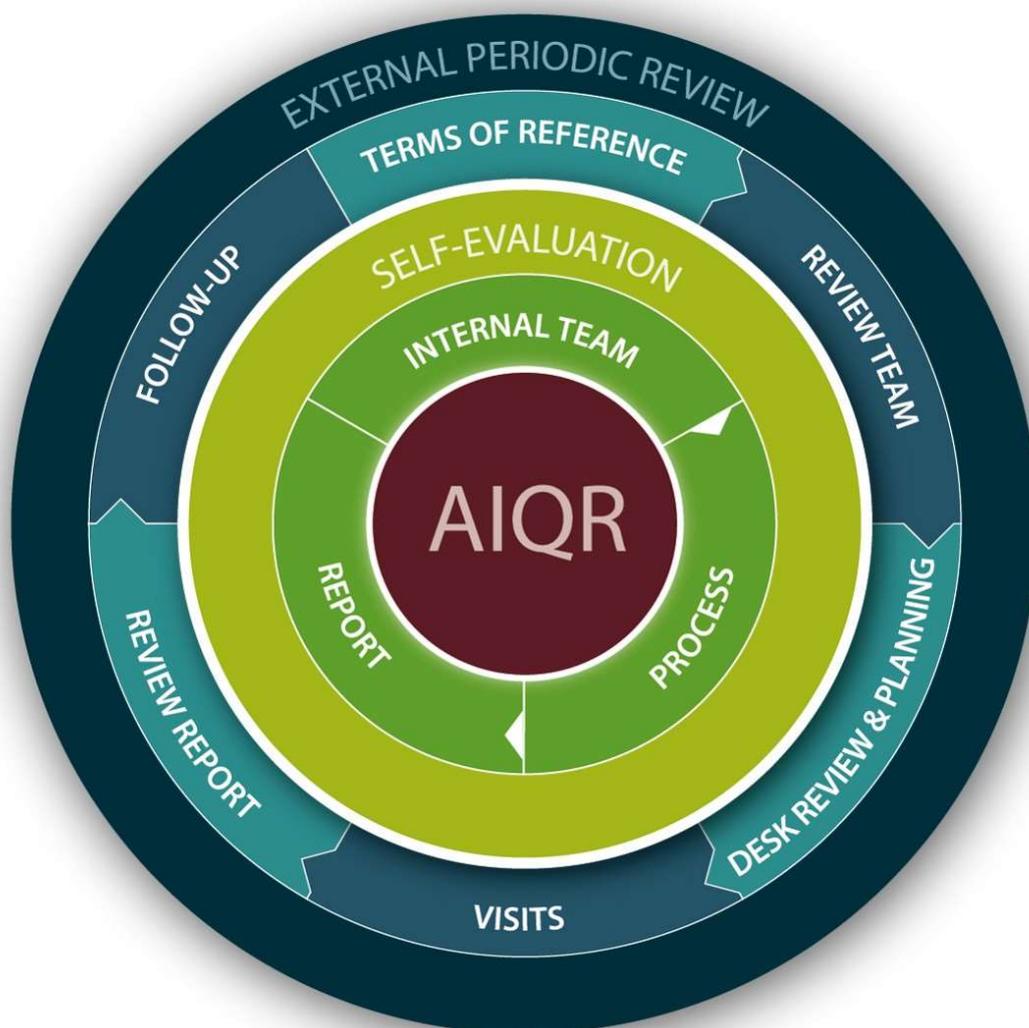


Institute of Art, Design and Technology, Dún Laoghaire

Annual Institutional Quality Assurance Report 2020

Based on the reporting period 1 September 2018 – 31 August 2019



The Cyclical Review Process



Annual Institutional Quality Report 2018-19

Institute of Art, Design + Technology
Dún Laoghaire
2020

PREFACE

The **Annual Institutional Quality Report (AIQR)** forms part of Quality and Qualifications Ireland (QQI) QA framework of engagement with Higher Education Institutions. The AIQR provides documentary evidence of the development and evolution of each institution's quality system.

It provides QQI with assurance that QA procedures and improvements are being implemented, and that regulatory requirements, consistent with European Standards and Guidelines (ESG), and that institutions have regard to QQI Statutory QA Guidelines, in their QA procedures.

The AIQR provides transparency on the assurance and enhancement of quality to external stakeholders and the general public.

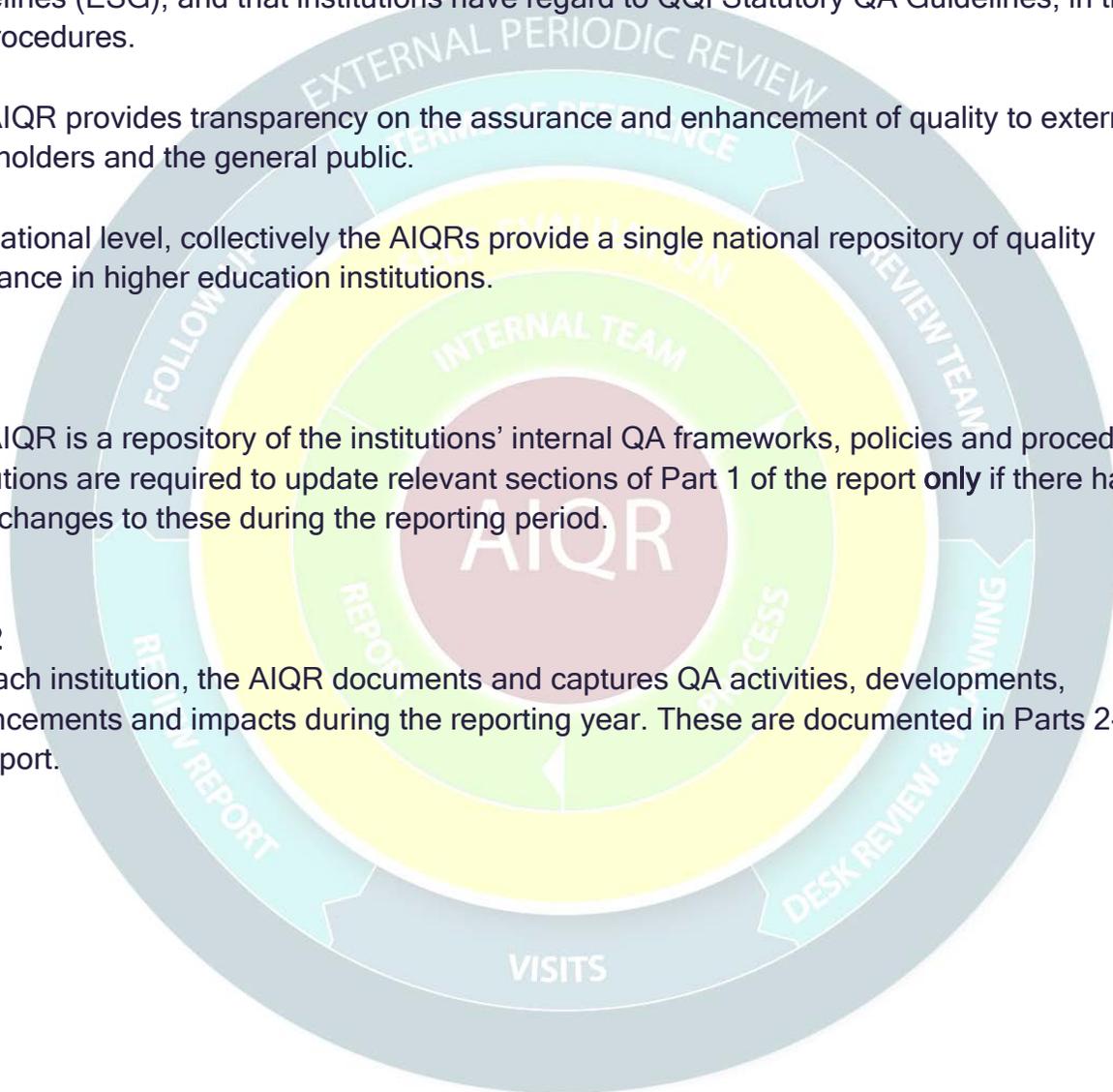
At a national level, collectively the AIQRs provide a single national repository of quality assurance in higher education institutions.

Part 1

The AIQR is a repository of the institutions' internal QA frameworks, policies and procedures. Institutions are required to update relevant sections of Part 1 of the report **only** if there have been changes to these during the reporting period.

Part 2

For each institution, the AIQR documents and captures QA activities, developments, enhancements and impacts during the reporting year. These are documented in Parts 2-6 of the report.



PREFACE	2
Table 1 Mapping of ESG (2015) and QQI Core QA Guidelines (QAG)	4
Introduction and Institution Overview	6
1.0 Internal Quality Assurance Framework	7
Quality assurance decision-making fora	8
<i>1.2 Documented Approach to Quality Assurance</i>	13
Quality Framework	13
Research Quality	13
1.3 Collaborative and Transnational Provision	16
2.0 Quality of Learner Experience	22
2.1. Quality Assurance to Support Programme Development and Delivery	22
2.2. Teaching, Learning and Assessment	27
<i>2.2.1 Teaching and Learning</i>	27
<i>2.2.2 Assessment of Learning</i>	28
<i>2.2.3 Learner Resources and Supports</i>	31
3.0 Admission, Progression, Recognition & Certification	34
3.1 Access, Transfer and Progression	34
4.0 Quality Assurance of Research	40
5.0 Staff Recruitment, Development and Support	42
6.0 Information and Data Management	45
7.0 Public Information and Communication	46
8.0 Monitoring and Periodic Review	47
9.0 Cyclical External Quality Assurance	49
10. Engagement with Third Parties Section	50



Table 1

Table 1 Mapping of ESG (2015) and QQI Core QA Guidelines (QAG)					
AIQR Section	ESG Unit No.	ESG Unit Title	QQI QAG Unit No.	QAG Unit Title	Institutional QA Policies & Procedures
AIQR Section 1 Internal Quality Assurance Framework	ESG 1.1	Policy for quality assurance	QAG Core, Section 2, unit 1	Governance and management of quality	
			QAG Core, Section 2, unit 2	Documented approach to quality assurance	
AIQR Section 2.1 Quality Assurance to Support Programme	ESG 1.2	Design and approval of programmes	QAG Core, Section 2, unit 3	Programmes of education and training	
			QAG Core, Section 2, unit 10	Other parties involved in education and training	
AIQR Section 2.2 Teaching, Learning and Assessment	ESG 1.3	Student-centred learning, teaching, and assessment	QAG Core, Section 2, unit 5	Teaching and learning	
			QAG Core, Section 2, unit 6	Assessment of learners	
AIQR Section 3.0 Admission, Progression, Recognition & Certification	ESG 1.4	Student admission, progression, recognition and certification	QAG Core, Section 2, unit 3.2	Programmes of education and training - <i>Learner admission, progression and recognition</i>	
			QAG Core, Section 2, unit 9.2	Public information and communication - <i>Learner information</i>	

