2006. IADT is designated as a higher education institution under the Higher Education Authority (HEA) www.hea.ie and receives its funding through the HEA. It has two Faculties, the Faculty of Film, Art and Creative Technologies and the Faculty of Enterprise and Humanities around which all education, research and development are focused.

Under the Qualifications and Quality Assurance (Education and Training) Act, 2012, IADT maintains degree awarding powers for programmes up to and including Level 9 of the National Qualifications Framework (NFQ) including programmes leading to joint awards made with other Irish awarding bodies or with international awarding bodies.

IADT is bound by the policies and procedures of Quality and Qualifications Ireland (QQI) relating to education provision, and by policy and procedure of the HEA and the Department of Education and Skills as it applies to other areas of its operation. The Quality Framework policy has been aligned to relevant QQI policies as well as international guideline and policy instruments.

With regard to external quality assurance, QQI is the statutory body with responsibility for the external quality assurance of IADT. IADT has its own internal, institutionally-owned quality assurance, i.e. the Quality Assurance Framework as well as specific policies and procedures for the effective provision of higher education, a research environment as well as industry and community engagement opportunities, ensuring a high quality and relevant learning experience. All quality assurance policies and procedures are published on the IADT website, www.iadt.ie.

The Institute's Strategic Plan 2014 – 2018 set out a number of strategic priorities, amongst which is 'to provide a high quality and fulfilling educational experience for students'. IADT's Quality Assurance Framework sets out the key documents both internal and external which together provide a clearly stated set of policies and procedures for the provision of quality services and for the assessment and review of the provision of these services.

The Institute is currently developing the Strategic Plan for 2019 – 2023 which will still keep a strong focus on providing quality services and experiences to its students, staff, community and stakeholders.

IADT's Quality Assurance Infrastructure is composed of four inter-related elements:
- Statutory Provisions
- National Policy and Standards
- International Policy and Standards
- IADT established policies, procedures and guidelines

Whilst the Institute does not have a single Quality Manual, but rather a suite of inter-related policies and procedures which support the work of the Institute and its mission. This Quality Framework acts as the umbrella document which sets out the principles that are applied in embedding quality into our operational and strategic activities and in the delivery of programmes to our students.

The document sets out a Quality Model, which is one that integrates certain key principles and practices in a suite of internal policy and procedure documents which also reflect essential national and international policy instruments. The policy sets out the quality framework Statutory Provisions document (Appendix 1), national and international policies and standards along with a full listing of all IADT programmes and their online addresses.

The Quality Framework policy was reviewed and updated during 2018 and the updated policy was approved by Academic Council in May 2018. The current version of the document is now available on the IADT website or [here](#).

2. Quality assurance decision-making fora
A brief description of institution-level quality assurance decision-making fora

IADT operates with a structure of:
– Governing Body (with a Chair appointed by the Minister for Education and Skills);
– A President, who is the accountable officer
– An Academic Council – appointed by the Governing Body and assists in the planning, co-ordination, development and overseeing of the educational work of the Institute and to protect, maintain and develop the academic standards of the programmes and the activities of the college. There are 21 members of the Council, the majority are academics but the Students Union is included in membership, as are student body representatives
– An Executive
– A Management Team
– A number of Working Groups and Sub-Committees
– Institute committees

Appropriate oversight of all business is maintained through these structures and mechanisms.

Academic Council and Sub-Committees

Academic Council is appointed to assist Governing Body in the planning, co-ordination, development and oversight of the academic work of the Institute and to protect, maintain and develop the academic standards of Institute programmes.

Academic Council has appointed six Sub-Committees which report regularly:

– **Programme Validation:** the role of the Programme Validation Sub-Committee (PVC) is related to ensuring quality within the suite of programmes offered by the Institute. They deal with reports from Programme Boards (see details below), review recommendations for new programmes via internal validation, and proposals for minor changes in programmes, i.e. change of module credit weighting etc., to continue to refine the programme offering.

– **Academic Planning, Co-ordination and Review**: this Sub-Committee deals with all relevant matters of a cross-Institutional nature to ensure the effective and efficient provision of programmes and academic support services and to report and make recommendations, as appropriate, to Academic Council. Areas of consideration include, but are not limited to the planning of the calendar of academic delivery and related events, open days and examinations co-ordination.

– **Research and Development:** the role of the Research and Development Sub- Committee is to foster a culture of collaborative research and development, innovation and technology transfer in the context of the Institute's strategic plan.

– **Student Experience:** this Sub-Committee was established in 2012 in response to a consideration of institutional oversight of student wellbeing and student administrative policy issues. The remit

of the Committee is to develop and advise on policy and procedures relating to overall student wellbeing and the experience of students whilst on their programme of study. This includes student contribution to the campus community, promotion of diversity and mutual respect, supporting students with particular needs and establishing and reviewing appropriate standards for Student Services in collaboration with the various service provides within the Institute.

– **Teaching and Learning**: this Sub-Committee's remit includes the upholding of the standards of knowledge, skill and competences to be acquired by our learners, to ensure that the Institutional procedures that are established for students are fair, consistent and compliant with Higher Education standards. With an overall remit in the areas of teaching, learning and assessment, the Committee aims to document and review existing practice, develop staff training and research and disseminate best practice.

– **Quality Enhancement**: the main function of the Quality Enhancement Sub-Committee is to facilitate an integrated approached to academic quality, including institutional policies, procedures and systems. The Committee is central to both Programmatic and Institutional reviews, including our Delegated Authority review. They provide guidance to the Academic Council on issues of quality, provide an advisory audit function of the academic quality system to ensure compliance with standards, monitor and review cycles within the Institute to ensure compliance via periodic review of programmes, quality manual reviews etc. It is the central forum for monitoring and improving standards of academic quality and is guided by the approach outlined in the Institution's Quality Framework and by relevant policies and procedures.

Each of the six Sub-Committees report their activities to the Academic Council via the minutes of their monthly meetings, which are reviewed by the Council at their monthly meeting. Each Sub-Committee also prepares an annual report which is discussed at the Academic Council.

Programme Boards

Each programme of study in the Institute has a Programme Board and these are also formally Sub-Committees of Academic Council who report annually to Academic Council. The Programme Board is responsible for the effective management, operation and review of the Programme, within the wider context of the Faculties/Institute academic plan. The Programme Board operates within the framework of regulations set down by Academic Council and quality assurance procedures. The current Terms of Reference for Programme Boards are detailed here and include monitoring and review, quality assurance and dealing with operational matters. Membership includes, Programme Co-ordinator and every full-time member of academic staff teaching on the programme and student representatives chosen by democratic election. Part-time lecturing staff and external members can be co-opted, as appropriate.

Institute Committees

The **Institute Research Ethics Committee** (IREC) overseas good practice in ethical research and develops the Institute's ethics policies and procedures. It is responsible for reviewing and approving postgraduate research and staff research proposals and also hears appeals from Faculty/Departmental Research Ethics Committees. It is IREC's responsibility to develop detailed ethics policies and to oversee and refine procedures. The policies will sit within the internationally

accepted norms on ethical research and will promote the welfare of all human and animal participants while at the same time respecting academic freedom.

The **Partnership Oversight Committee** has a specific role in advising Academic Council and the President on decisions to be made in respect of partnerships and collaborative programme development.

The Committee is responsible for:

- Liaising with the Secretary/Financial Controller on the Institute Risk Register and the standing heading therein on Partnerships and Collaborative Provision
- Reporting at least twice yearly to the Audit Committee of the Governing Body on current partnerships
- Preparing an annual summary report for the President on IADT partnerships and work associated with them. This report will be shared with Executive Management Team, Academic Council and the Governing Body
- Determining the extent of the due diligence enquiries required in respect of prospective partners, or a new programme type under an existing partnership
- Establishing a Memorandum of Understanding between the Institute and its potential partners, to govern the full due diligence enquiries to be undertaken, if such an MOU is not already in place
- Appointing a Due Diligence Team (where relevant, utilising the Institute Procurement Policy)
- Assessing the findings of the Due Diligence Team and conducting a Risk-Opportunities Assessment
- Advising the President and Executive Management Team of the outcome of the Risk-Opportunities Assessment and making a recommendation as to whether the proposal should, or should not, be progressed further
- Recommending to the President and Executive Management Team the approval of a financial plan for new collaborative programme, or their further investigation
- Reviewing annual reports from the respective Relationship Management Teams and taking action or advising relevant authority of action required, or information relevant authorities of relevant updates – Establishing monitoring groups as relevant for various projects or partnerships

Confirmation of QA Policy and Procedures

1. Programme Design and Approval (ESG 1.2)
Links and/or text relating to the institution-wide quality assurance policy and procedures for the design and approval of new programmes.

IADT has in place a policy and procedural document for the development and approval of new programmes. This policy was updated and approved by Academic Council in March 2017. The next review is due in 2020.

The purpose of the policy is to ensure that new programmes, leading to awards, up to and including Level 9 on the National Framework of Qualifications, developed by the Institute meet the following overarching objectives:

- Compliant with the strategic and academic plan of the Institute
- Fulfil an identifiable need for industry
- Comply with relevant national policies and procedures
- Are of appropriate academic breadth and depth with assessable learning outcomes that are consistent with the levels of knowledge skill and competence as prescribed by the National Framework of Qualifications (NFQ)
- Maximise opportunities for learners to avail of access, transfer and progression routes, including the flexible and innovative use of Recognition of Prior Learning.
- Can be adequately resourced - academic, physical and human resources - and can be provided within a supportive and engaging intellectual and skills-based learning environment

The procedure applies to all IADT developed programmes. A separate policy & procedure applies for joint programmes or those programmes developed and/or delivered in partnership with another body, the Policy for the Quality Assurance of Collaborative Programmes is available to view here and the Procedures for the Quality Assurance of Collaborative Provision available to view here.

During 2017-18 the Institute successfully completed a joint Programmatic Review of all Level 9 programmes. The Institute has now commenced Programmatic review of all Level 7 and 8 programmes.

The Procedure for the Development and Approval of New Programmes is available on the IADT website under policies and procedures or here.

2. Programme Delivery and Assessment (ESG 1.3)
Links and/or text relating to the institution-wide quality assurance policies and procedures for the ongoing delivery and assessment of programmes.

IADT has a wide variety of policies and procedures that govern our Institute wide quality assurance for the ongoing delivery and assessment of programmes.

These can be broken down as follows:

Programme Board Procedures – as detailed in Section 2 above, all programmes in IADT have a Programme Board and these meet three times per academic year, in Autumn, Spring and Summer. Programme Board meetings have dedicated standing orders and business is conducted as per the Programme Board Agenda Template. At the end of the academic year an annual report is developed by the Board and this is presented to Academic Council by the Head of Faculty.

The quality of delivery and reporting is reviewed during the meetings, and agenda items include:

- Review of the previous year to include the review of External Examiner reports from the previous exam/assessment session and the QA report from Heads of Department
- Review of student performance in terms of examination results, progression and retention
- Overview of the current programme including modules and credits, any changes to the programme during the year, programme timetables and programme assessment strategy and schedule
- Discussion on CAO statistics, programme handbook, induction review and relevant Institute policies and procedures as they relate to the programme, it's operation and delivery
- Student feedback

The policy is available online on the IADT website or here.

Marks and Standards – the Institute's policy on Marks and Standards sets out to define a fair and consistent policy for the assessment of all learners in IADT. The policy is used in conjunction with the QQI Assessment and Standards (2013) policy, which was formally adopted by the Institute's Academic Council. The marks and standards apply to all assessments conducted in IADT for awards up to and including Level 9. The policy is broken down in the various sub-headings, which includes but is not limited to, the following:
- General requirements for assessment and awards
- Responsibility for assessments
- Alpha grading system
- Progression arrangements
- Award classifications
- Compensation
- Borderline cases
- Appeals
- Repeats

The policy is available on the IADT website or [here](#).