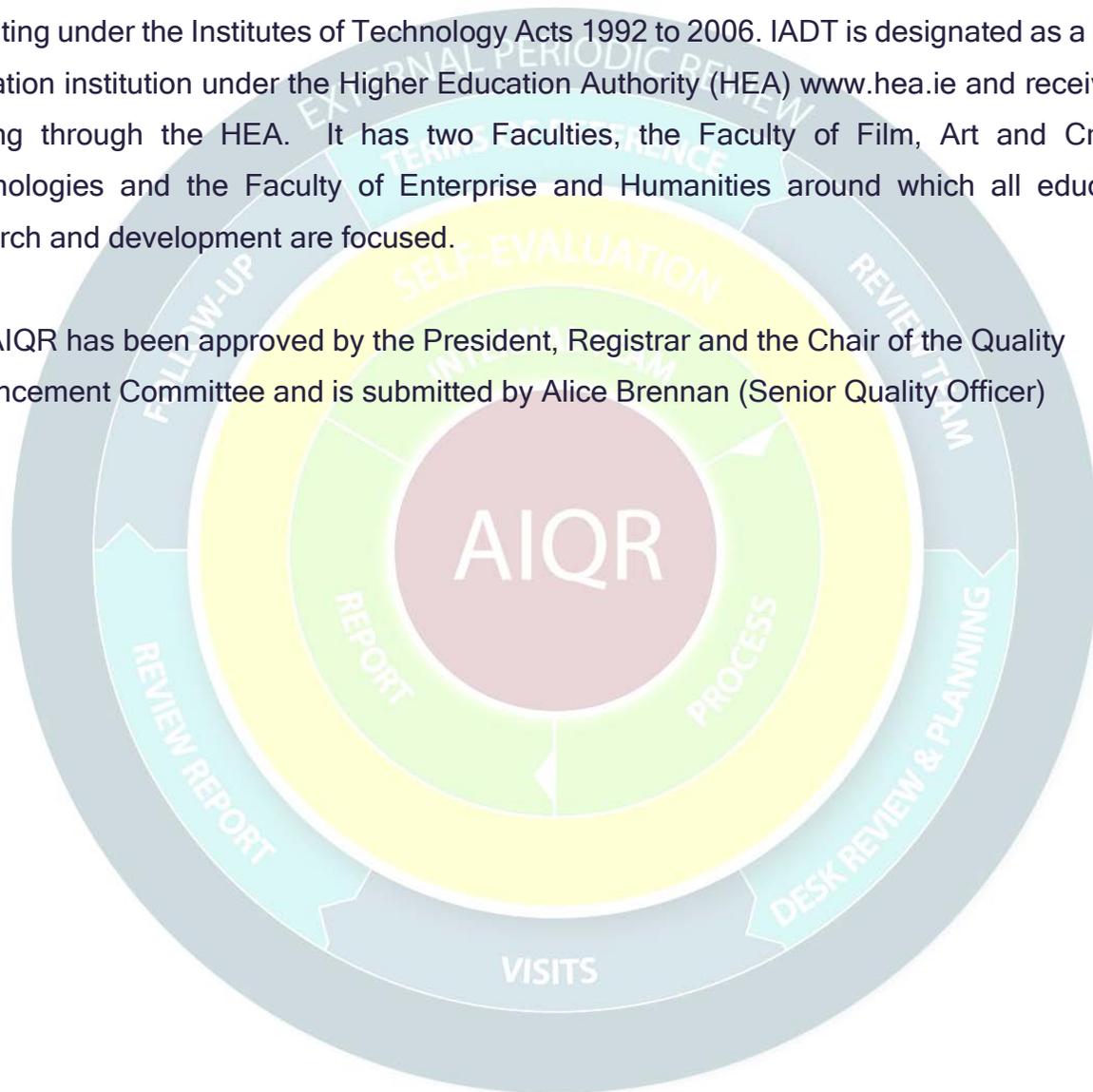
AIQR Section 5.0 Staff Recruitment, Development and Support	ESG 1.5	Teaching staff	QAG Core, Section 2, unit 4	Staff recruitment, management and development	
AIQR Section 2.2.3 Learner Resources and Supports	ESG 1.6	Learning resources and student support	QAG Core, Section 2, unit 7	Supports for learners	
AIQR Section 6.0 Information and Data Management	ESG 1.7	Information management	QAG Core, Section 2, unit 8	Information and data management	
AIQR Section 7.0 Public Information and Communication	ESG 1.8	Public information	QAG Core, Section 2, unit 9	Public information and communication	
AIQR Section 8.0 Monitoring and Periodic Review	ESG 1.9	On-going monitoring and periodic review of programmes	QAG Core, Section 2, unit 3.3	Programmes of education and training - Programme monitoring and review	
			QAG Core, Section 2, unit 11	Self-evaluation, monitoring and review	
AIQR Section 9.0 Cyclical External Quality Assurance	ESG 1.10	Cyclical external quality assurance	QAG Core, Section 2, unit 11.3	Self-evaluation, monitoring and review - Provider-owned quality assurance engages with external quality assurance	

Introduction and Institution Overview

This is the AIQR for Institute of Art, Design + Technology Dún Laoghaire for the reporting period 2018-19.

Dún 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.heai.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.

The AIQR has been approved by the President, Registrar and the Chair of the Quality Enhancement Committee and is submitted by Alice Brennan (Senior Quality Officer)



1.0 Internal Quality Assurance Framework

1.1 Governance and Management of Quality

Under the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 (Commencement) (No. 2) Order 2019 (S.I. No. 540 of 2019), made 5 November 2019, IADT may make awards up to Level 9 of the National Framework of Qualifications, and became a designated awarding body, on 1 January 2020.

IADT follows 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. Following IADT's designation as an awarding body in January 2020 the Academic Council of IADT adopted the QQI Generic Awards standards as its own.

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.

During 2019 the Institute launched a new five year Strategic Plan titled "Better Futures together". This plan outlines eleven strategic priorities of equal significance across three thematic areas; Excellence, Growth and Community. The Institute's continued commitment to quality is demonstrated by the priority to "provide high quality and inquiry-led teaching and learning that encourages and embeds curiosity, innovation, creativity and entrepreneurship across all our disciplines".

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 information included in this report was drawn from multiple sources including content provided by academic staff from both Faculties, Academic Council Subcommittees and IADT Support Services. The President, the Registrar and the Chair of the Quality Enhancement Committee approved the AIQR report.

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

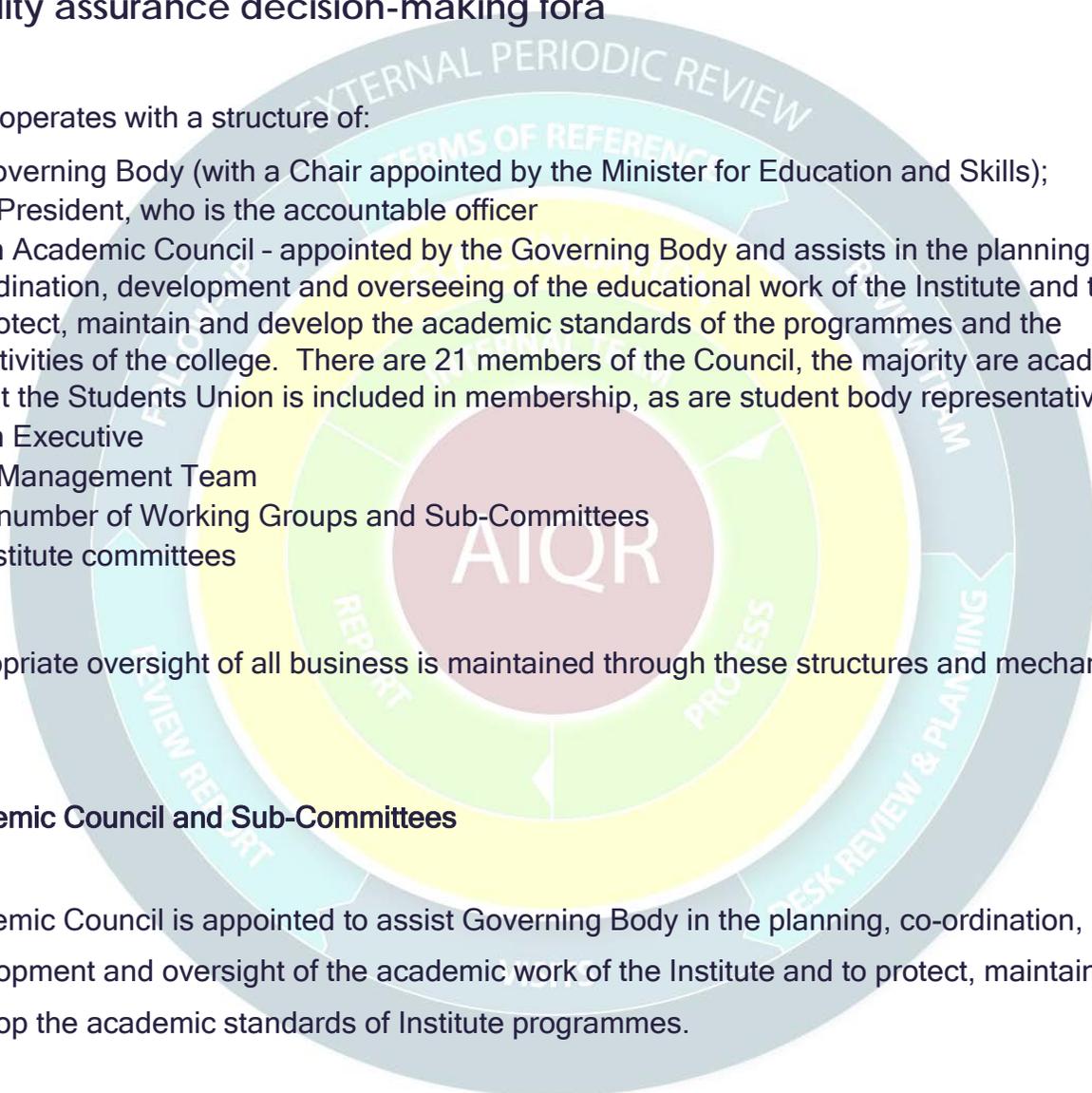
Appropriate oversight of all business is maintained through these structures and mechanisms.

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 approach 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) oversees 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

The Library Forum

The Committee reports to the Registrar and has a specific role in advising Academic Council and the President on decisions to be made in respect of the IADT Library. The purpose of the Committee is to provide academic staff and students with a forum for engaging with the Library.

Terms of Reference:

- Provide a forum for students and staff to discuss issues regarding all Library services including but not limited to facilities in the Library; print and online collections; services and supports; Library communications
- Facilitate collaboration between the Library, student body and academic community including joint initiatives, projects and events
- Provide a forum for the Library to seek consultation and feedback
- Provide a framework to inform the collection and analysis of both qualitative and quantitative data in relation to Library resources, facilities and services
- Provide a forum for students and staff to suggest new library services and/or further develop current services and resources
- Play an active role in ongoing collection development in the Library, recommending new resources

1.2 Documented Approach to Quality Assurance

Quality Framework

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](#).

Research Quality

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. Under the Qualifications and Quality Assurance

(Education and Training) (Amendment) Act 2019 (Commencement) (No. 2) Order 2019 (S.I. No. 540 of 2019), made 5 November 2019, IADT may make awards up to Level 9 of the National Framework of Qualifications, 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 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 oversees 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, this policy is currently under review and the current version 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 forms are included in the IP Policy.

Staff Research Policy - IADT is formally committed to the sustainable and structured development of active academic research. The Institute provides a range of supports to research active staff to increase and develop their research output and impact in a structured and sustainable way. In line with the current stated strategy, IADT ensure its policies, processes, procedures and systems are robust, supportive and have the overall objective to develop and maintain a sustainable level of research across a wide range of areas of inquiry and activities. The Staff Research Policy is available on the IADT website and [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.

1.3 Collaborative and Transnational Provision

Under the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 (Commencement) (No. 2) Order 2019 (S.I. No. 540 of 2019), made 5 November 2019, IADT may make awards up to Level 9 of the National Framework of Qualifications, and became a designated awarding body, on 1 January 2020

IADT follows 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 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](#).

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:

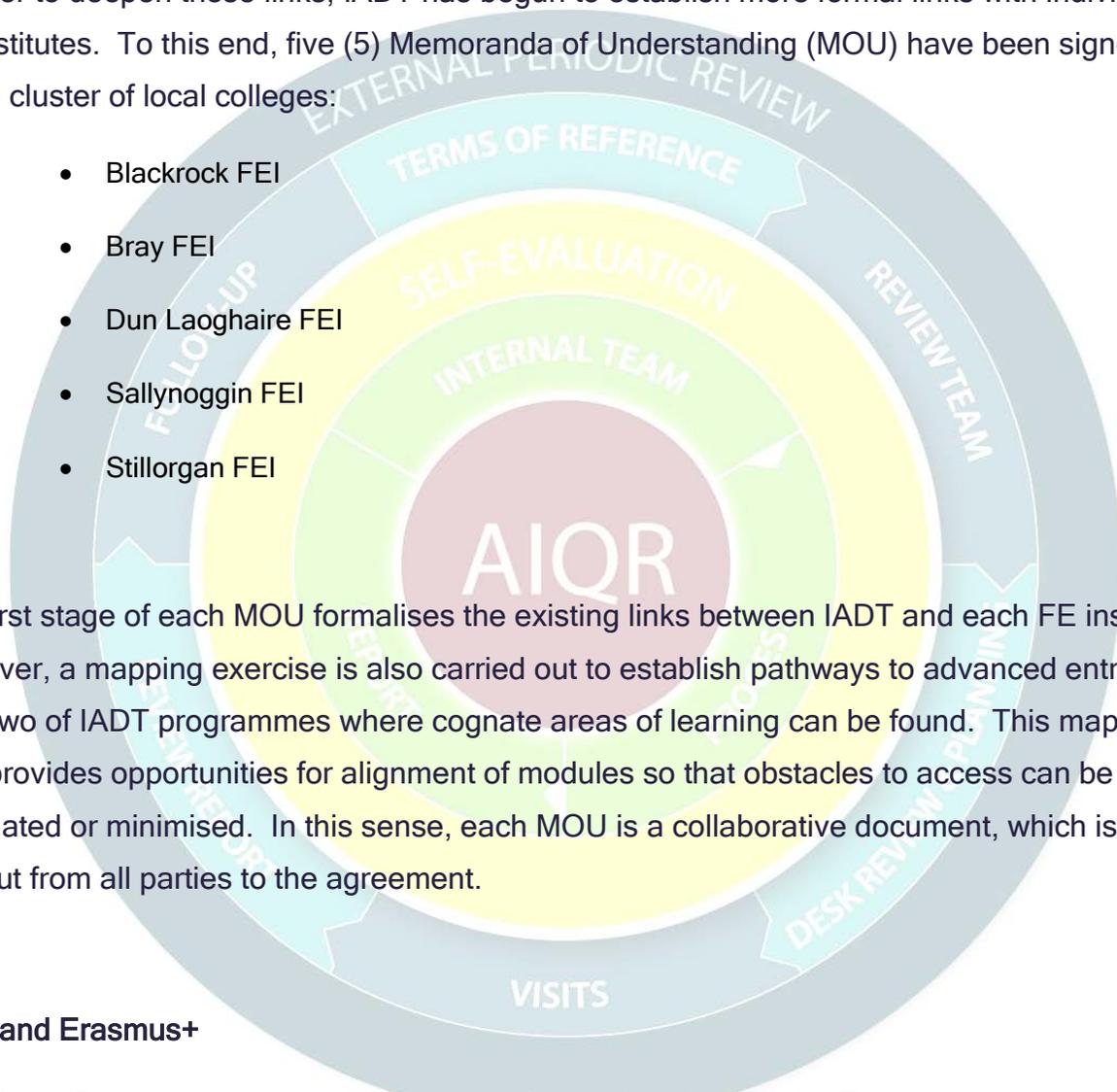
- Blackrock FEI
- Bray FEI
- Dun Laoghaire FEI
- Sallynoggin FEI
- Stillorgan FEI

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.

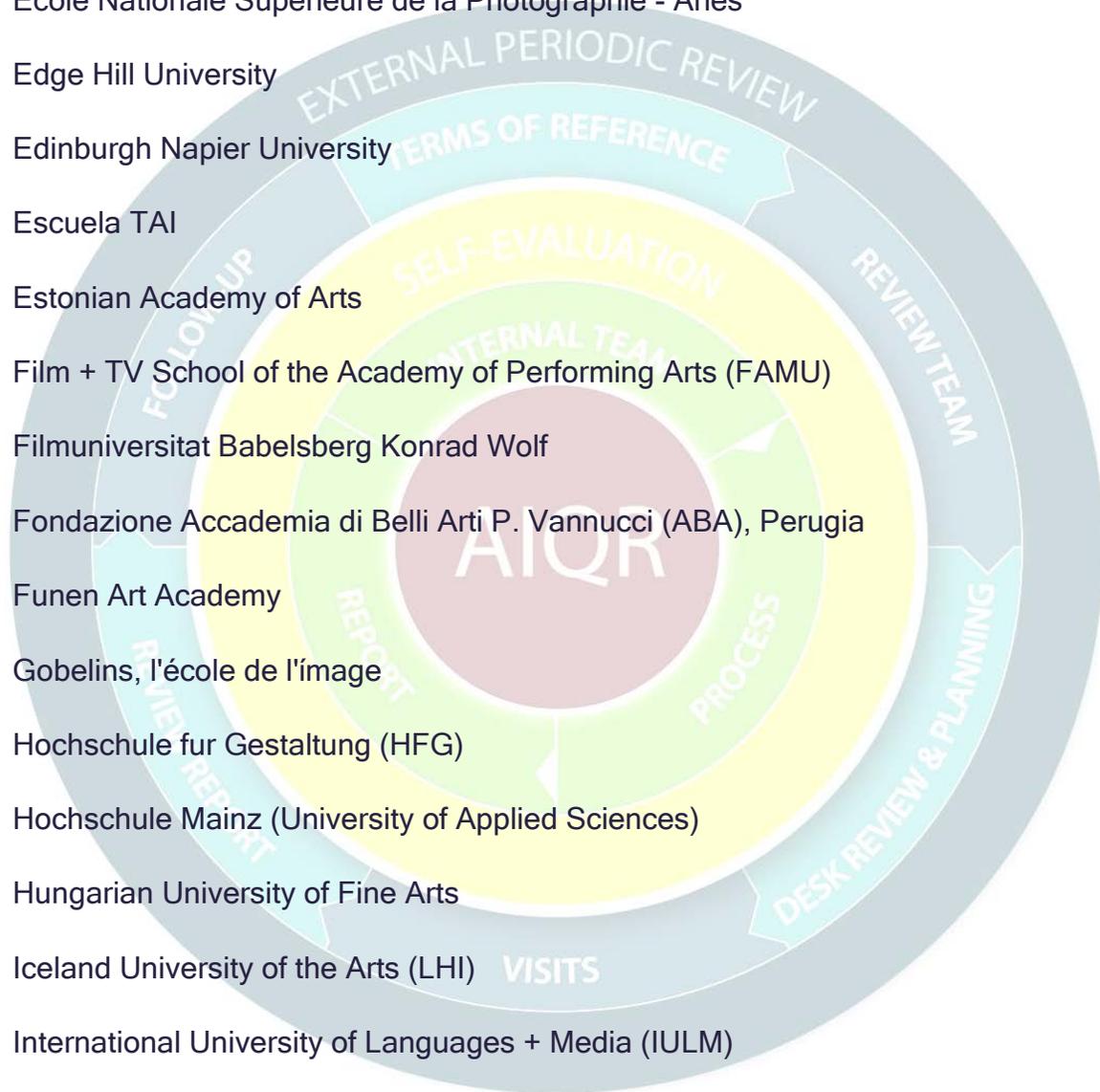
IADT and Erasmus+

IADT has 47 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
- Edinburgh 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'image
- 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 Camilo Jose Cela (UCJC)
- 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). This 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 an Erasmus Mundus Joint Master Degree in Cinematography presented by a consortium of partners made up of the following:

- 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 abroad programmes is available [here](#).

2.0 Quality of Learner Experience

2.1. Quality Assurance to Support Programme Development and Delivery

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

2.1.1 Quality Assurance of Taught Programmes NQF Level 6- NQF Level 9

Programme Development & Approval

IADT has in place a procedural document for the development and approval of programmes. This procedure was updated and approved by Academic Council in April 2019. The next review is due in 2022 and the policy can be viewed on the IADT website or [here](#).

The purpose of the Procedure for the Development & Approval of Programmes is to ensure that 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](#).

Quality Assurance for Collaborative Provision

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](#).