Plagiarism Policy and Procedures – this document outlines academic integrity, the definitions, consequences and avoidance of plagiarism. It is linked to the [IADT Learning, Teaching and Assessment Strategy 2014 - 2019](#), the [Learner Charter](#) and the [Student Handbook](#). It defines the citation method for each programme and the penalties and protocols in respect of plagiarism issues. It also lists the processes in place for the different levels of plagiarism, i.e. minor, moderate and serious.

The revised policy has been approved by Academic Council in 2019 and is available on the IADT website under policies and procedures.

Assessment Appeals Policy and Procedures – this defines the policy and procedures in place in IADT for dealing with Assessment Appeals. It sets out the definitions of various important terms, i.e. what is an appeal, what is a review of results, what is a recheck of results. It sets out the membership of the Appeals Board and their terms of reference are to review the formal appeals process and reach a decision on such appeals. It includes a set of standing orders and general information, such as details on the viewing of scripts, grounds for appeal, submission of an appeal, and appeal to the President etc.

The policy is available on the IADT website under policies and procedures or [here](#).

Policy, Procedures & Guidelines for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities – this policy sets out the general principles for ensuring equality of access in examinations and assessments. The Institute is committed to ensuring that students with disabilities will be enabled to demonstrate their knowledge and competency on an equal footing with their peers. Reasonable accommodations are defined as those actions that enable students to demonstrate their true knowledge and ability in examinations, of whatever type, without changing the demands of the examination. The intention behind this is to alleviate any disadvantage without affecting the integrity of the assessment and ensuring fairness for all. The document sets out the process, guidelines and procedures for the granting of reasonable accommodations.
The policy is available on the IADT website under policies and procedures or [here](#).

Exit Awards Policy – this policy outlines the Institute's policy on Exit Awards for its learners. Where a student wishes to terminate their studies prior to the completion of an entire programme, and where a lesser award exists, and where they have achieved the requisite number of credits for that lesser award, they may apply for an Exit Award. The Institute recognises that, in some exceptional situations, some students may request to formally exit their programme. This policy lays out the conditions of eligibility for an Exit Award and the procedure with which apply for this award.
The policy is available the IADT website under policies and procedures or [here](#).

Examination and Assessment Procedures and Regulations – this policy details very clearly, the step by step procedures in relations to both written and practical examinations in IADT. The slight variations in procedures between Faculties are dealt with and the responsible office is clearly assigned. All the elements of the examinations are detailed, which includes:

- Examination Papers Preparation
- Roles and Responsibilities in Examinations processes
- Invigilation
- ICT requirements
- Accommodations
- Exam set up
- Pre and official Exam Board meetings
- Repeats and appeals

Please note that the Institute does have an Appeals Policy as listed above.

It should be noted that this policy is currently under review and it is hoped that it will be approved by the Academic Council in early 2019. In the meantime, please find the link to our current online version of the policy on the IADT website under policies and procedures or here.

3. Research Quality (ESG 1.2, 1.3, 1.4, 1.9)
Links and/or text relating to any specific quality assurance procedures for the design, approval, delivery, assessment and monitoring of research programmes, if they exist.

The Institute has a number of policies in relation to research quality. They are detailed below.

Research Degrees - Procedures and Guidelines – this guideline document forms the basis of research practice within IADT. It is periodically reviewed – the latest review being approved by Academic Council in December 2017. IADT currently holds delegated authority to accredit all programmes up to Level 9 on the National Framework of Qualifications (NFQ), including postgraduate students by research on a full-time or part-time basis. The guidelines detail information on various degree forms, including Masters by Research, including practice based research, and taught programmes. The guidelines detail the process through which a prospective students applies, registers and is supervised. The roles and responsibilities of the various people in the process are also clearly identified.

The policy was reviewed and approved by Academic Council in December 2017. The policy can be found on the IADT website under policies and procedures or here.

Research Strategy – this document underpins IADT's strategic goals and outlines the Institute's research aims, objectives, strategies, management structures, targets and performance indicators. IADT's strategic aim is to be at the forefront of research and innovation in the area of the creative, cultural and technological industries so as to maximise our contribution to these industries and, thereby, informing our teaching and learning activities. The document outlines the strategic objectives for research, development and innovation in IADT along with the rationale for this strategy, and its implementation plan.

The strategy is currently under review by the Research Sub-Committee, the current version of the strategy is available from the Directorate of Creativity, Innovation + Research.

Ethics Policy – IADT's Ethics Policy covers everyone carrying out research within the Institute, staff or students, whether their place of research is within or outside of the Institute. It also applies to external agencies or organisations wishing to carry out research on IADT or its staff or students. All researchers understanding research within the Institute must comply with this policy whilst conducting research. The document sets out guiding principles in ethics, when ethical approval of research is required, ethics in research at both undergraduate and postgraduate levels and the proceeds around seeking ethical approval.

IADT has an Ethics Committee which overseas good practice in ethical research and develops the Institute's ethics policies and procedures. It is responsible for reviewing and approving postgraduate research and staff research proposals. More information on the Ethics Committee is detailed in the Ethics Policy which is available on the IADT website under policies and procedures or here.

Intellectual Property Policy – this policy sets out the principles and rules that govern the creative, ownerships and commercialisation of Intellectual Property (IP) developed by staff participating in programmes carried out using IADT facilities, know-how, confidential information and/or IADT IP. The

objective of this policy is to provide a consistent framework within which IP is developed and managed for the benefit of IADT, the originator and the public good. The Institute has also set up an Intellectual Property Committee including eight members with other professional advisors, as required. The policy is available online on the IADT website or here.

The Institute also has a number of associated forms in relation to IP, patents, non-disclosure, inventions etc. These can be found listed on the IADT website or here.

Postgraduate Research Handbook – each year, the Institute publishes a Postgraduate Research Handbook which covers areas such as management of research, procedures and guidelines for research degrees, equality of opportunity, review of registration, ethical issues in research, examination procedures etc. This handbook is issued to students on their commencement of their research degree. The most up-to-date handbook is available the IADT website or here.

4. Student Lifecycle (ESG 1.4)
Links and/or text relating to the institution-wide quality assurance procedures that are encompassed by the student lifecycle.

Admissions – IADT Admissions team deal with admissions to both our undergraduate and postgraduate programmes. They also deal with direct entry applications into our programmes from Year 2 onwards. There are various way of applying to IADT to study, which varies according to the programme of study and the level of student's prior learning.

The various application types and information on each is provided on our website at http://www.iadt.ie/study/how-to-apply.

Also published are:
- Application deadlines http://www.iadt.ie/study/how-to-apply/application-deadlines
- Application forms http://www.iadt.ie/study/how-to-apply/application-forms
- Information on CAO applications http://www.iadt.ie/study/how-to-apply/cao-applications
- Leaving Certificate requirements http://www.iadt.ie/study/how-to-apply/leaving-cert-requirements
- Advanced entry information http://www.iadt.ie/study/how-to-apply/advanced-entry
- Postgraduate details http://www.iadt.ie/study/how-to-apply/postgraduate-certificate-courses
- Information on our part-time and evening programmes http://www.iadt.ie/study/how-to-apply/part-time-portfolio
- Recognition of prior learning details http://www.iadt.ie/study/how-to-apply/recognition-of-prior-learning
- Information for mature and non-standard applicants http://www.iadt.ie/study/how-to-apply/mature-non-standard-applicants

Restricted Programmes & Portfolio Assessment - a large number of the programmes in IADT are called "restricted" programmes. This means they have special applications requirements alongside the CAO admissions procedures. These programmes require a portfolio to be presented by each students applying for that programme (the majority of these programmes are in our Departments of Film & Media and Design & Visual Arts). The implications of a restricted programme is that a prospective student must apply on or before 1 February in the year they wish to attend, they cannot add on new restricted courses on their CAO listing after 1 February and there are no late application dates or change of mind dates applicable.

Information on the Portfolio Assessment process is available on the website at http://www.iadt.ie/study/portfolio-guideline sf and IADT also operates a Portfolio Appeals Policy which is available here.

Recognition of Prior Learning – at IADT, applications are accepted from those who may not hold the required qualifications but who may have proven relevant experience and whose academic background is non-traditional. Information on how to apply for Recognition of Prior Learning is available on our website or http://www.iadt.ie/study/how-to-apply/recognition-of-prior-learning here and the policy governing this area is located at on the IADT website or here.

Erasmus Programme - Erasmus (European Region Action Scheme for the Mobility of University Students) encourages international mobility by allowing students either to study for a term/semester (average stay of 4 months) or for a full academic year (average stay of 9 months) at a range of higher education institutions across Europe; or to undertake traineeships (minimum stay: 2 months; maximum stay: 12 months) in a European company/organisation. Students study a course similar to, and recognised as fulfilling requirements of, that at home. IADT is proud to have Erasmus arrangements with over 25 Higher Education Institutions in Belgium, Czech Republic, Denmark, Estonia, Finland, France, Germany, Hungary, Latvia, Slovakia, Spain, Sweden, The Netherlands, Turkey and the UK. Information on the Erasmus Programme in IADT can be found on the IADT website or [here](#).

Assessment/Examination - IADT has a robust assessment policy in terms of its administrative procedures and regulations around student assessment which covers all areas of examination assessment from pre-exam preparation and set up, through to the process of examinations and the various roles and responsibilities of each person involved, including the student role. All issues around the Exam Board meetings, repeats, carrying of modules and appeals are dealt with in this policy. Information on the process can be found in the policy which is available on the IADT website or [here](#).

Appeals – appeals deadlines are built into the examinations/assessments procedures and there are specific procedures around the handling of appeals, including defining what an appeal is, what the grounds for an appeal are, and how to appeal the appeal decision. Information on this can be found on our website or [here](#) and the Assessment Appeals Procedures document can be downloaded on the IADT website or [here](#).

Disciplinary Procedures – IADT offers quality programmes and services within an environment based on mutual respect and support. All students are expected to act responsibility at all times, to abide by Institute regulations and not engage in any activity which has the potential to cause harm or injury to any party or bring the Institute's name into disrepute. In this regard, IADT has published a number of policy and procedural documents and forms, which are detailed below:

- Learner Charter available on IADT website or [here](#)
- Student Disciplinary Procedures available on IADT website or [here](#)
- Mutual Respect Policy available on IADT website or [here](#)

Deferrals Policy and Procedures – the Institute recognises that, in exceptional circumstances, it may be necessary for a student to take time away from their studies or defer some or all of their assessments during an academic year. To this end, the Institute has in place several options for student, i.e. a Leave of Absence which is where the student wishes to postpone a year of study and return the following year to start the year of study again, or a deferral of one or more module assessment due to family, personal or health reasons. The policy on deferrals can be located on the IADT website or [here](#) and the relevant forms can be downloaded from the IADT website and for Leave of Absence [here](#) and Deferral [here](#) .

Withdrawing – the Institute recognises that, for a variety of reasons, some students do not complete their programme of study. Information on withdrawal from a course along with the withdrawal form can be found on the IADT website or [here](#).

Conferring - the Conferring Ceremony is held in November of each year and is organised through the Office of Academic and Student Affairs. Students are written to prior to the event. Details are available on our website or here.