Quality Assurance Policy for Collaborative Provision and the Procedures for the Quality Assurance of Collaborative Provision' - these policy and procedures are 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.

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](#).

Self-evaluation and Monitoring

Programmatic Review is the quality review process through which IADT conducts a critical evaluation of its programmes, reviewing and assessing them under a defined set of criteria and allowing their further development in order to improve educational quality.

Programmatic Review takes into account all aspects of the programmes including educational

objectives, programme concept and implementation, access and transfer issues, curriculum and module descriptors, staffing and physical resourcing, and evaluates each area under specified criteria. A review may occur after three years, but no later than seven years, and typically every five years.

The Institute has commenced a Programmatic review of all Level 7 and 8 programmes and the Programmatic Review external panels are scheduled to occur during 2020. The Programmatic Review Policy can be viewed on the IADT website or [here](#).

The Procedure for the Development and Approval of Programmes specifies the criteria we apply to establishing Programmatic Review and Programme Validation Panels and outlines the typical composition which includes:

- Appropriate senior person from another Higher Education Institute (HEI) to act as Chair
- Academics from a HEI with expertise in the area of the proposed Programme
- Industry/Business expert(s) to reflect employer needs
- Normally a gender balance will be maintained
- Learner representatives typically participate in Programmatic Review Panels

Programme Board Procedures -all programmes in IADT have a Programme Board and these meet three times per academic year, in Autumn, Spring and Summer. The Programme Board is responsible for the effective management, operation and review of the Programme, within the wider context of the Institute academic plan. The Programme Board operates within the framework of regulations set down by Academic Council and quality assurance procedures. 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:

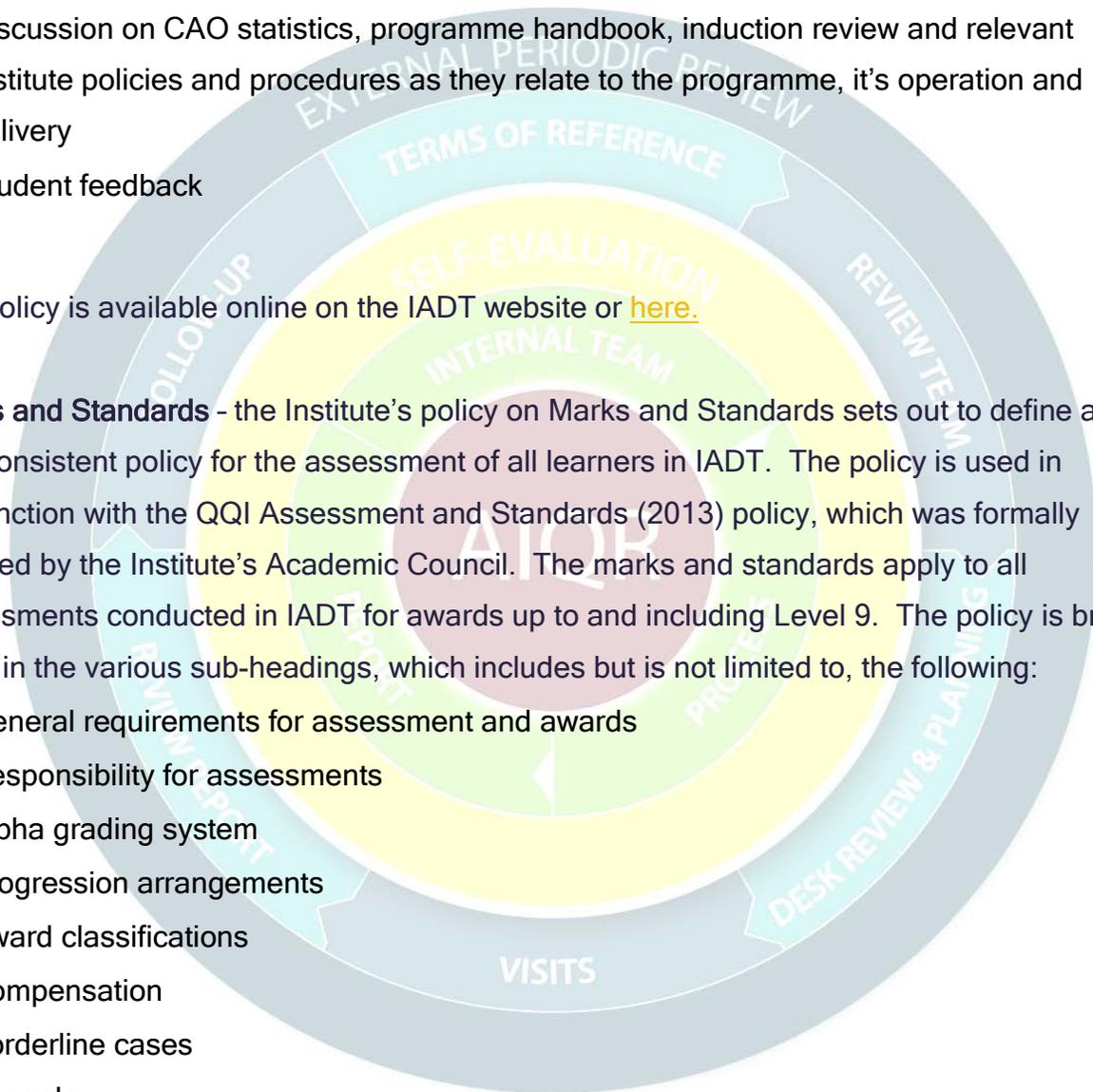
- Review of the previous year to include the review of External Examiner reports from the previous exam/assessment session and the QA report from Heads of Department
- Review of student performance in terms of examination results, progression and retention
- Overview of the current programme including 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](#).



2.1.2 Delegated Authority Procedures

Under the Qualifications and Quality Assurance (Education and Training) Act, 2012¹, IADT had 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.

The Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 (Commencement) (No. 2) Order 2019 (S.I. No. 540 of 2019), made 5 November 2019, IADT may now make awards up to Level 9 of the National Framework of Qualifications, and became a designated awarding body, on 1 January 2020

IADT follows 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. In this regard, the Institute has a set of robust quality assurance policy documents including an overarching [Quality Framework policy](#) which has been aligned to relevant QQI policies as well as international guideline and policy instruments. Following IADT's designation as an awarding body in January 2020 the Academic Council of IADT adopted the QQI Generic Awards standards as its own.

2.2. Teaching, Learning and Assessment

2.2.1 Teaching and Learning

IADT Learning, Teaching and Assessment Strategy

The 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](#).

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](#).

2.2.2 Assessment of Learning

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 was updated during 2019 and was approved by Academic Council and the Governing Body in January 2020. The current version of 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

2.2.3 Learner Resources and Supports

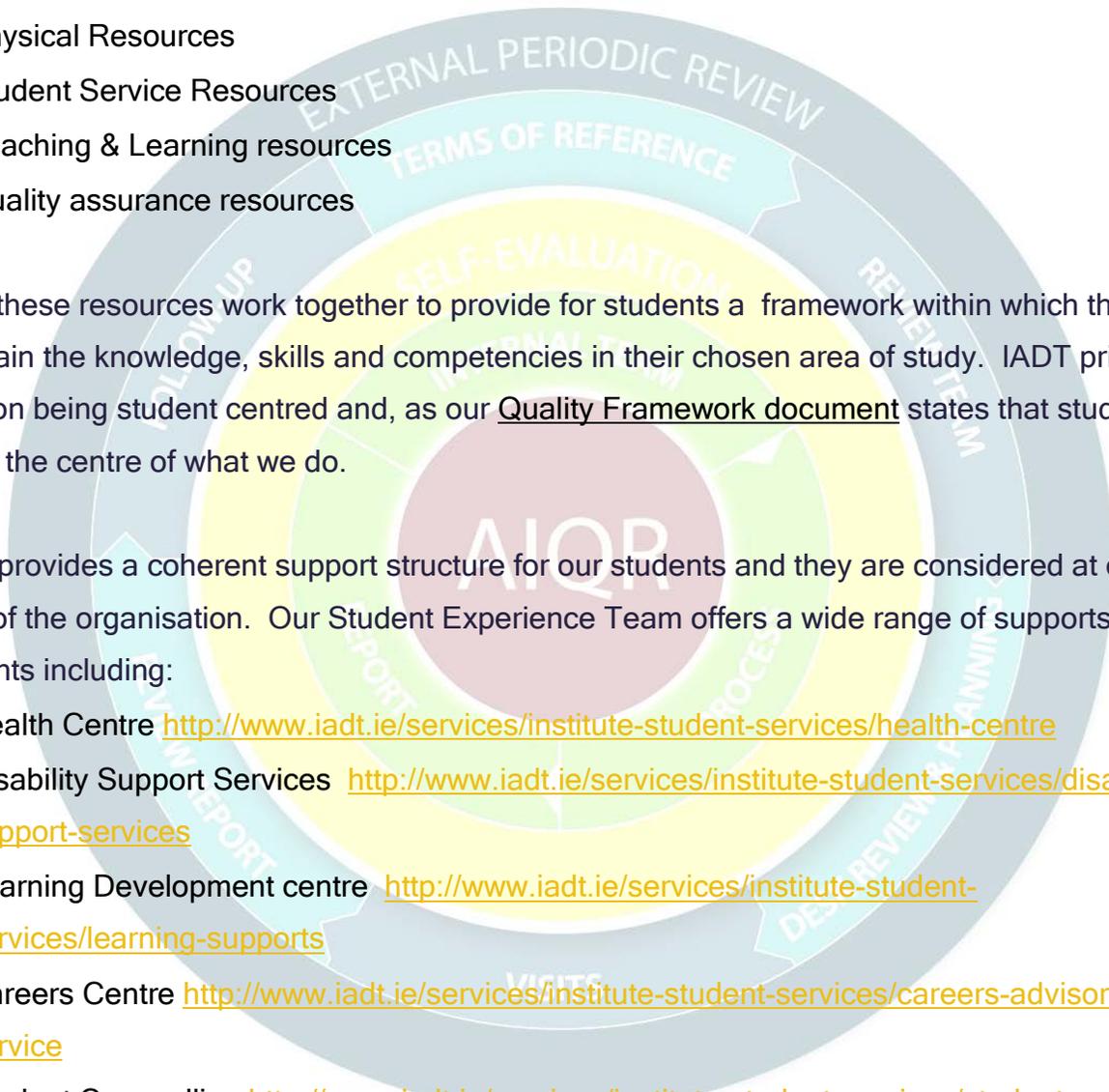
IADT students rely on a wide range of resources to be able to fully realise their potential and assist their gaining of knowledge, skills and competencies. These resources can be broken down, as follows:

- 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.

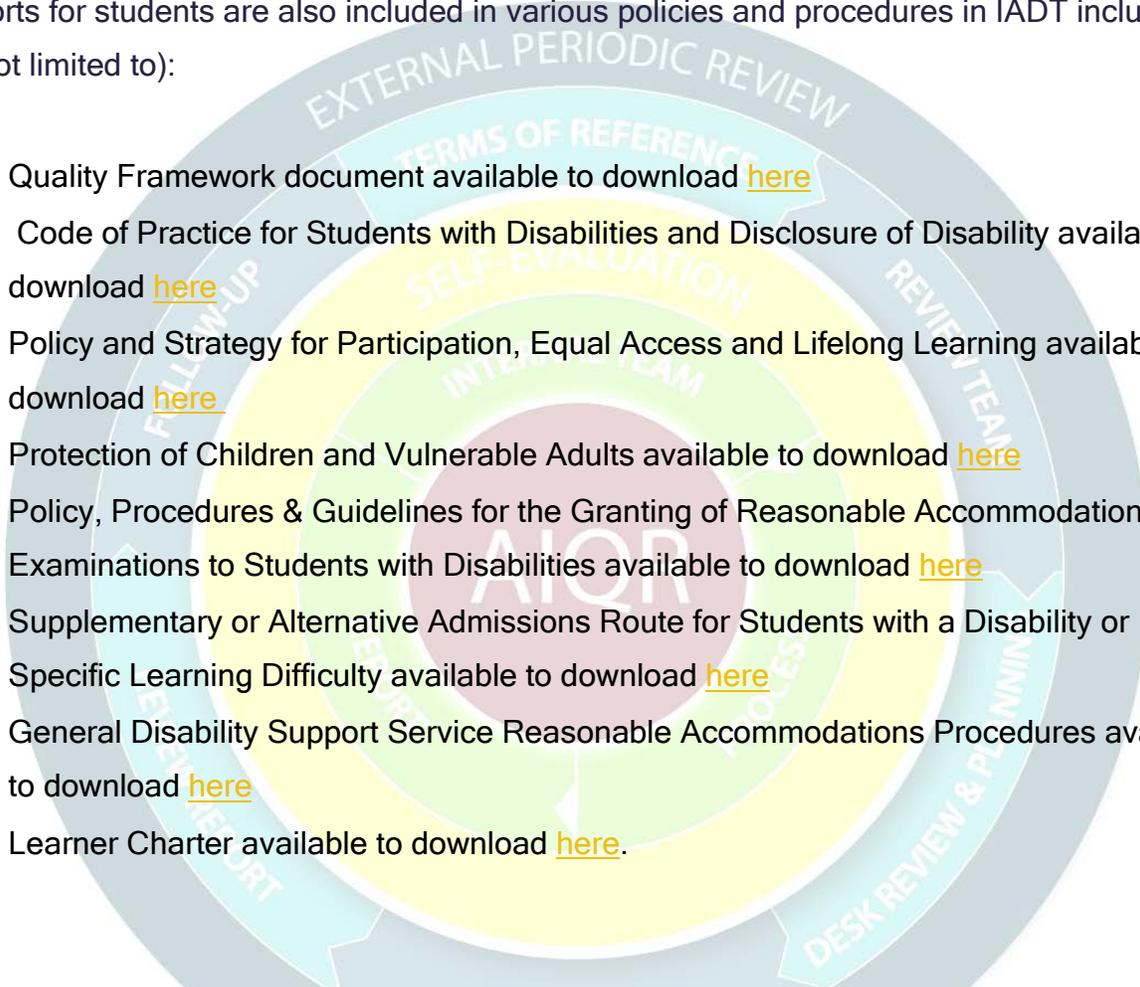
IADT provides a coherent support structure for our students and they are considered at every level of the organisation. Our Student Experience Team offers a wide range of supports for students including:

- 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](#).

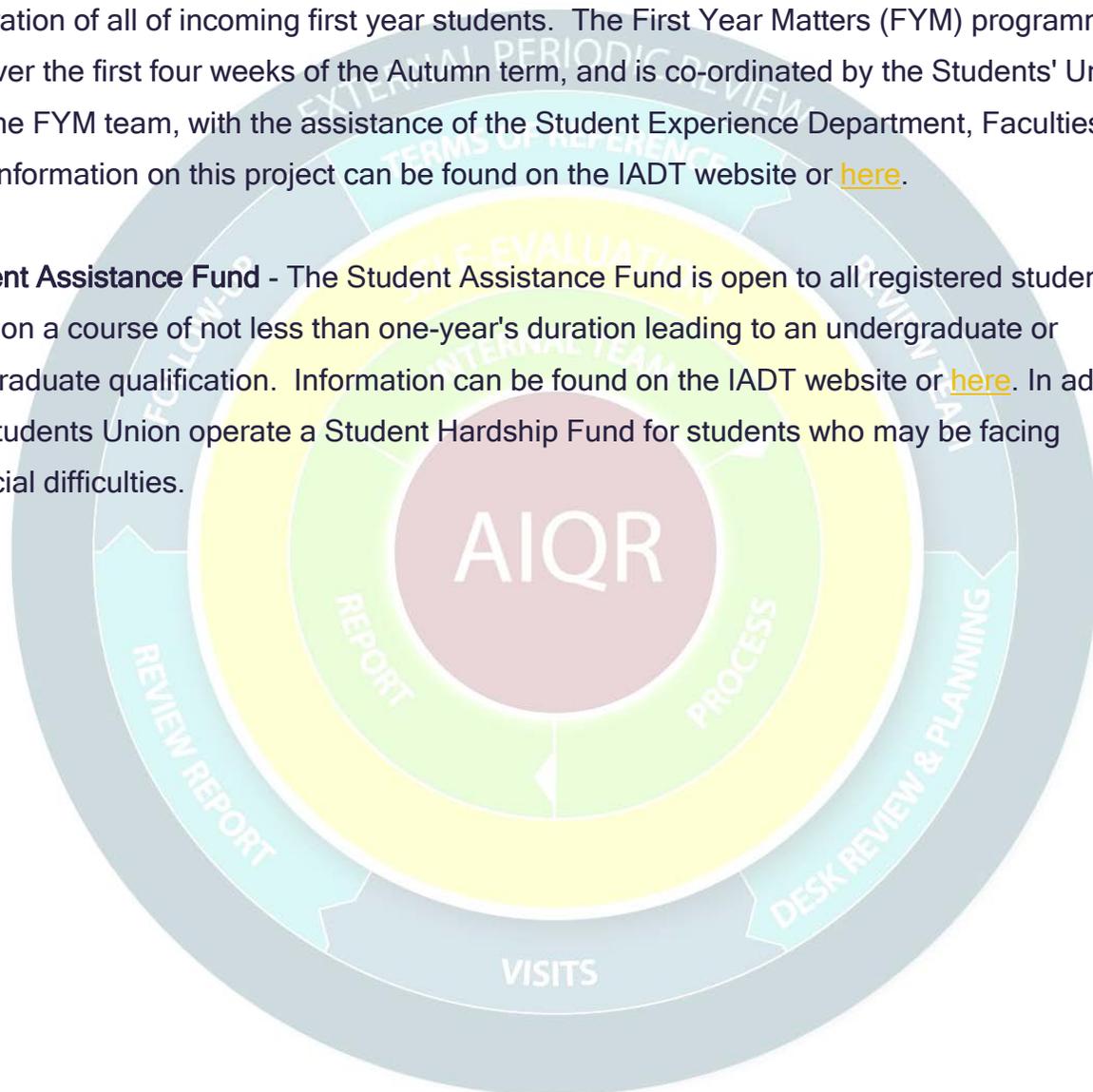
IADT is also committed to the HEAR (Higher Education Access Route) and DARE (Disability Access Route to Education) schemes and became part of the schemes during 2017-18, with new student entrants joining IADT through the programmes.

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 facilitates 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.



3.0 Admission, Progression, Recognition & Certification

3.1 Access, Transfer and Progression

Open Days - IADT specialises in creativity, entrepreneurship and innovation in an educational environment that values the whole student experience. Our Open Days provide prospective students with the opportunity to visit IADT and talk to our lecturers, staff and students and to discover what is available at IADT for them. It is an opportunity to talk with staff regarding the student's interests and how these can be met through our range of programmes. Students have an opportunity to explore the campus, visit lecture halls, labs and studios, and our National Film School.

Taster Days - Taster Days offer students the opportunity to experience our courses first hand by taking part in our practical workshops and exploring our campus. Prospective students participate in a range of workshops and meet with lecturers and current students. This provides students with the opportunity to get hands on experience of courses and to experience life on campus.

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 student 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-guidelines> and IADT also operates a Portfolio Appeals Policy which is available [here](#).

Project Days - As part of our commitment to broadening access to all applicants IADT now offers both Portfolio submissions + Project Days. Project Days are an alternative entry pathway to our courses listed below.

Project Days require a maximum of 16 hours preparatory work to be completed in advance, which will form the basis of an on-campus practical workshop day.

Students can attend a Project Day in February and submit a portfolio in March. The grading system is of equal weight for Portfolio submission and Project Days.

Students can choose to attend Project Day and not submit a portfolio or they can attend the Project Day and submit a Portfolio in which case the highest grade achieved will be their final score for that course.

Courses offering Project Days

DL826 BA [Hons] Visual Communication Design

DL827 BA (Hons) Art

DL828 BA (Hons) in 3D Design, Model Making + Digital Art

DL829 BA (Hons) Design for Stage + Screen - Costume Design

DL830 BA (Hons) Design for Stage + Screen - Character Make Up

DL831 BA (Hons) Design for Stage + Screen - Production Design

DL833 BA (Hons) Photography

DL839 BA (Hons) Interaction & User Experience Design

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 from 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 responsibly 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 - a Conferring Ceremony is held in November of each year and it is proposed to hold a second ceremony in March 2020 for graduates from Master's programmes, these are 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 believe 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](#).



4.0 Quality Assurance of Research

4.1 Quality Assurance of Research Programmes NFQ Levels 9 & 10

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 student 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 oversees 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.

5.0 Staff Recruitment, Development and Support

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.

IADT is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. The Institute has recently hired an Equality, Diversity and Inclusion Manager. Recruitment and Selection Training was delivered in 2018 to the Management Team and members of Governing Body by the Irish Centre for Diversity. The objective was to analyse current Recruitment and Selection processes and to look to improve our processes and minimize unconscious bias.

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.