Student Complaints Policy & Procedures – the Institute is committed to providing a high quality service for all our registered students and periodically reviews our services and provision via internal and external audit procedures. The Student Complaints procedure is an integral partner to the Learner Charter and is the reference point for students who believes they have a legitimate complaint for investigation. The Learner Charter clarifies what is reasonable to expect as part of the learning experience, and enables learners to review whether IADT has met its commitments as a learning provider. This procedure enables matters of complaint to be brought to the attention of the Institute and to allow for investigation of any complaints with the intention of a satisfactory result. The aim is to ensure that most matters can be dealt with through informal processes. The documentation can be downloaded from the IADT website or here.

Access + Opportunity for all – IADT has a Student Experience team, which provides inclusive support services to all students. The Student Experience team incorporates the Access Service, Disability Support Service, Careers Service, Student Counselling Service, Learning Support Service, Health Service and the Student's Union. More information on these services is detailed under Section 7 of this document and on the IADT website.

Student Handbooks – all students receive a copy of the Student Handbook, on registration. The student handbook can be found IADT website or here and the Postgraduate Research Masters Handbook can be found IADT website or here.

Library Charter – the IADT Library Charter sets out the standards of service students are entitled to expect. It enhances and links closely with the Learner Charter, developed jointly by IADT and the Students Union, in which the mutual rights &   responsibilities of both the Institute and students are set out. IADT aspires to be an equal opportunities institution. In keeping with this vision and strategy, the Library aims to ensure that equality and diversity are considered as part of everyday practice. The Charter itself can be found on the IADT website or here.

5. Teaching Staff (ESG 1.5)
Links and/or text relating to the institution-wide quality assurance procedures for assuring the competence of teaching staff, including staff recruitment and staff development.

IADT has fair and transparent processes for the recruitment and development of all staff that allow them to assure themselves of the competence of their academic staff. Key goals for the IADT Human Resources Department is to review its HR policies, programmes and practices to ensure they are aligned with the Institute's strategic plan, to develop and implement quality communication processes to all staff and stakeholders that highlight HR's purpose within the Institute.

The role of the Institute's academic staff is to work towards building and developing a high quality learner experience which allows for the student to acquire knowledge, competences and skills in their chosen area. The Institute is committed to the provision of higher education of the highest quality, which is relevant to the needs of students and stakeholders, and which recognises, promotes and develops the professional role of staff members. One of the key principles for IADT and their academic staff is that the Institute can assure itself of the competence of staff, applying fair and transparent processes for their recruitment and development.

There are a number of policies and procedures that work to assure the quality and competence of the Institute's lecturing staff, which include:

Staff Training, Learning and Development Policy – it is IADT policy to prioritise investment in Staff Training, Learning and Development initiatives which support the Institute to implement strategic and operational plans. While recognising that the primary responsibility for self and career development lies with the individual staff member, the Institute endeavours to provide appropriate support, guidance and encouragement to each employee to maximise the opportunities for such development. The policy objectives are to:
− Provide support to staff, within such financial resources as may be available, to maintain and develop necessary competencies critical to the efficient and effective implementation of IADT strategic and operational plans
− Enable staff to maintain and develop the required skill sets to deliver their role and meet the professional and personal challenges which naturally arise from changing regulatory, legislative, environmental and Institute priorities to include those captured in Institute's Strategic, Operational and Team Development Plans
− Ensure, where possible, that all staff benefit from training and development opportunities offered annually subject to the priorities and provisions set out in the policy.
The Staff Training, Learning and Development Policy can be downloaded here.

Erasmus+ - With Erasmus+ training opportunities are available to staff working in education, both in teaching and non-teaching capacities. Training periods abroad can consist of job shadowing, observation periods, professional development courses or specific competence-building events. However, Erasmus+ does not provide funding to attend conferences. IADT staff can train at a higher education institution in an Erasmus+ Programme (Europe) or Partner (outside of Europe) country; or at an organisation outside the sector in a programme country.

Mutual Respect Policy – the aim of the Mutual Respect Policy is to indicate what constitutes harassment, sexual harassment and bullying and to clarify what action the Institute will take when responding to breaches of this policy. This policy defines each of the terms and provides general information and guidance to staff and students. It sets out the procedures for processing of complaints where unacceptable behaviour is alleged to have occurred. The Mutual Respect Policy has been prepared in consultation with the Institute's Health and Safety Committee and in partnership with the relevant Trade Unions and the Students Union. Details of the policy are available here.

Equal Opportunities Policy – Equity and fairness are fundamental and core to the institute. We provide equal opportunities to our students and staff. We embrace diversity and promote an inclusive environment that is respectful of others and free from discrimination and harassment. We are committed to positive action initiatives to address imbalances.
Our culture is one that promotes equality, diversity and inclusion. We are committed to developing a fulfilling and progressive work and learning environment, one that strengthens and promotes the values of the Institute to ensure that IADT students and staff support, value and respect each other. We work to promote a positive culture within our institute by sustaining the values that we cherish, while also encouraging and facilitating openness and responsiveness as we evolve.

The Equal Opportunities policy is currently under review but the current policy is available for download here.

6. Teaching and Learning (ESG 1.4, 1.5, 1.6)
Links and/or text relating to the institution-wide quality assurance procedures for assuring the quality of teaching and learning.

Teaching + Learning in IADT is supported and developed by the Teaching and Learning Committee. This is a representative Sub-Committee of Academic Council. The work of the Committee is determined by its terms of reference. The Teaching and Learning Sub-Committee draws it members from across the Institute – from the two faculties, the Library, Access and ICT and includes the Registrar and the Staff Training Learning + Development Officer.

The Teaching and Learning Sub-Committee supports teaching and learning in IADT by:
– Ensuring that books and journals about teaching and education are available through the Library
– Organising workshops, seminars and webinars on teaching and learning in association with the HR Department
– Supporting presentations at conferences on teaching and learning
– Managing the delivery of the modules from the LIN Postgraduate Diploma in Teaching and Learning, these modules include the following:-
  - Certificate in Learning and Teaching (15 ECTS)
  - Certificate in Assessment and Evaluation (15 ECTS)
  - Certificate in Technology Enhanced Learning (15 ECTS)
  - Certificate in Universal Design for Learning (10 ECTS)

The Strategy and policies that support the quality assurance of teaching and learning provision in IADT include:

Learning, Teaching and Assessment Strategy – this strategy supports and enhances learning, teaching and assessment across the Institute and outlines the philosophy of learning, teaching and assessment at IADT. The Institute is committed in principle and practice to the achievement of equity of access, increased participation and improved retention and progression rates for all our learners. The Institute aims to help students to reach their potential through the provision of a supportive, vibrant and challenging learning environment. All staff are involved in the construction of this learning environment. All students are valued equally during their learning journey with IADT. Accordingly the curriculum, teaching and learning and assessment at IADT are centred on the student. Policies are pursued in the area of learning and teaching which promote the increasingly international and culturally diverse nature of all studying at IADT.

The full strategy can be downloaded here.

Staff Training and Development Policy – IADT, through its Staff Training and Development policy, provide funding assistance to staff interested in pursuing further development in the areas of teaching and learning. Further information on this policy is available here.

Quality Framework – as stated in Section 1 of IADT's Quality Framework, the Institute values:
– Creativity, innovation, engagement and entrepreneurship amongst our students and staff
– The contribution of all staff members across IADT to achieving our goals
– A commitment to lifelong learning, diversity and inclusion

- A commitment to progression, quality improvement and high standards

Section 1.4 notes that IADT's focus is to enhance the student experience by "*Enhancing teaching and learning and putting in place effective and innovative assessment practices across all our creative and entrepreneurial disciplines*".

The Quality Framework is available to download from the IADT website or [here](#).

7. Resources and Support (ESG 1.5)
Links and/or text relating to the institution-wide quality assurance procedures for assuring funding and resources for learning, teaching and research. Also, links and or text relating to the quality assurance procedures for learning resources and student support.

IADT students rely on a wide range of resources to be able to fully realise their potential and assist their gaining of knowledge, skills and competencies. There resources can be broken down, as follows:

- Human Resources
- Physical Resources
- Student Service Resources
- Teaching & Learning resources
- Quality assurance resources

All of these resources work together to provide for students a framework within which they can gain the knowledge, skills and competencies in their chosen area of study. IADT prides itself on being student centred and, as our Quality Framework document states that students are at the centre of what we do.

IADT provides a coherent support structure for our students and they are considered at every level of the organisation. Our Student Experience Team offers a wide range of supports for students including:
- Health Centre http://www.iadt.ie/services/institute-student-services/health-centre
- Disability Support Services http://www.iadt.ie/services/institute-student-services/disability-support-services
- Learning Development centre http://www.iadt.ie/services/institute-student-services/learning-supports
- Careers Centre http://www.iadt.ie/services/institute-student-services/careers-advisory-service
- Student Counselling http://www.iadt.ie/services/institute-student-services/student-counselling
- Access Centre http://www.iadt.ie/services/institute-student-services/access-social-inclusion
- Assistive Technology http://www.iadt.ie/services/institute-student-services/assistive-technology-services
- Students Finance http://www.iadt.ie/services/institute-student-services/student-finance
- Alumni information is provided through the Graduate First Destination Surveys. This survey provides information about what our graduates are doing one year after they finish their studies. http://www.iadt.ie/services/institute-student-services/careers-advisory-service/graduate-destination-surveys

Supports for students are also included in various policies and procedures in IADT including (but not limited to):

- **Quality Framework document** available to download here

− **Code of Practice for Students with Disabilities and Disclosure of Disability** available to download here
− **Policy and Strategy for Participation, Equal Access and Lifelong Learning** available to download here
  Protection of Children and Vulnerable Adults available to download here
− **Policy, Procedures & Guidelines for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities** available to download here
− **Supplementary or Alternative Admissions Route for Students with a Disability or Specific Learning Difficulty** available to download here
− **General Disability Support Service Reasonable Accommodations Procedures** available to download here
− **Learner Charter** available to download here.

IADT is also committed to the HEAR (Higher Education Access Route) and DARE (Disability Access Route to Education) schemes and became part of the schemes during 2017-18, with new student entrants joining IADT through the programmes.

HEAR Scheme – IADT is part of the HEAR national admissions scheme which allocates reduced points places to eligible school leavers under 23 years old for school leavers from socio-economically disadvantaged backgrounds. Mature and FETAC students have different admissions routes. Information on the scheme is available here.

DARE Scheme – IADT is part of the DARE national admissions scheme which can allocate reduced points places to eligible school leavers under 23 with disabilities. Information on the scheme is available here.

IADT is also involved in an all-Institute initiative that supports and facilities the successful integration of all of incoming first year students. The First Year Matters (FYM) programme is run over the first four weeks of the Autumn term, and is co-ordinated by the Students' Union and the FYM team, with the assistance of the Student Experience Department, Faculties and staff information on this project can be found on the IADT website or here.

Student Assistance Fund - The Student Assistance Fund is open to all registered students at IADT on a course of not less than one-year's duration leading to an undergraduate or postgraduate qualification. Information can be found on the IADT website or here. In addition the Students Union operate a Student Hardship Fund for students who may be facing financial difficulties.

8. Information Management (ESG 1.7)
Links and/or text relating to the institution-wide quality assurance procedures for collecting, analysing and using relevant information about programmes and other activities.

Reliable, up-to-date and trustworthy information and data is critical to good decision making, for all staff and students. IADT collects, collates and analyses a wide variety of information for management information, quality assurance, programme delivery and development and many other purposes. One of the main uses of collated, relevant information is in the area of programme development and quality assurance. Our procedural document on both the development and approval of new programmes is available on the IADT website or here and on the quality assurance of collaborative provision in new courses here are dependent on the level and quality of the information we have collated and analysed about areas such as learner progression, market trends, student and stakeholder feedback, CAO and entry statistics, dropout rates, learners supports and the student experience, employability statements and information on available resources, to name but a few.