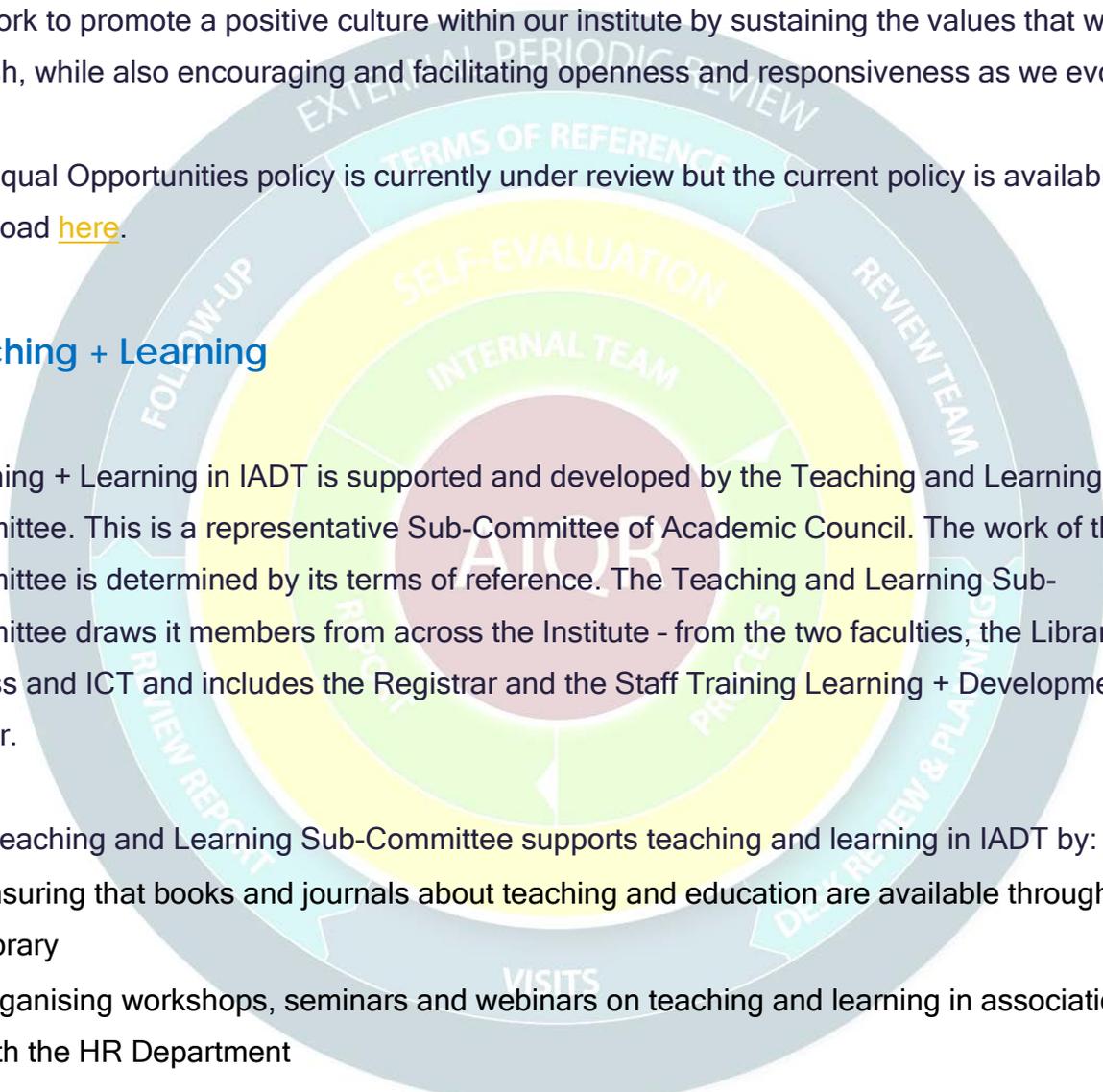
The Equal Opportunities policy is currently under review but the current policy is available for download [here](#).

Teaching + 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 its 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:

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](#).

6.0 Information and Data Management

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](#).

7.0 Public Information and Communication

Programme Validation

The Programme Validation Sub-Committee (PVC) ensures quality within the suite of programmes offered by the Institute. They deal with reports from Programme Boards, 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.

The Committee considers & ratifies:

- Changes to existing programmes
- Recommendations for new programmes
- Draft programme documentation, prior panel review
- Reports and recommendations from Programme Boards if relevant to programme changes

IADT typically undertakes a process of Programmatic Review across all programmes every five years. A panel of external experts is appointed who prepare a peer evaluation report considering the reviewed programme(s) against specific evaluation criteria and include recommendations to the Institute on future actions around the programme(s). Programmatic Review reports including the Institute's responses are available on the IADT website or [here](#)

Programme Validation panels are set up for approval of new programmes and major changes to existing programmes. The panel will visit the Institute and subsequently prepare a report making a recommendation to IADT on the approval of the programme. The Programme Validation panel reports including the Institute's responses are available on the IADT website or [here](#)

8.0 Monitoring and Periodic Review

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.

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 and the establishment of an external Panel. The Panel will 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 Academic Council then considers the

report. Only after all these processes have been worked through, is a programme commenced as a new or a re-validated programme.

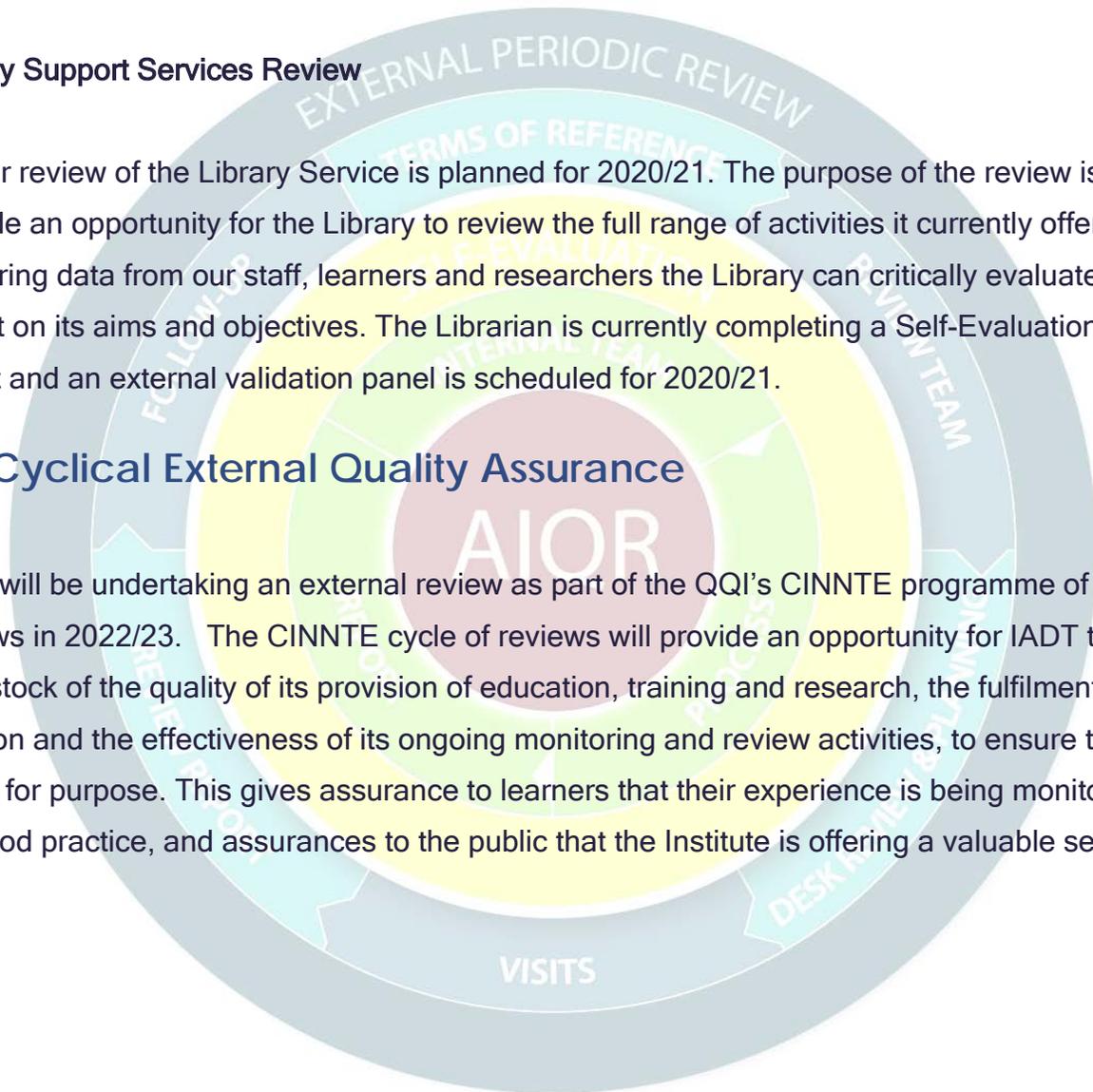
Each Programme **Board** undertakes a review of their programme three times a year. More details are available in Section 2 of this document. The policy on Programme Board procedures is available for download [here](#).

Library Support Services Review

A peer review of the Library Service is planned for 2020/21. The purpose of the review is to provide an opportunity for the Library to review the full range of activities it currently offers. By gathering data from our staff, learners and researchers the Library can critically evaluate and reflect on its aims and objectives. The Librarian is currently completing a Self-Evaluation report and an external validation panel is scheduled for 2020/21.

9.0 Cyclical External Quality Assurance

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.