IADT also has a Freedom of Information Officer and our website details information on this role. There are six sections to our policies and procedures in this area, namely:
– General Information about IADT
– Information on Functions + Services provided
– Information on Decision Making
– Financial Information
– Procurement Information
– Disclosure Log + Other Routine Publications

IADT also has a Records Management Policy which is to be used by all staff who are responsible for record keeping or those who are reviewing existing record-keeping procedures within the Institute. It provides practical guidelines on record-keeping in accordance with best practice to which all staff are obliged to adhere. The function of the Policy is to promote the creation and maintenance of complete, authentic, reliable, accessible and accountable records and is applicable to all areas and locations of the Institute and includes all Faculties, Departments, and Directorates, and functional areas which form part of the Institute structure. The policy can be downloaded here.

IADT distributes a wide variety of information, policies and procedures on its website, www.iadt.ie. The site also includes information on our programmes, detailing module offerings per year, duration of programmes, places available, CAO points, entry requirements, costs of materials and/or field trips and portfolio guidelines. In respect of other information the website provides details on upcoming events, job vacancies, exam timetables (when applicable), policies and procedures related to quality assurance, staff and students and a wide variety of other information.

IADT also has in place an **ICT Acceptable/Appropriate Usage Policy** and the purpose of this policy is to provide a reliable computing and networking service. Access to communication devices for staff, students and alumni requires co-operation from all users. It is, therefore, important that all are aware of their responsibilities. The scope of this policy is to outline the acceptable and appropriate usage of IADT's ICT Resources. The policy can be downloaded for the IADT website or here.

9. Self-evaluation and Monitoring (ESG 1.9)
Links and/or text relating to the institution-wide quality assurance procedures for self-evaluation and internal monitoring.

IADT is a strong proponent for periodic self-review and evaluation of our programmes and services and external peer review is a major element of our commitment to the quality assurance of our programme offering. Self-evaluation and monitoring is an opportunity to ensure that:

- The learning outcomes reflect up-to-date knowledge in the community of practice
- The curriculum design and structure is effective
- Contemporary best practice in student-centred learning is reflected in the teaching and assessment practices
- There remains a demand for the programme
- Graduates are able to secure employment in their field of qualification;
- The programme remains viable

In order to investigate a programme thoroughly and consider these dimensions IADT employs a complementary model of self-study and evaluation by independent peer evaluators.

Giving due regard to this commitment, IADT have published their Policy for the Periodic Review of Programmes – Programmatic Review, available for download here. The various procedures, roles and responsibilities for those involved in the development and validation of new programmes plus details on the external panel's role is detailed in this document which clearly identifies a robust commitment to quality assurance in this area.

IADT undertakes a 5 year review of all its programmes. During 2018 the Institute successfully completed Programmatic Review for all Level 9 programmes. Programmatic Review for level 7 and 8 programmes has commenced and is scheduled to complete in 2020/21.

In addition to the Programmatic Review process the ongoing monitoring of programmes is facilitated by a range of activities. These include Programme Boards, External examiners (and their annual reports), and the work of the Quality Enhancement and Teaching & Learning Sub-Committees. If any minor changes or updates are required between Programmatic Reviews these are managed by the Programme Validation Sub-Committee chaired by the Registrar.

The various stages in quality assurance in the development of new programmes are very similar to the programme review process. Self-evaluation is a comprehensive review of programmes that involves programme and Faculty staff, a dedicated Programme Review Team, the work of the Programme Validation Sub-Committee (see Section 1 for further information), establishment of an external Panel to review and evaluate the submission through reading of the various documents but also in visiting the Institute for the period of a day or more (depending on the complexity of the review), touring the facilities and meeting with the Programme and Management teams. The Panel then produce a report which can agree to the programme with (or without) conditions or recommendations. The report is then considered by the Academic Council. Only after all these processes have been worked through, is a programme commenced as a new or a re-validated programme.

Each Programme **Board** undertakes a review of their programme three times a year. More details are available in Section 2 of this document. The policy on Programme Board procedures is available for download here.

IADT will be undertaking an external review as part of the QQI's CINNTE programme of reviews in 2022/23.   The CINNTE cycle of reviews will provide an opportunity for IADT to take stock of the quality of its provision of education, training and research, the fulfilment of its mission and the effectiveness of its ongoing monitoring and review activities, to ensure they are fit for purpose. This gives assurance to learners that their experience is being monitored for good practice, and assurances to the public that the Institute is offering a valuable service.

10. Stakeholder Engagement (ESG 1.1)
Links and/or text relating to the institution-wide quality assurance procedures for the involvement of external stakeholders in quality assurance.

Stakeholder engagement is vital to the quality assurance of IADT suite of programmes. From the development of new programmes, to ongoing monitoring, review and external examining, they are an integral part of the programme lifecycle.

Programme Development – research during the development phase will include stakeholder feedback on the demand for and benefits of the proposed programme and a benchmarking exercise in respect of similar programmes in Irish and international HEIs. Section 7 of the Procedure for the Development and Approval of New Programmes document outlines the full programme design and development process, the procedure is available on the IADT website or here

Programme Validation – as part of the validation process, an external Panel is formed who meet with the programme team, evaluates the programme proposal and makes a final decision on the programme, with possible considerations or recommendations. The Panel is typically made up of three to six people, all of whom are external to IADT and include a Higher Education specialist, academics from a Higher Education Institution with expertise in the area of the proposed programme and industry/business experts in order to reflect employer needs. See Section 8.2 of the Procedure for the Development and Approval of New Programmes document, the procedure is available on the IADT website or here.

An external Panel is also set up for the periodic review of programmes or Programmatic Review. The system is similar to that for the approval of new programmes. IADT have published their Policy for Programmatic Review which available for download from the IADT website or here.

Finally, with due regard to the ongoing monitoring of quality assurance for the suite of programmes offered by the Institute, IADT has appointed a number of External Examiners. They are required to use their expert judgement to consider and comment on:
- Standards set for the programme
- Standards achieved by students
- Operation of the assessment processes
- Quality of learning
- The learning and teaching environment
- Action taken on points raised in previous reports
- Organisation and management of the external examining process

The External Examiners are required to write a report on their visit to IADT and this is subsequently discussed at the Programme Board meeting. Each Programme Board prepares an annual report to Academic Council and this report notes any changes made to a programme as a result of the External Examiner's recommendation. The procedural document relating to the appointment and work of External Examiners at IADT can be downloaded here.

11. Engagement with Other Bodies (ESG 1.1)
Links and/or text relating to the institution-wide quality assurance procedures for engagement with professional, statutory and regulatory bodies and other quality assurance and awarding bodies (details of specific engagements should be provided in the online section of the form).

IADT maintains links with professional, statutory and regulatory bodies in order to ensure quality provision of its programmes.

These include, but are not limited to:

Quality & Qualifications Ireland (QQI) - QQI is the statutory body with responsibility for the external quality assurance of IADT. IADT has its own internal, institutionally-owned quality assurance, through its suite of quality assurance policy documents as listed throughout this report. It also has specific policies and procedures for the effective provision of higher education, a research environment as well as industry and community engagement opportunities, ensuring a high quality and relevant learning experience. All quality assurance policies and procedures are published on the IADT website, www.iadt.ie. External peer-review evaluations of IADT conducted by QQI are published on the QQI websites, www.qqi.ie as well as on IADT's website here.

The Psychological Society of Ireland (PSI) – the PSI accredits IADT's BSc (Hons) in Applied Psychology, an accreditation that has been in place since 2015. PSI is the learned and professional body for the profession of psychology in Ireland and undertakes accreditation of psychology programmes to ensure they meet the highest possible standards and that students of the programme are suitably prepared to enter the field of psychology.

CORU - The BSc (Hons) in Applied Psychology will also fall due to be validated by CORU, the regulatory body for Health & Social Welfare professionals. One of its statutory functions is to approve education and training for the registration of professions. Approval and monitoring is the process by which the Board approve education and training programmes to ensure they meet the Board's criteria and graduates meet the standards of proficiency for the profession. The approval and monitoring of programmes is based on the Criteria and Standards of Proficiency for the profession. Education Providers in the Republic of Ireland that offer programmes which lead to qualifications acting as an entry point to a given profession will be eligible to apply to the Registration Board for approval of the programme/s. Approved programmes are subject to monitoring on an on-going basis. IADT looks forward to engaging with them in the future.

Chartered Institute of Management Accountants (CIMA)
Since 2014, a number of course exemptions were awarded from the Chartered Institute of Management Accountants (CIMA), professional qualification, for the DL822 BA (Hons) in Arts Management and DL823 BBus (Hons) in Entrepreneurship and Management graduates. In August 2014, the Arts Management and Entrepreneurship graduates became entitled automatically to exemptions from two of the five foundational (Certificate) level modules, Financial Accounting and Management Accounting. Students interested in gaining the CIMA Certificate need only sit the remaining modules, Law, Economics and Maths. They can also apply for exemptions to these on a case by case basis.

Marketing Institute of Ireland (MII) The DL822 BA (Hons) in Arts Management programme is also recognised by the Marketing Institute of Ireland (MII) for students to sit the Qualified Marketer Exam – a case study examination held in May every year. Success in the exam ensures full membership of The Marketing Institute of Ireland and a waiver of the membership fee for the first year as it proves that candidates can credibly apply degree-level marketing knowledge to real life business situations. It also grants the successful student the right to use the professional designatory letters "MMII (Grad) after their name and entitles the member to be listed in the Qualified Marketer Register.

Teaching Council English, Media and Cultural Studies students have the appropriate number and weight of credits to pursue careers in Teaching English at second level, in line with the criteria of the Teaching Council of Ireland.

> **12. Provision and Use of Public Information (ESG 1.8)**
> Links and/or text relating to the institution-wide quality assurance procedures for the provision of clear, accurate, up-to date and accessible public information.

IADT provides information on its activities to the public via its website, www.iadt.ie and through various publications such as its annual Prospectus and Student Handbook. The website provides a wealth of information on the Institute's suite of programmes and modules offered, qualifications awarded, policies in relation to students, staff and quality assurance, panel validation reports for programmes and details on the services offered for students, information on Open Days and Taster Days (an opportunity for prospective students to come on to campus and experience what it may be like to be an IADT student in the area of their particular interest).

With regard to management of information held in IADT, a Freedom of Information Officer is in place who manages all FOI queries and issues. The FOI Officer also deals with all issues around Data Protection.

Freedom of Information
The Freedom of Information (FOI) Act 2014 establishes three key rights:
− Right of any member of the public to access to records
− Right of any member of the public to amend records containing incorrect personal information
− Right of interested parties to reasons for decisions

In general, members of the public are entitled to obtain official information from IADT provided it does not conflict with the public interest and the right of privacy of individuals. Requests for information must be submitted in writing to the Freedom of Information Office.

For more information on FOI, please see the Freedom of information page on the IADT website

General Data Protection Regulation (GDPR)

The General Data Protection Regulation (GDPR) is in force since 25 May 2018. The Regulation lays down rules relating to the protection of natural persons with regard to the processing of personal data and rules relating to the free movement of personal data.

This Regulation protects fundamental rights and freedoms of natural persons and in particular their right to the protection of personal data.

IADT holds and processes personal data about many different types of people such as its current, past or prospective employees, applicants, students, alumni, suppliers, contractors, members of the public, etc. The Institute processes this personal data to carry out its business and administrative functions and to comply with statutory requirements. This personal data is subject to data protection legislation.
The GDPR brings new and enhanced rights for individuals (data subjects) whose data is processed in IADT. Individuals have the right to know what IADT does with their personal data. This information is

provided in Privacy notices/statements. These notices and statements are available for students, staff and others on the IADT website or [here](#).
Additional information regarding GDPR including Rules and Processes and FAQs is available on the IADT website or [here](#).