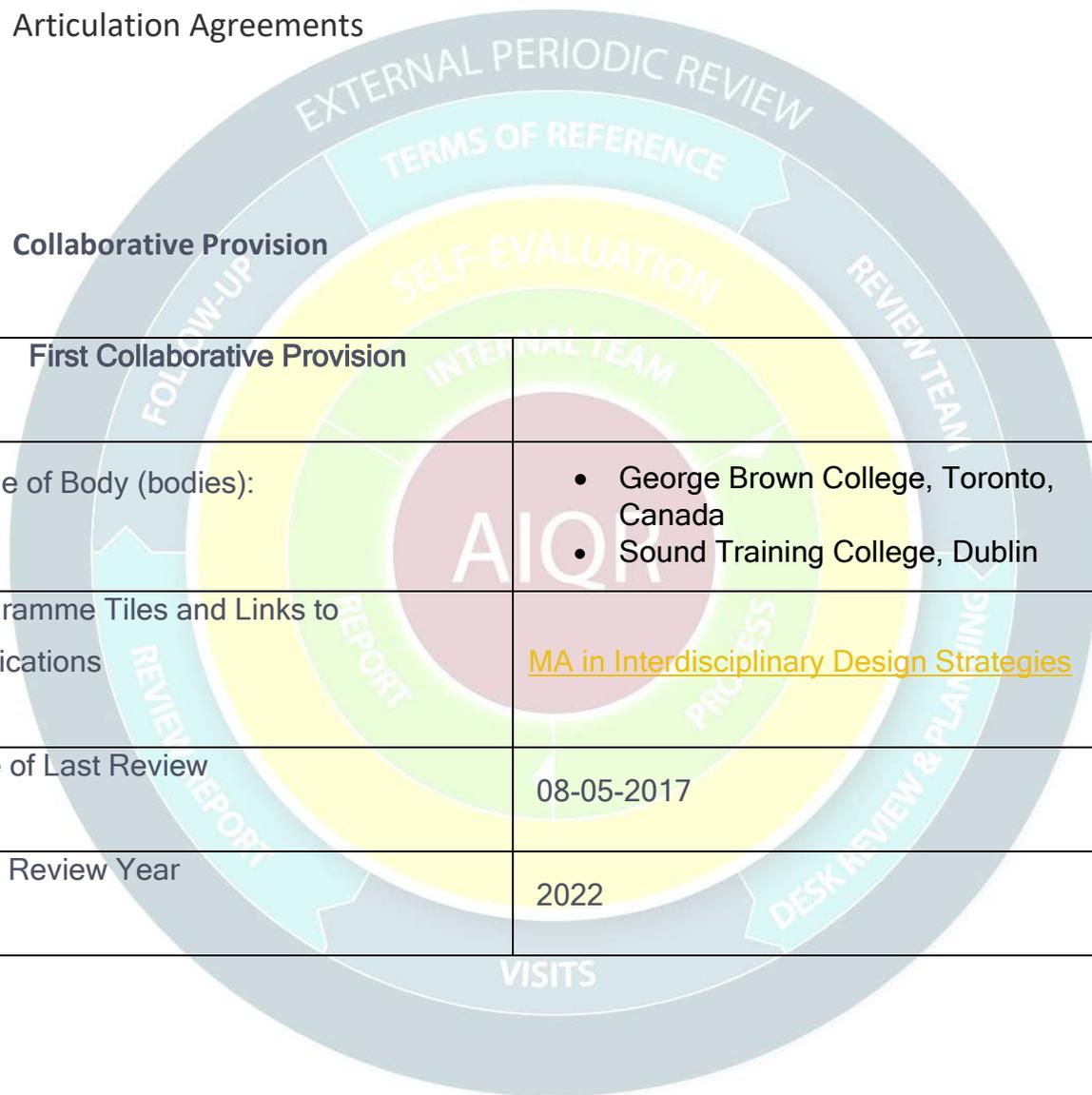
10. Engagement with Third Parties Section

Details of engagement with third parties, including:

1. Arrangements with PRSBs, Awarding Bodies, QA Bodies
2. Collaborative Provision
3. Articulation Agreements

1. Collaborative Provision

First Collaborative Provision	
Name of Body (bodies):	<ul style="list-style-type: none"> • George Brown College, Toronto, Canada • Sound Training College, Dublin
Programme Tiles and Links to Publications	MA in Interdisciplinary Design Strategies
Date of Last Review	08-05-2017
Next Review Year	2022



Second Collaborative Provision	
Name of Body (bodies):	<ul style="list-style-type: none"> • The University of Theatre and Film Arts, Budapest, Hungary • The Baltic Film, Media, Arts and Communication School of Tallinn University, Estonia
Programme Tiles and Links to Publications	MA in Cinematography
Date of Last Review	08-05-2017
Next Review Year	2022

Third Collaborative Provision	
Name of Body (bodies):	Sound Training College, Dublin 2
Programme Tiles and Links to Publications	<ul style="list-style-type: none"> • BA in Creative Music Production • BA (Hons) in Creative Music Production
Date of Last Review	30-03-2017
Next Review Year	2020

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 2019-2023 “Better futures created together, was launched by the Minister of State for Higher Education, Mary Mitchell O'Connor during February 2019.

The strategic plan, which was developed in consultation with internal and external stakeholders both in Ireland and internationally, provides a framework that will guide the Institute over the next five years. It sets out a unique vision for the Institute with a foundation in the ethos and distinctive focus on the creative, cultural and technological (CCT) sector.

The strategic plan encompasses three main themes with eleven strategic priorities of equal significance aligned to these themes. The strategic priorities underpin the delivery of the plan, which focuses on the introduction of a new academic model that will enable the development & delivery of programmes and establish partnerships regionally, nationally and internationally. This academic model will continue to evolve over the life of the strategic plan, and will be used to support programme development, to target growth, to guide research priorities and to enhance the Institute's profile, brand and reputation within regional, national and international territories.

Our work in IADT is underpinned by a set of core values and we foster a culture of excellence, which is central to everything we do. We seek opportunities to advance and evolve our Institute and disciplines, and enhance the value we bring to students, staff and stakeholders. This commitment to quality is evidenced in the strategic plan where a key theme is identified as Excellence. This theme incorporates priorities that include “we will provide high quality and inquiry-led teaching and learning that encourages and embeds curiosity, innovation, creativity and entrepreneurship across all our disciplines“ and we will “ensure our processes and procedures are efficient and meet the needs of staff, students and other stakeholders”.

First Year Orientation

First Year Matters (FYM), is IADT's enhanced orientation programme for incoming first years, and was successfully lead by the Access Office in September 2018. The First Year Matters (FYM) programme is an all-institute initiative that supports and facilitates the successful 'settling in' of all of our incoming first year students. First Year is a time of change and for many can be challenging. The aim is that we

Annual Institutional Quality Assurance Report 2018-19

help all students to feel welcome, to engage successfully with their studies and to make lasting friendships. IADT's retention rates in first year are excellent, and it is clear that First Year Matters offers genuine benefits to incoming students.

The programme is delivered over the first four weeks of the autumn term, and is coordinated by the Students' Union and the FYM team. The delivery of the programme is co-ordinated by the First Year Student Leaders, a small group of amazing students whose role it is to help all new students find their feet and enjoy student life at IADT. The FYM Leaders are selected from our study body and receive training in a wide range of skills. This is a great opportunity for them to gain leadership skills and build relationships with staff and students across IADT.

The First Year Matters programme was nominated for a 2018 Education Award under the category Student Engagement & Communications.

HEAR/DARE Scheme

In 2018, IADT participated in two national access routes, The Higher Education Access Route (HEAR) and the Disability Access Route to Education (DARE). 10% of places on all courses in IADT are reserved for HEAR and DARE applicants. September 2018, saw the first entrants to IADT via these entry routes, with 14 students entering via HEAR and 59 through DARE.

Community Mentoring

The aim of the Community Mentoring initiative is to increase participation among underrepresented groups through a mentoring programme. This inter-institutional and cross-community collaboration invites students from the five participating Higher Education Institutes (HEIs) to undertake three visits to local DEIS schools, Further Education Colleges or community/adult education centres throughout the 2018-19 academic year. Students across the five HEIs volunteered to become mentors, to inspire the next generation of college students by sharing their educational journeys and stories with their local communities.

Students received ongoing training and support from their local HEI as well as a group training session which took place at the inaugural Community Mentor Summit in Trinity College on Saturday, 13th October 2018. The Community Mentoring Programme was officially launch by Minister for Higher Education Mary Mitchel O'Connor on October 1st in Croke Park. IADT had four mentors who successfully completed this programme.

Student Retention Scheme

The Department of Humanities + Art Management developed a system to support students who may be in need of academic or other supports. Students with low attendance rates during the early part of each academic term are identified and invited to meet with year tutors. By providing early interventions in the form of academic support and guidance as well as information on other available supports, this led to improved outcomes for students in difficulty.

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

Policies and Procedures

The Institute maintains a process of continuous assessment in relation to policies and procedures and we monitor societal & legislative changes to ensure our suite of policies remain relevant. IADT conducted a review of the Institute's suite of quality policies and procedures and subsequently developed six new policies and updated a number of existing ones.

The new policies developed included the following:

- Active Consent
 - The purpose of this policy is to support active consent and to indicate what constitutes sexual misconduct or sexual violence, to outline the procedure for making complaints and to clarify what action the Institute will take when responding to breaches of this policy.
- Policy on conferment of the title of Professor in IADT
 - The aim of this policy is to create a reference document that gives clear and concise information for all regarding the application process and conferment of the title of professor.
- Policy on Gender Identity & Gender Expression
 - This policy was developed in response to the growing need for IADT to recognise the range, type and nature of gender diversity within its student body and, in particular, to form a policy framework to ensure good practice in its approach to diversity. The policy establishes the philosophy and values that the Institute applies to its operations, in recognition of the need for respect and dignity for each student. The purpose is to guide institutional action and to direct procedures that impact on gender identity and expression. It also recognises the legal and regulatory framework within which the Institute operates and the obligations, constraints and opportunities that the legislation creates
- Virtual Learning Environment Policy
 - IADT's Virtual Learning Environment (VLE) should facilitate enhancement of the student learning experience by providing each student with ongoing access to module information, activities and learning resources outside formal timetables and class time. IADT supports the further development of innovative teaching practices through engagement with the VLE. The purpose of this policy is to provide students and staff members with guidelines and procedures related to the use, management, support, and operation of the VLE.
- IADT Staff Research Policy
 - This document states the institute's policy position on staff research activity

In addition, the 'Erasmus Procedures for Incoming and Outgoing Students Policy and the "Plagiarism Policy" were updated.

1.3 The schedule of QA governance meetings.

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

Governing Body
5 th September 2018
3 rd October 2018
7 th November 2018
12 th December 2018
9 th January 2019
6 th February 2019
6 th March 2019
3 rd April 2019
1 st May 2019
12 th June 2019

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

Title of Committee	Meeting dates during 2018-19
Academic Council	1 st October 2018 5 th November 2018 3 rd December 2018 7 th January 2019 4 th February 2019 11 th March 2019 13 th May 2019 17 th June 2019
Teaching & Learning Sub-Committee	3 rd October 2018 31 st October 2018 5 th December 2018 9 th January 2019 6 th February 2019 6 th March 2019 10 th April 2019 15 th May 2019 18 th June 2019
Quality Enhancement Sub-Committee	10 th October 2018 7 th November 2018 12 th December 2018 23 rd January 2019 20 th February 2019 13 th March 2019
Programme Validation Sub-Committee	9 th October 2018 11 th December 2018 12 th February 2019

Annual Institutional Quality Assurance Report 2018-19

	12th March 2019 30th April 2019 6th June 2019 13 th June 2019
Research & Development Sub-Committee	25 th September 2018 20 th November 2018 8 th January 2019 19 th February 2019 2 nd April 2019 14 th May 2019 18 th June 2019
Student Experience Sub-Committee	28 th November 2018 30 th January 2019 20 th March 2019 1 st May 2019

Section 2: Reviews in the reporting period

2.1 Internal reviews that were completed in the reporting period.

Programme Validation

The Programme Validation Committee ensures quality within the suite of programmes offered by the Institute. During 2018/19, the committee reviewed, as part of the internal validation process, recommendations for new programmes and proposals for minor changes in programmes.