13. Linked Providers (for Designated Awarding Bodies) (ESG 1.1)
Links and/or text relating to the institution-wide quality assurance procedures for assuring engagement with linked providers including the procedures for approval, monitoring, review, withdrawal of approval and appeal for linked providers.

IADT has in place a policy to ensure quality assurance where it is involved with collaborative partners in providing and delivering programmes of study. This policy, Quality Assurance for Collaborative Provision can be downloaded here.

The policy forms part of the IADT Quality Framework and is also a stand-alone policy which may be given to prospective partners as a part of suite of documents explaining how IADT engages in collaborative and transnational provision. It sets out the context in which IADT will engage in providing collaborative or joint programmes, transnational programmes and also joint programmes which lead to joint awards and describes the processes by which such programmes are be developed and approved. The policy is designed for consultation by potential partners and any member of staff interested in learning about the institutional process for the development of these types of programmes. The policy includes :
− An overarching introduction and context
− A short policy section

IADT has also developed the 'Procedures for the Quality Assurance of Collaborative Provision' document, which details the procedures for Quality Assurance of Collaborative Provision, for all national and transnational programmes and programmes leading to Joint Awards. The procedure can be downloaded from the IADT website or here.

14. DA Procedures for use of QQI Award Standards (IoTs only)
Links and/or text relating to the specific procedures for the approval of programmes in keeping with Core Policy and Criteria for the Validation of Education and Training Programmes by QQI, the Sectoral Protocols for the Awarding of Research Master Degrees at NFQ Level 9 under Delegated Authority (DA) from QQI and the Sectoral Protocols for the Delegation of Authority by QQI to the Institutes of Technology to make Joint Awards, May 2014.

Under the Qualifications and Quality Assurance (Education and Training) Act, 2012¹, IADT has been accorded degree awarding powers for programmes up to Level 9 of the National Qualifications Framework (NFQ). These powers were granted under Delegation of Authority from the Higher Education and Training Awards Council (HETAC), www.hetac.ie, and were transferred under Quality and Qualification Ireland (QQI), as established under the 2012 Act.

IADT is bound by the policies and procedures of QQI relating to education provision. In this regard, the Institute has a set of robust quality assurance policy documents in the following areas:

Quality Assurance Policy for Collaborative Provision and the Procedures for the Quality Assurance of Collaborative Provision' – these policy and procedures has been aligned to the QQI policies of particular relevance to the areas of:
– Policy for Collaborative Programmes, Transnational Programmes and Joint Awards, Revised
– 2012
– Policy and Criteria for the Delegation of Authority to the Institutes of Technology to make Higher
– Education and Training Awards (including joint awards) 2014
– Sectoral Protocol for the Delegation of Authority (DA) by Quality and Qualifications Ireland
– (QQI) to the Institutes of Technology (IoT)s to make Joint Awards, 2014.

Procedure for the Development & Approval of New Programmes – The purpose of this procedure is to ensure that new programmes leading to awards, up to and including taught Level 9 are fully compliant with Institutional quality assurance protocols and are in keeping with Core Policy and Criteria for the Validation of Education and Training Programmes by QQI. The Procedure is available on the IADT website or here.
Procedures and Guidelines for Research Degrees – this policy states that the standard required for the achievement of a Masters by Research degree will be consistent with those appropriate to Level 9 of the National Framework of Qualifications as determined below. Additional more detailed standards may be published by QQI from time to time. The Procedure is available on the IADT website or here.

> **15. Collaborative Provision (ESG 1.1)**
> Links and/or text relating to the institution-wide quality assurance procedures for engagement with third parties for the provision of programmes.

See Section 13 of this document for relevant information. The related policy, Quality Assurance for Collaborative Provision, can be downloaded here.

Current collaborative provision in IADT is detailed below:

IADT + George Brown College, Canada
IADT offers an MA in Interdisciplinary Design Strategies which has been designed in collaboration with the Institute Without Boundaries, George Brown College in Toronto. Through collaborative practices the programme provides candidates with a systematic and in-depth knowledge of integrated design strategies. They will develop critical awareness and employ advanced design methodologies. The programme responds to the needs of industry for graduates with the required combination of knowledge, skills and competencies to work within interdisciplinary teams in the broader design, technology and professional services sectors. More information on the programme can be found here.

IADT + Sound Training College, Dublin
IADT offers a BA (Hons) in Creative Music Production that is delivered collaboratively by IADT and the Sound Training College (STC). This unique programme utilizes some of Ireland's leading commercial recording studios as teaching spaces. Lecturers include some of the finest sound engineering/music industry practitioners in the contemporary music scene. This shared delivery offers globally unique benefits; appropriate modules will be taught in commercial studio and music production facilities at STC. More information on the programme can be found here.

IADT + FETAC Colleges, Ireland
The National Plan for Equity of Access to Higher Education 2015-2019 sets out five priority goals. The outcome of Goal 4 is:
− To build coherent pathways from further education and to foster other entry routes to higher education.

Since its inception, IADT has fostered links with institutes of Further Education, both on a local and on a sectoral level. The Institute reserves up to 10% of places on undergraduate programmes for entrants from the FE sector.   The numbers of such entrants vary from year to year and from programme to programme but, overall, the intake from the FE sector remains steadily above 15%.

In order to deepen these links, IADT has begun to establish more formal links with individual FE Institutes. To this end, five (5) Memoranda of Understanding (MOU) have been signed with a cluster of local colleges:
− Blackrock FEI
− Bray FEI
− Dun Laoghaire FEI
− Sallynoggin FEI
− Stillorgan FEI

The first stage of each MOU formalises the existing links between IADT and each FE institute. However, a mapping exercise is also carried out to establish pathways to advanced entry into year two of IADT programmes where cognate areas of learning can be found. This mapping also provides opportunities for alignment of modules so that obstacles to access can be eliminated or minimised. In this sense, each MOU is a collaborative document which is open to input from all parties to the agreement.

IADT and Erasmus+

IADT has 46 partners across a wide range of countries through the Erasmus+ programmes.   These include:

- Aalto University - School of Art, Design + Architecture
- Academy of Fine Arts Katowice
- Academy of Performing Arts Bratislava (VSMU)
- Baltic Film, Media, Arts + Communication School (Tallinn University)
- Ecole Nationale Superieure des Arts Visuels - La Cambre
- Ecole Nationale Superieure des Beaux-Arts de Lyon
- Ecole Nationale Superieure de la Photographie - Arles
- Edge Hill University
- Edinburg Napier University
- Escuela TAI
- Estonian Academy of Arts
- Film + TV School of the Academy of Performing Arts (FAMU)
- Filmuniversitat Babelsberg Konrad Wolf
- Fondazione Accademia di Belli Arti P. Vannucci (ABA), Perugia
- Funen Art Academy
- Gobelins, l'école de l'ímage
- Hochschule fur Gestaltung (HFG)
- Hochschule Mainz (University of Applied Sciences)
- Hungarian University of Fine Arts
- Iceland University of the Arts (LHI)
- International University of Languages + Media (IULM)
- IPAC Annecy
- IUT2 Grenoble (Université Grenoble Alpes)
- Kunsthochschule Berlin
- Lahti University of Applied Sciences
- Leeds Beckett University
- Nottingham Trent University
- Polish-Japanese Academy of Information Technology (Department of New Media Art)
- Rome University of Fine Arts (RUFA)
- Sabanci University
- Stuttgart Media University (HdM)
- TH Köln (Cologne Game Lab)
- Turiba University (Riga)

- Universidad Europea del Atlántico (Santander)
- Universitat Internacional de Catalunya (UIC)
- Université Paris Sud (IUT Sceaux)
- Universite Reims
- Universite Rennes 2
- University of the Arts Helsinki - Academy of Fine Arts (KUVA)
- University of Film + Theatre Budapest (SZFE)
- University of Gothenburg - Valand Academy
- University of Hertfordshire
- University of South Wales
- University of the West of England
- University of Twente
- University of West Bohemia (Ladislav Sutnar Faculty of Design and Art)

More details on our partners can be found on the IADT website or here, the IADT Erasmus Charter for Higher Education 2014 – 2020 can be found on the IADT website or here. More information on the programme can be found on the IADT website or here.

IADT + NARFU (Northern Artic Federal University)
The initiative came into effect due to the joint Erasmus+ staff mobility project aiming at facilitation of academic development through trainings, exchange of experience and best practices, and as a follow-up of Tempus ALIGN project (Achieving and Checking the Alignment Between Academic Programmes and Qualification Frameworks) which seeks to enhance the intelligibility, consistency and transferability of qualifications through development and implementation of mechanisms for HEIs to achieve alignment with qualification frameworks.

IADT + Viewfinder
VIEWFINDER is a new Erasmus Mundus Joint Master Degree in Cinematography presented by a consortium of partners made up of:
- IADT
- The University of Theatre and Film Arts, Budapest, Hungary (SZFE)
- The Baltic Film, Media, Arts and Communication School of Tallinn University, Estonia, (BFM)

The programme brings together three established film schools to offer a joint practice-based programme delivered over two years in three cities. Twenty students from all around the world will study in Dublin for the first semester, in Budapest for the second semester and in Tallinn for the third semester. In the fourth semester the student body will be divided equally across the three schools. The Viewfinder programme is sponsored and supervised by the EACEA - Education, Audio-visual and Culture Executive Agency of the European Commission and is an Erasmus Mundus Programme which offers two-year scholarships to some of the selected European and non-European students. Further information on the programme is available here http://www.iadt.ie/courses/cinematography.

IADT + Loras
A Memorandum of Understanding between Loras College (Dubuque, Iowa, USA) enables Loras students to spend a semester at IADT.

Annually a group of approximately 15-20 Loras students come and pursue a semester of study at IADT comprising modules from the Faculty's suite of programmes and a work placement element organized by Loras but hosted in Dublin. More information about Loras College and their study aboard programmes is available [here](#).

16. Additional Notes
Any additional notes can be entered here.

Nothing to note.

17. Internal Review Schedule
The internal reviews schedule or cycle at the level of unit of review within the institution. The units of review can be: module; programme; department/school; service delivery unit; faculty. The cycle will usually run over a 5-7 year period and all units should be encompassed over the full period of the cycle.

Year	2016/17
Areas/Units	
Number	
Link(s) to Publications	

Year	2017/18
Areas/Units	Faculty of Film, Art & Creative Technologies and Faculty of Enterprise & Humanities joint Programmatic Review for all Level 9 programmes
Number	
Link(s) to Publications	http://www.iadt.ie/content/files/FEH_Independent_Evaluation_Report_(AD)_FINAL__Faculty_response.pdf and http://www.iadt.ie/content/files/FACT_Independent_Evaluation_Report_(AD)_FINAL_+_Faculty_response.pdf

Year	2018/19
Areas/Units	
Number	
Link(s) to Publications	

Year	2019/20
Areas/Units	
Number	
Link(s) to Publications	

Year	2020/21
Areas/Units	Faculty of Film, Art & Creative Technologies and Faculty of Enterprise & Humanities joint Programmatic Review for all Level 7 & 8 programmes
Number	
Link(s) to Publications	

Year	2021/22
Areas/Units	
Number	
Link(s) to Publications	

Year	2022/23
Areas/Units	CINNTE Quality Review Cycle
Number	
Link(s) to Publications	http://www.qqi.ie/Publications/Publications/CINNTE%20Review%20Schedule.pdf

Overview of internal QA governance, policies and procedures	[AIQR Part 1 IADT 2017-18 - final.pdf](#) [AIQR Part 1 IADT 2016-17 FINAL @ 15.02.18.docx](#)
PRSBs	0
Awarding Bodies	0
QA Bodies	0
Joint research degrees	0
Joint/double/multiple awards	0
Collaborative programmes	4
Franchise programmes	0
Linked providers (DABs only)	0
Section: Collaborative Provision	First Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	George Brown College, Toronto, Canada
Programme Titles and Links to Publications	MA in Interdisciplinary Design Strategies; http://www.iadt.ie/courses/interdisciplinary-design-strategies
Date of last review	08-05-2017
Next review year	2022
Section: Collaborative Provision	Second Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	The University of Theatre and Film Arts, Budapest, Hungary; The Baltic Film, Media, Arts and Communication School of Tallinn University, Estonia

Programme Titles and Links to Publications	MA in Cinematography; http://www.iadt.ie/courses/cinematography
Date of last review	08-05-2017
Next review year	2022
Section: Collaborative Provision	Third Set of Records
Type of arrangement:	Collaborative programmes
Name of the Body (Bodies)	Sound Training College, Dublin 2; https://soundtraining.com/
Programme Titles and Links to Publications	BA in Creative Music Production; BA (Hons) in Creative Music Production; http://www.iadt.ie/courses/creative-music-production
Date of last review	30-03-2017
Next review year	2022
Articulation Agreements	0
Do you wish to make a final submission?	Yes, this is my final submission
On behalf of the President/Provost/CEO I confirm that the information submitted in this AIQR is accurate and correct.	Confirmed
Overview of internal governance, policies and procedures (Word Template).	Confirmed
Arrangements with PRSBs, Awarding Bodies, QA Bodies.	Confirmed
Collaborative Provision.	Confirmed
Articulation Agreements.	Confirmed
Date of Final Submission	20-02-2019

Parts 2-6

Institution-led QA – Annual Information

Parts 2-6 are completed annually with information pertaining to the reporting period (i.e. the preceding academic year only).

Part 2: Institution-led QA – Annual

Part 2 provides information relating to institution-led quality assurance for the reporting period.

Section 1: Quality Assurance and Enhancement System Developments

> **1.1** The evolution of quality assurance and enhancement systems in support of strategic objectives in the reporting period.

IADT's Strategic Plan (2014-18) defines the Institute's commitment to quality improvement and high standards as core values and mechanisms for delivering the Institute's vision and mission.
The Strategic Plan articulates the Institute's overall focus on the quality of the whole student experience and the quality of our graduates.

This emphasis and commitment to quality is further articulated in in the Institute's values which include "a commitment to progression, quality improvement and high standards" (IADT Strategic Plan (2014-18).

This commitment to quality has resulted in the Institute developing significant quality assurance policies, procedures, guidelines and processes to support the delivery of the vision, mission and strategic plan of the Institute. This quality system is constantly reviewed to ensure it is fit for purpose and supports the delivery of the Institute's strategic plan, vision and mission.

IADT is currently in the process of launching a new strategic plan for the period 2019-2023. The new strategic plan is aimed at providing a framework that will guide the Institute over the next five years. In developing the strategic plan, a broad consultation process was conducted with internal and external stakeholders both in Ireland and internationally. This will ensure that the plan reflects the needs of a broad range of parties with an interest in the future of the Institute.

1.2 Significant specific changes (if any) to QA within the institution.

Policies and Procedures

IADT conducted a significant review of the Institute's suite of quality policies and procedures and subsequently developed three new policies and updated a number of existing ones.

The new policies developed included the following:

- **Policy on Committee Membership & Terms of Reference**: This is the Institute's policy on Academic Council and its various Sub-Committees and details the membership, terms of reference and quorum numbers for each committee
- **Revocation of an Award**: This policy and procedure provide details on the Revocation of an award at IADT.
- **Supplementary or Alternative Admissions Route for Students with a Disability or Specific Learning Difficulty:** This policy & procedure includes information on the IADT supplementary or alternative admissions route for students with a disability or specific learning difficulty.

In addition a large number of the Institute's policies and procedures were reviewed and updated, these include the following:

- Aergrotat and Posthumous Awards Policy
- Access, transfer and progression Policy
- Ethics Policy
- Exit Awards Policy
- Procedure to Support & Determine a Student's Fitness to Continue in Study
- Policy, Procedures & Guidelines for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities
- General Disability Support Service Reasonable Accommodations Procedures
- Policy for Student Contribution, Tuition Fee and Charges Collection
- Marks and Standards Policy
- Programmatic Review Policy
- Quality Assurance of Collaborative Provision Policy
- Quality Assurance of Collaborative Provision Procedure
- Recognition of Prior Learning Policy
- Research Degrees Procedures and Guidelines
- Critical Incident Protocols
- IADT General Complaints Policy and Procedures
- Procurement Policy
- ICT Acceptable/Appropriate Usage Policy

The Quality Framework document which is the overarching document for the Institute's Quality Assurance policies and processes was also reviewed and updated.

PATH funding

IADT is committed to the promotion of diversity, inclusion and access to education. The Institute, in partnership with UCD, TCD, Marino Institute and NCAD successfully achieved funding through the Programme for Access to Higher Education (PATH) 2.

1916 bursary funding opportunities were offered to eight incoming IADT students for the full duration of their programme. The purpose of the funding is to encourage full participation of students who experience socio-economic disadvantage and are largely under-represented in higher education. The programme will continue each year on a 3-year cycle.

New Appointments

The Student Experience team previously engaged a tendered service with the National Learning Network. The tendered service employed two trainee Educational Psychologists to oversee the running of the Disability Office in supporting IADT students with additional needs. This year, a permanent Disability Officer was appointed which will provide continuity of service and engagement for students.

Academic Affairs Department appointed a dedicated Post-graduate Admissions Officer. This single point of contact makes the post-grad admissions process more user-friendly and efficient for applicants.

A new Senior Quality officer was appointed during 2018, this role includes the review, development and implementation of quality processes, procedures and policies for the Institute.

1.3 The schedule of QA governance meetings.

Meetings of the Governing Body were held on the following dates;

Governing Body
6 September 2017
4 October 2017
1 November 2017
13 December 2017
10 January 2018
7 February 2018
21 March 2018
2 May 2018
13 June 2018

Meetings of the Academic Council and Sub-Committees were held on the following dates :

Title of Committee	Meeting dates during 2017-18
Academic Council	2 October 2017 6 November 2017 4 December 2017 5 February 2018 12 March 2018 14th May 2018
Teaching & Learning Sub-Committee	4 October 2017 1 November 2017 6 December 2017 24 January 2018 7 February 2018 7 March 2018 11th April 2018 9th May 2018
Quality Enhancement Sub-Committee	11th October 2017 8th November 2017 13th December 2017 17th January 2018 14th February 2018 18th April 2018
Academic Planning, Co-ordination & Review Sub-Committee	3rd October 2017 16th January 2018 6th February 2018

	6th March 2018
	19th June 2018
Programme Validation Sub-Committee	10th October 2017
	12th December 2017
	13th March 2018
	26th April 2018
Research & Development Sub-Committee	26th September 2017
	21st November 2017
	9th January 2018
	12th February 2018
	20th February 2018
	1st May 2018
	18th June 2018
Student Experience Sub-Committee	15th November 2017
	13th December 2017
	1st February 2018
	22nd March 2018
	23rd May 2018

Section 2: Reviews in the reporting period

2.1 Internal reviews that were completed in the reporting period.

Programmatic Review

IADT conducted Programmatic Review for all Post Graduate programmes during June 2018.

Programmatic Review for the Faculty of Enterprise & Humanities Post Graduate programmes was conducted on the 14th June 2018. The external Programmatic Review panel recommended the four programmes for re-validation with some recommendations for the programme teams to consider. The programmes reviewed by the panel included the following:

1. Masters of Business in Digital Entrepreneurship
2. Postgraduate Diploma in Business in Digital Entrepreneurship
3. Masters of Business in Cultural Event Management
4. Postgraduate Diploma in Business in Cultural Event Management

The panel report is available on the IADT website here.

Programmatic Review for the Faculty of Film, Art + Creative Technology Post Graduate programmes was conducted on the 15th June 2018. The external Programmatic Review panel recommended the programmes for re-validation with some recommendations for the programme teams to consider. The programmes reviewed by the panel included the following:

1. Master of Sciences in Cyberpsychology
2. MSc in User Experience Design
3. MA in Creative Production & Screen Finance
4. MA in Screenwriting for Film & Television
5. Master of Arts in Broadcast Production
6. MA in Art and Research Collaboration
7. MA in Interdisciplinary Design Strategies

The panel report is available on the IADT website here.

New Programmes Approved and Validated in 2017-18:

- Certificate in Design Thinking
  - The Panel met on 17 October 2017 and approved the programme with no conditions. The panel report is available on the IADT website here
- Bachelor of Business in Digital Sales and Marketing
  - The Panel met on 27th June 2018 and approved the programme with no conditions. The panel report is available on the IADT website here

Changes to existing Programmes Approved in 2017-18:

1. BA (Hons) in Arts Management - Module changes were agreed at the Programme Validation Sub-Committee on 10th October 2017

2. BA (Hons) in Creative Music Production - Module changes were agreed at the Programme Validation Sub-Committee on 10th October 2017

3. MA in Broadcast Production - Module changes were agreed at the Programme Validation Sub-Committee on 10th October 2017

4. BA (Hons) Arts Management - Module changes were agreed at the Programme Validation Sub-Committee on 11th June 2018

5. BA (Hons) New Media Studies - Module changes were agreed at the Programme Validation Sub-Committee on 11th June 2018

6. BSc (Hons) in Creative Computing - Module changes were agreed at the Programme Validation Sub-Committee on 11th June 2018

2.2 Profile of internal approval/evaluations and review completed in the reporting period.

Number of new **Programme Validations/Programme Approvals** completed in the reporting year	2
Number of **Programme Reviews** completed in the reporting year	19
Number of **Research Reviews** completed in the reporting year	0
Number of **School/Department/Faculty Reviews** completed in the reporting year	0
Number of **Service Unit Reviews** completed in the reporting year	0
Number of **Reviews of Arrangements with partner organisations** completed in the reporting year	0

2.3 Profile of reviewers and chairs internal approval/evaluations and review for reviews completed in the reporting period.

Composition of Panels	%
Internal	0
National	75
UK	15
EU	0
Student	10
Other	0
Internal	0
Similar Institution	60

Different Institution	0
International	10
Other (Industry)	30

Section 3: Other Implementation Factors

3.1 A description of how data is used to support quality assurance and the management of the student learning experience.

Information is gathered through a number of sources including Management Information Systems for example Banner, Agresso and CMIS; through Committee meetings; External examiner annual reports and Programme Boards. The Institute also conducts an annual ISSE Survey to obtain feedback from our students. The information collected from these sources is used for a variety of purposes which include:

− Day-to-day financial management and monitoring of budgets
− CAO and Direct Entry reporting
− Persistence/Progression and Completion rates
− Award classification rates
− Updating and development of policies & procedures
− Examination/Assessment statistics
− Monthly Sub-Committee minutes and Annual Reports are reported back to Academic Council. Academic Council is appointed by the Governing Body and assists in the planning, co-ordination, development and overseeing of the educational work of the Institute and to protect, maintain and develop the academic standards of the programmes and the activities of the college
− Programme Boards prepare an Annual Report for Academic Council which are presented to the Committee at the beginning of the academic year

Reports are made to staff and students on a regular basis via:
− Programme Board meetings
− Talks by the President
− Academic Council & subcommittee meetings (student and staff representatives)
− Governing Body meetings (student and staff representatives)
− Central Management meetings
− Faculty Meetings

IADT had one of the highest national completion rates for the Irish Survey of Student Engagement (ISSE) in 2017. This level of achievement was as a result of the joint cooperation between the Students Union, academic staff and the Student Experience team who worked together to encourage students to complete the survey.

3.2 Factors that have impacted on quality and quality assurance in the reporting period.

Some changes to the Programmatic Review process impacted as we conducted Programmatic Review for all Postgraduate programmes. The main impact was the new programme document template, based on the new format introduced by QQI, this template was more comprehensive and required significant work to complete. Feedback from the Programme teams included the perception that there was an amount of duplication of content across the documents.
A Universal Design programme was held as a one day workshop through the Teaching & Learning Sub-Committee to support the teams involved in Programmatic Review.

Additional impact of the changes was that the Recording Secretary for the panel could not be a member of staff and each panel required student representation from the same level of award but not a student of the institute.

The National Student Engagement Programme a partnership between QQI, the HEA and USI was launched in March 2016. This new programme helps to define what student engagement means to IADT and also assist in the continuance of progress of students as stakeholders in their education. IADT is committed to the National Student Engagement Programme and it has hosted a number of events on campus and partaken nationally in the programme. It is hoped that an IADT- NSTEP steering group will encourage this project further and this will be facilitated through a staff training & institute analysis day on 1st February 2019.

Enhancements to our registration process, which now enables students to pre-load their image for their student identify card, has resulted in a significant reduction in the effort & time involved for a student to receive an ID card. We are in the final stages of moving to a fully on-line registration process which will further simplify the registration process for students.

3.3 A description of other implementation issues.

Student accommodation is an on-going challenge and this year supports from the Students Union were increased to promote accommodation offerings for students. This measure assisted with a smoother transition for our new learners.

Based on staff and student feedback, IADT Health Centre was re-designed to improve the overall student experience when using the service. This has also created a new space for the additional resource employed in the area i.e. the Health Centre Receptionist.

Our Marketing department established quarterly focus groups with second level students and guidance counsellors to gain insights into the CAO decision-making process. Using this and other information sources they developed a framework to ensure relevant communications are produced which deliver an authentic and resonant picture of IADT and its offering.

Digitary Core was introduced on a pilot basis to enable students to go online to obtain their transcripts and grademailers at the end of each exam session. Additional training & implementation is planned for the next academic year to rollout the system across the Institute. This will provide easier & more immediate access for students to their transcripts.

Part 3: Effectiveness and Impact

Part 3 provides information relating to the effectiveness and impact of quality assurance policy and procedures for the reporting period.

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1. Effectiveness
Evidence of the effectiveness of QA policies and procedures during the reporting period.

IADT has well established Quality Assurance structures, policies and procedures which continue to be effectively implemented across the Institute.

The **Academic Council** is the body which has responsibility for the direction, implementation, and review of the quality systems and initiatives within the institute. Academic Council works to enhance the teaching and learning experience in IADT and to operate its responsibility "to protect, maintain and develop the academic standards of the programmes and the activities of the college". The various Sub-Committees of Academic Council work to ensure the quality assurance agenda is a key element in all programme related activities.

Quality Enhancement Sub-Committee

The Quality Enhancement Sub-Committee's main function is to facilitate an integrated approach to academic quality, including IADT's policies, procedures and systems and is the central forum for monitoring and improving standards of academic quality. The key successes for 2017-18 for this Committee were identified as:
- Reviewed the Marks & Standards and the Quality Framework policies. Both policies were adopted by Academic Council
- Access to documents (including repeat projects and past papers), policies has been improved on the IADT website and through remote access
- Updated QQI documents were reviewed & discussed especially the templates for Programmatic Review
- Guidelines on best practice for Module Outline writing were drafted.

Teaching and Learning Sub-Committee

The Teaching and Learning Sub-Committee has delegated responsibility to uphold the standards set through the National Qualifications Framework and ensure that examination/assessment procedures are fair, consistent and compliant.

Continual staff development remains a key component of the work of the Committee and continues to enhance teaching at IADT. During 2017-18, the Committee undertook a wide range of work in this area including those listed below, all of which have a positive impact on the quality assurance of IADT programmes.

Staff Development for Teaching and Learning

Staff development for teaching and learning continued with over 372 participants engaged with some or other aspect of staff development in the teaching and learning area.

Three LIN Certificates ran during the year including the LIN IADT 'Certificate in Universal Design for Learning' which ran for the first time, fourteen participants completed this course. Eight participants completed the LIN IADT 'Certificate in Learning and Teaching' and nine participants completed the LIN IADT 'Certificate in Assessment and Evaluation programme'.

The Committee introduced a number of new Initiatives in Staff Development. These included the following programmes:
- o Lunchtime bites series was introduced in order to encourage a more informal approach to staff development. The committee instigated the programme where staff are encouraged to share practise, ideas etc. over lunch. Three sessions were conducted during 2017-18 and due to the success of these events it is planned to continue the programme in the next academic year.
- o A staff development day specifically for teaching and learning ran on 31st October. Ewan McIntosh of NoTosh delivered two sessions on the topic of 'Engaging students by designing learning'. Over sixty participants attended these sessions.
- o A special staff development day was organised to kick-start the thought process for undergraduate Programmatic Review. A total of 69 participants took part in the workshops conducted by Professor Susan Orr on 'Signature pedagogies for Art and Design' and 'Value of Enquiry based learning'.

The certificate programmes and professional development seminars were complemented by the work of the Institute educational technologist in supporting the integration of technology into teaching, learning and assessment through regular workshops and meetings with staff. The use of Google classroom was trialled with a programme to assess its usefulness in a third level context

The Committee reviewed a number of policies including:
- o Plagiarism policy, where minor amendments were recommended to reflect the 'non text' based nature of assessment.
- o RPL policy, in 2017-2018, the sub-group developed a process flow chart to assist staff in the implementation of the policy.

Involvement with the National Forum for the Enhancement of Teaching and Learning

An IADT multi-disciplinary team were recipients of an inaugural DELTA Award. The award winning project was entitled 'Critical Thinking and Creative Practice'. This was a major achievement as IADT was one of 11 selected from an original pool of 48 teams, and the only arts and humanities programme to win this prestigious award.

IADT completed their input to the national pilot project on the Continuing Professional Development framework, as part of the consultation IADT piloted the new professional development framework and were acknowledged by the forum in September for this input.

The Institute partnered on three projects funded by the Forum with some work continuing into 2017 – 2018. This included the following:

- o Development of an online credited Teaching and Learning 5 credit programme for Graduate Teaching assistant / associate faculty by Leinster Pillar 1 Cluster, with Trinity College as the lead and NUIG, Marino Institute of Education and IADT as partners. The output of this project was used as part of the induction process for Summer Tutors and is currently being evaluated.
- o The ATLAS project involved the mapping of the LIN certificates to the Professional Development Framework with and this work was undertaken with our partners AIT, Carlow IT & GMIT.
- o Presented the Professional Development Digital Badge in Entrepreneurship Education with CIT, DKIT, DIT and DCU in October 2017.

Programme Validation Sub-Committee

The role of the Programme Validation Sub-Committee (PVC) is related to ensuring quality within the suite of programmes offered by the Institute. It deals with reports from Programme Board meetings, reviews recommendations for new programmes via internal validation, and proposals for minor changes in programmes, i.e. change of module credit weighting etc., to continue to refine the programme offering.

The Programme Validation Sub-Committee key successes for 2017-18 were:

Development of New & Existing Programmes

- – Certificate in Digital Sales + Customer Relationship Management - Agreed for development 12th December
- – Add on Degree in Digital Sales + Marketing - Agreed for development 12th December
- – MA in Management + Diversity - Agreed for development 12th December
- – MA in Sound Design - Agreed for development 12th December
- – MA/MSc in Information Design - Agreed for development 12th December
- – MA in Animation capstone project jointly developed with Sheridan College, Toronto - Agreed for development 12th December
- – MBus in Digital Entrepreneurship - Planning permission for changes to existing programme approved 20th March
- – Postgraduate Diploma in Cultural Event Management - Planning permission for changes to existing approved 20th March
- – MA in Broadcast Production - Planning permission approved 20th March
- – MA in UX Design - Planning permission approved 20th March
- – SPA in Cyberpsychology - Development approved 20th March
- – SPA in Data Visualisation - Development approved 20th March
- – SPA in Fundamentals of Generative Design + Code - Development approved 20th March
- – MA in Art + Research Collaboration - Planning permission for changes to existing programme approved 20th March
- – MA in Visual + Popular Cultures - Planning permission approved 26th April

Amendments to Existing Programmes
− BA (Hons) in Arts Management Year 3 - Changes to programme approved 10th October
− BA (Hons) in Creative Music Production Year 4 - Changes to programme approved 10th October
− MA in Broadcast Production - Changes to programme approved 10th October
− MA in Screenwriting - Update of programme noted 20th March
− MSc in UX Design - Update of programme noted 20th March
− MSc in Cyberpsychology - Update of programme noted 20th March
− MA in Interdisciplinary Design Strategies - update of programme noted 20th March
− BA (Hons) Arts Management - changes approved 11th June 2018
− BA (Hons) New Media Studies – changes approved 1th June 2018

The PVC Sub-Committee conducted a review of all Postgraduate programme documents prior to Programmatic Review.

Programmes Boards

A Programme Board exists for every Programme of study at IADT leading to an award. Each Programme Board is a Sub-Committee of Academic Council, and reports annually to Academic Council. The functions of a Programme Board includes monitoring the implementation of a programme of study & to review annually the structure, content, entry requirements, curriculum and assessment strategies of the programme, to ensure the maintenance of academic and professional standards for the programmes/disciplines concerned, ensuring they conform to benchmarks and sectoral conventions determined by QQI and the criteria contained in the National Framework of Qualifications.

Each Programme board meets three times per year and membership consists of the Programme Co-ordinator, each full-time member of academic staff teaching on the programme, part-time members of academic staff teaching on the programme and student representative(s).

All programme boards presented their Annual report to Academic Council at the beginning of the academic year. A key theme from these reports was the issue of the need for additional space and resources.

Programmatic Review for Post Graduate Programmes

Programmatic Review was conducted for the entire suite of Post Graduate programmes, all programmes were reviewed and validated by external panels. The Institute decided to review all Level 9 programmes across both Faculties, the first time a joint review was undertaken at the Institute. This was considered to be highly successful resulting in cross faculty synergies & shared learnings.

The panels commended the prescient approach of aligning the Masters programmes to allow for a unique, interdisciplinary delivery, enhancing the student learning experience, with programmes providing a clear concept across curriculum design. The positive, interactive relationship between staff and students was praised, with the panel noting a genuine collegiate and supportive environment on campus.

The programmes reviewed were as follows:

Faculty of Enterprise & Humanities Programmes:
- Masters of Business in Digital Entrepreneurship
- Postgraduate Diploma in Business in Digital Entrepreneurship
- Masters of Business in Cultural Event Management
- Postgraduate Diploma in Business in Cultural Event Management

Programmatic Review panel report and Faculty response are available [here](#)

Faculty of Film, Art & Creative Technologies Programmes:
- MSc in Cyberpsychology
- MSc in User Experience Design
- MA in Creative Production & Screen Finance
- MA in Screenwriting for Film & Television
- MA in Digital Broadcast Production
- MA in Art & Research Collaboration
- MA in Interdisciplinary Design Strategies

Programmatic Review panel report and Faculty response are available [here](#)

All programmes were revalidated by the panel with no conditions and some recommendations. The Faculties welcomed these recommendations and responded with plans on where these can be implemented.

2. Impact
Evidence of the impact of QA policies and procedures during the reporting period.

The Institute has an established quality framework which defines the institute's commitment and approach to quality assurance across all aspects of the academic lifecycle. IADT is committed to maintaining a documented policy for quality assurance that is made public and informs strategic management. All internal stakeholders are invited to be part of its development, implementation and review. Inclusive and participative structures and processes are in place which also make provision for the involvement of external stakeholders.
During 2017-18 the Quality framework document was reviewed and updated to provide greater clarity and consistency for staff on the Institute's Quality Assurance policies and processes. Our policies and procedures have been aligned to relevant QQI policies as well as international guidelines and policy instruments.

A policy review plan was developed and as a result a large number of policies were updated and three new polices were developed. New policies developed included **'**Committee Membership & Terms of Reference' policy which details the membership, terms of reference and quorum numbers for the Academic Council and its various Sub-Committees. A 'Revocation of an Award' policy and procedure was created to outline steps involved in the revocation of an award. A policy & procedure for 'Supplementary or Alternative Admissions Route for Students with a Disability or Specific Learning Difficulty**'** was developed to provide information on the IADT supplementary or alternative admissions route for students with a disability or specific learning difficulty.

A review of Programme Board reports for 2016-17 identified a need for a consistent approach to assessment across all programmes and across all forms of assessment including exams, continuous assessment. The Marks & Standards policy which defines a fair and consistent marks and standards policy for the assessment of learners was reviewed by the Teaching & Learning Sub-Committee and subsequently updated.

During 2017-18, IADT became part of the Higher Education Access Route (HEAR) and Disability Access Route to Education (DARE) schemes and new student entrants joined IADT through the programmes. Based on staff and student feedback, IADT Health Centre was re-designed to improve the overall student experience when using the service. This has also created a new space for the newly appointed Health Centre Receptionist.

The Institute as a community, endeavours to support incoming students through a month long orientation program, First Year Matters (FYM). FYM is an all institute initiative that supports and facilitates the successful 'settling in' of all incoming first year students. Twelve student leaders are appointed to provide peer mentoring to first year students, in addition to the facilitation of academic and social orientation events. FYM continues to expand and develop.

IADT is committed to the promotion of diversity, inclusion and access to education. The Institute, in partnership with a group of four other colleges UCD, TCD, Marino Institute and NCAD successfully achieved funding through the PATH 2 Higher Education Authority. 1916 bursary funding opportunities were offered to eight incoming students in IADT for the full duration of their programme. The purpose of the funding is to encourage full participation of students who experience socio-economic disadvantage and are largely under-represented in higher education. The programme will continue each year on a 3-year cycle.

With the aim of fostering diversity and inclusion, the Student Experience team offered 'a College of Sanctuary' place to a first year student with refugee status. IADT aims to widen this initiative and offer two sanctuary places per year to asylum seekers or refugees. IADT welcomed the student into the Institute by waiving registration fees and offering ongoing assistance integrating into the IADT community.

IADT recognises the skills and experiences mature students can bring to their respective courses. A partnership project between the Access Office and Learning Development Centre 'Mature Student Writing Week', offered an exclusive academic writing course for incoming 1st year mature students.

3. Themes
Analysis of the key themes arising within the implementation of QA policies and procedures during the reporting period.

Continuous improvement is an ongoing theme and focus for the Institute. Additional themes that emerged from the quality review processes included :

Programmatic Review was conducted for the entire suite of Post Graduate programmes, all programmes were reviewed and validated by external panels. The institute decided to review all Level 9 programmes across both Faculties, the first time a joint review was undertaken at the Institute. This was considered to be highly successful resulting in cross faculty synergies & shared learnings.
During Programmatic Review of the Postgraduate programmes the panel reports identified recommendations which were common across programmes. These included the recommendation to increase the use of online provision as a way of extending programme delivery.
The panels also recommend a review of the existing process for internal moderation of assessments in relation to sampling of assessment by external examiner which will help to ensure the process is applied fairly across the programmes.

Each programme of study in the Institute has a Programme Board who are responsible for the effective management, operation and review of the Programme, within the wider context of the Faculties/Institute academic plan. Each Programme Board presents an annual report to Academic Council at the commencement of the new academic year. Themes from the annual Programme Board reports included availability of increased space and resources.

The Institute embraces diversity and promotes an inclusive environment that is respectful of others and free from discrimination and harassment. IADT established the Athena Swan Steering Group with the objective of submitting a gender equality report and action plan for consideration for a Bronze Athena SWAN award during 2019.

IADT is also committed to inclusivity and became part of the HEAR (Higher Education Access Route) and DARE (Disability Access Route to Education) schemes during 2017-18, with new student entrants joining IADT programmes through these schemes.

IADT prides itself on being student centred and as our Quality Framework document states, students are at the centre of what we do. The policies and procedures which were developed or updated this year focused on supporting students to fully realise their potential and assist them to gain knowledge, skills and competencies in their chosen area of study. These included the Institute's policy on Marks and Standards which sets out to define a fair and consistent policy for the assessment of all learners in IADT, some other polices updated included the Exit Awards Policy & the Recognition of Prior Learning Policy. The policy & procedure for 'IADT supplementary or alternative admissions route for students with a disability or specific learning difficult' was introduced during 2017.

IADT is also involved in an all-Institute initiative that supports and facilities the successful integration of all of incoming first year students. The First Year Matters (FYM) programme is run over the first four weeks of the Autumn term, and is co-ordinated by the Students' Union and the FYM team.

Teaching and learning continues as a key focus across the institute, the Teaching and Learning Sub-Committee is in the process of developing a Teaching and Learning strategy which will align with the overall Institute Strategy plan. This Committee's remit includes documenting and reviewing existing practices, the development of staff training and research and dissemination of best practice.

Part 4: Quality Enhancement

4.1 Improvements and Enhancements for the Reporting Period

Programmes

All Masters Programmes were standardised to 90 credits and the programme structure and delivery across eighteen months. This proved a consistent approach to the delivery of the Programmes and benefited the students by providing a longer period to complete their capstone modules.

Staff Development

IADT established the Athena Swan Steering Group with the objective of submitting a gender equality report and action plan for consideration for Bronze Athena SWAN award during 2019. By signing up to the Athena SWAN Charter the Institute commits to adopting ten principles, which focus on promoting and supporting gender equality for women. In particular, the charter aims to address what is known as the "leaky pipeline" of women progressing to senior roles by removing obstacles to their advancement, ensuring equal pay and mainstreaming support, through action at all levels across the department or organisation.

Two members of staff participated in the Aurora Leadership Development Programme for Women. Each year IADT nominates one female member of academic staff and one professional/support staff member to participate in the programme. Aurora is a leadership development training programme for women in higher education aimed at supporting women to develop leadership skills and to help institutions optimise the leadership potential of women.

Staff development for teaching and learning continued with over 372 participants engaged with some or other aspect of staff development in the teaching and learning area.

Three LIN Certificates ran during the year including the LIN IADT 'Certificate in Universal Design for Learning' which ran for the first time, fourteen participants completed this course. Eight participants completed the LIN IADT 'Certificate in Learning and Teaching' and nine participants completed the LIN IADT 'Certificate in Assessment and Evaluation programme'.

4.2 Quality Enhancement Highlights
Analysis of quality enhancement activities that were initiated during the reporting period and which would be of interest to other institutions and would benefit from wider dissemination.

IADT & Marino Institute of Education are lead partners on the 'Creating Dublin as a Learning City' project. This Higher Educational Institute cluster also includes NCAD, TCD and UCD and is working in collaboration with Dublin City Council to make Dublin a Learning City. Funding is provided by the HEA through the PATH funding and the focus is on supporting the access of under-represented groups to higher education. Progress has been made to date through gaining the approval of the Dublin Lord Mayor for the project as well as establishing a Steering Committee and the appointment of a Learning City Co-Ordinator.

The Teaching & Learning Sub-Committee introduced the Lunchtime bites series, the objective is to encourage an informal approach to staff development. Staff are encouraged to share practise, ideas etc. during a lunch session. Three very successful sessions were conducted during 2017-18 with themes including the Pedagogy of Silence, Learning Outcomes and Erasmus.

The Marks and Standards Policy and Quality Framework were reviewed and updated and this has contributed to the quality of the student & academic work within the Institute.

As part of the Postgraduate Programmatic Review process we implemented new programme templates which were based on the new format introduced by QQI.

Part 5: Objectives for the coming year

Part 5 provides information about plans for quality assurance in the institution for the academic year following the reporting period (in this instance 1 September 2017 – 31 August 2018).

5.1 Quality Assurance and Enhancement System Plans
Plans for quality assurance and quality enhancement relating to strategic objectives for the next reporting period.

The Institute is launching the new Strategic Plan for 2019 – 23. Quality assurance plans will be reviewed in light of this new plan to ensure alignment to the new Strategic Plan.

A key focus for the Registry and academic staff will be preparation for the Undergraduate Programmatic Review which is planned for 2020/21. The institute is intending to host a number of peer evaluation panels to review all undergraduate programmes. New template documents are in development and training will be delivered to support staff to prepare for these reviews.

The Institute has appointed a Diversity manager who will focus on the institute's submission for Bronze Athena SWAN award. This will involve conducting a detailed self-assessment with information drawn from staff surveys and reports from staff focus groups.

A partnership approach with UCD was established to learn from best practices in the sector and encourage more collaborative work in the area. IADT will partake in a joint conference on UDL (Universal Design for Learning) at the end of October 2018 to showcase many Institute achievements in teaching and learning with a focus on embedding User Designed Learning and 'Designing the UDL Curriculum'.

A Learning Outcomes guidebook is being developed by the Quality Enhancement Sub-Committee. The guide will be used to provide guidance for staff when developing programme documents for Undergraduate Programmatic Review.

5.2 Review Plans
A list of reviews within each category (module, programme, department/school, service delivery unit or faculty), as per the internal review cycle, planned for the next reporting period.

Programme reviews

Undergraduate Programmatic Review will commence in 2019 leading to a review of all Undergraduate programmes. It is anticipated that this will result in the possibility of changes to existing programmes and the creation of a number of new programmes.

Programmes currently identified for review include the following:
- BA (Hons) Creative Music Production
- MA in 3D Animation
- SPA in Production Management for Animation

5.3 Other Plans

IADT will launch a new Strategic Plan for the period 2019-2023. This Strategic Plan will provide a framework that will guide the Institute over the next five years.

Enhanced focus on Sporting Achievements & Facilities. Based on feedback in 2018, it is planned during 2019 that we will carry out a more extensive audit and develop a Sports Strategy for the Institute to encourage more active involvement in sports activities and celebrate the success of students.

Part 6: Periodic Review

Part 6 provides information that acts as a bridge between the AIQR and periodic external review.

6.1 The Institution and External Review
A description of the impacts of institutional review within the institution.

IADT will be undertaking an external review as part of the QQI's CINNTE programme of reviews in 2022/23

6.2 Self-Reflection on Quality Assurance
A short evaluative and reflective summary of the overall impact of quality assurance in the reporting period or, over a more extensive period, in the review.

The process of deliberation and engagement with staff, students and external stakeholders during the Programmatic Review of our post graduate offerings was an important stimulus for change. The process of implementing a robust quality assurance methodology and running the rule over our existing offering revealed both the strengths and weakness of our programmes. In assessing the impact of this exercise on the Institute it is encouraging to be able to state that the programmes and departments emerged stronger and more coherent from the review and well positioned to take on the task of our undergraduate Programmatic Review commencing this year.

6.3 Themes
Developmental themes of importance to the institution which will be relevant to periodic review.

Nothing to report