New Programmes Approved and Validated in 2018-19:

- MA 3D Animation
- Certificate in Production Management for Animation
- MA Broadcast Production
- BBus (Hons) Business Management
- BA (Hons) in Digital Marketing
- BA (Hons) English and Equality Studies
- MBus in Equality, Diversity & Inclusion/PgDip in Equality, Diversity & Inclusion
- Post Graduate Certificate in Radio Production 10 ECTS
- Post Graduate Certificate in Multi Camera TV 10 ECTS
- Post Graduate Certificate in Research Methods for the Creative Practices 10 ECTS
- Post Graduate Certificate in Single Camera TV 10 ECTS
- Post Graduate Certificate in Writing TV Drama 20 ECTS

Changes to existing Programmes Approved in 2018-19:

- BSc (Hons) in Creative Computing – addition of new elective module
- BA(Hons) Creative Music Production – introduction of a practice pathway
- BA (Hons) Arts Management –introduction of 100% continuous assessment
- BA (Hons) New Media Studies – changes to some module credits and scheduling of module.
- BA (Hons) New Media Studies – Change of some module titles and introduction of new module ‘Music Business’
- BA (Hons) English, Media & Cultural Studies – module title changes

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	12
Number of Programme Reviews completed in the reporting year	12
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	93
UK	7
EU	0
Student	0
Other	0
Internal	0
Similar Institution	35
Different Institution	0
International	7
Other (Industry)	50

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

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

Changes to Deferral Processes leading to greater Quality Assurance (Case Study)

In 2018/19, the Office of Academic and Student Affairs in IADT undertook a review of how it recorded deferrals, including both modular and yearly deferrals, on its student database, Banner. The aim of this review was twofold – a) to keep in mind the principles of GDPR in reference to applications for deferrals by students and b) to allow staff using the system, to clearly see a deferral status of either a module or a year, at a glance on Banner, without having to refer to any other source.

A GDPR

In relation to GDPR concerns, IADT currently use a paper-based system to process deferrals. This has some issues around data protection as the forms move from the student, to the Faculty, and then on to Academic Affairs and to the Registrar. At each stage, there is an opportunity for data leakage. The concern was that paper based systems can be prone to data leakage, and the process, as it was run at that time, had a risk for potential data breach, which was of great concern to us.

B Clear Information recorded on Banner

In relation to staff using Banner, deferrals were not recorded directly on the system which meant that, where there was a query on a deferral, staff would need to refer back to the original forms. This meant that the information wasn't readily available to them and that staff in the office were required to review forms that had already been reviewed, thereby allowing confidential information to be re-shared. As stated above, this was of concern to us but what was also of concern is that staff had to disengage from their current task to review forms when the information should be more readily available to them.

We reviewed what could be done in terms of managing both these needs and how this could be related back to Banner.

For a Leave of Absence (full year deferral)

We already had a code of DR which means that the full enrolment has been deferred, this automatically defers them from all their modules. This status has a rule associated with it that manages their fee liability depending on the date on which they have deferred.

For Modular Deferrals

We created new enrolment statuses that would reflect a partial or modular deferral which gave a clear indication to staff as to the students deferral status. Related to this, we were mindful that these new statuses should denote their fee payment situation so that the Fees Team could ascertain this by simply viewing the student status. These statuses referred back to our original enrolment statuses so that they would be easily remembered by staff.

These include:

Enrolment Status	Code	Note
Registered	RG	This means that the student is fully registered and has paid all due fees
Registered – Conditional	TR	This means that the student is registered by has not yet paid any or part of their fees
Partial Deferral	RD	The student has deferred some modules but not all, and has paid all fees (related to RG above)
Partial Deferral – Conditional	TD	The student has deferred some modules but not all, and has not yet paid any or part of their fees

Also, in the Course Information Section on Banner, we included created new codes that denoted which modules had been deferred and to when and also allowed for automatic grade entry to reflect this at the point of examination grade entry. These include:

Code	Note	Automatic Grade Input
DA	Module deferred to the next Autumn session	IA
DS	Module deferred to the next Summer session	IS

These changes are made at source, i.e. in the Academic and Student Affairs office as soon as the deferrals are approved.

These changes were trialled at the Summer 2019 and Autumn 2019 Exam Boards and were very successful. The advantages of the new process were:

- Gave a clear indication of the student deferral status to those viewing the Banner record, i.e. in Fees or in a Faculty Office
- Automatically inserts a deferral grade which means that Faculty Staff don't have to manually input one per module deferred

Further changes to the deferral system are ongoing and this will involve moving the paper based system to a digital format in such a way as to limit the circulation of information to only those who need to sign off on the deferral process.

3.3 A description of other implementation issues.

Mature Student Writing Week

IADT has a thriving mature student population comprising of approximately 10% of the student body. Supports offered to mature students at IADT have traditionally included financial assistance, Learning Support, Counselling and individual meetings with the Access Officer. In 2017 the Access Service and the Learning Development Centre collaborated to pilot a Mature Student Writing Week for incoming first year mature students. Following the success of this programme, it was decided to deliver the mature student writing week on an annual basis.

During 2018-19 offers were made to 57 mature students. The Access Service contacted all of these students to offer the non-compulsory Mature Student Writing Week. Twenty-one students successfully completed the Mature Student Writing Week programme.

Consent framework

The vision of this initiative is to ensure an institutional campus culture which is safe, respectful and supportive. Institutions have a duty of care to their students and staff, and a responsibility to foster a campus culture that is clear in the condemnation of unwanted and unacceptable behaviours. The higher education student experience is not only concerned with the pursuit of academic excellence, but also to prepare students to engage with and make positive contributions to society. Creating a positive student experience empowers individuals to foster a culture of respect, dignity and integrity.

A working committee has been established to develop the framework and provide training across the campus. An Active Consent Policy was developed to support active consent and to indicate what constitutes sexual misconduct or sexual violence, and outlining the procedure for making complaints and to clarify what action the Institute will take when responding to breaches of the policy. The Academic Council and Governing Body have recently approved this policy.

Access Route (HEAR) and the Disability Access Route to Education (DARE)

In 2018, for the first time, IADT participated in two national access routes, The Higher Education Access Route (HEAR) and the Disability Access Route to Education (DARE). 10% of places on all courses in IADT are reserved for HEAR and DARE applicants. September 2018, saw the first entrants to IADT via these entry routes, with 14 students entering via HEAR and 59 through DARE. It is hoped that as a result of the extensive outreach work being done, that the numbers of students entering IADT via these entry routes will continue to grow every year.

Disability Support Service

The Disability Support Service structure has experienced some changes this academic year. The service transitioned from a tendered service through the National Learning Network, provided by two rotating Assistant Psychologists to one permanent staff member employed by IADT. Informal feedback from staff and students describe the consistency of one staff member as preferred and assisted with building and maintaining rapport with students. The service has seen a change in location with a permanent, private office space in the student services suite of the Carriglea building.

This location is working especially well and ensures confidentiality and privacy for the student is maintained.

College of Sanctuary

University of Sanctuary Ireland is an initiative to encourage and celebrate the good practice of universities, colleges and institutes welcoming refugees, asylum seekers and other migrants into their university communities and fostering a culture of welcome and inclusion for all those seeking sanctuary. Access to higher education is a challenge for asylum seekers in Ireland and one of the key initiatives is to enable pathways to higher education through designated scholarship schemes.

The IADT Access Office is engaged in this and a range of other initiatives that will welcome refugees and asylum seekers into the IADT community and establish IADT as a college of sanctuary.

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.

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 2018-19 for this Committee were identified as:

- Development of Virtual Learning Environment Policy
- Publication of the Learning Outcomes Guide to assist programme teams to develop programme documents.
- Updated QQI documents were reviewed including the templates for programmatic review.

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. The Committee aims to support and develop teaching and learning, including the scholarship of learning and teaching, at IADT. Continual staff development remains a key component of the work of the Committee and continues to enhance teaching at IADT

Key successes for the committee included:

- During 2018-19 over 317 participants engaged with some or other aspect of staff development in the teaching and learning area
- IADT and University College Dublin collaborated on an eBook based on Inclusive Assessment and Feedback, the book which was published under creative commons was launched in 2019 and included ten case studies from IADT. These case studies focused on inclusive assessment practices designed to engage all students, allowing equity of opportunity to succeed and demonstrate learning.
- The successful delivery of two LIN Certificates including the Certificate in Technology Enhanced Teaching and the Certificate in Universal Design for Learning. Twenty-one staff members successfully completed these accredited programmes
- Worked with the Student Experience team and Students Union to deliver Final Year Matters and InStep initiatives.
- The appointment of a new External Examiner for the LIN Certificates
- Ongoing promotion of the virtual learning environment via Blackboard
- Contribution to the scholarship of learning and teaching through the IADT Teaching and Research Showcase and presentation by IADT staff at teaching, learning and assessment conferences in 2018- 2019
- Input to the new IADT Virtual Learning Environment Policy

Teaching and Learning Strategy

A new Teaching and Learning Strategy is under development and this will align to the overall Institute Strategy. A subteam of the Teaching & Learning Committee was formed and they are focused on the development of this new strategy. The development will involve a consultative process and all staff and students will be asked to participate in the process.

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

Two successful applications for funding under the National Forum Seminar Series were made during 2018/19. The seminar “Developing the Entrepreneurial Mindset through Teaching, Learning and Assessment” was held in February 2019 and the second seminar is due to take place in December.

Lunchtime Bites Series

The Lunchtime bites series was introduced to encourage a more informal approach to staff development. The series has proven to be popular with staff and a number of training sessions were delivered including on session titled “Engaging with the National Forum – funding opportunities”.

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 2018-19 were:

The Committee reviewed proposals for a number of new programme offerings, the following programmes were reviewed and approved for development:

- BA (Hons) Film Production
- BA (Hons) Television & Documentary Production
- BA Interaction & User Experience Design
- BA (Hons) English and Equality Studies
- BA (Hons) in Digital Marketing
- MBus in Equality, Diversity & Inclusion/PgDip in Equality, Diversity & Inclusion

Amendments to Existing Programmes

- BSc (Hons) in Creative Computing – addition of new elective module
- BA(Hons) Creative Music Production – introduction of a practice pathway
- BA (Hons) Arts Management –introduction of 100% continuous assessment
- BA (Hons) New Media Studies – changes to some module credits and scheduling of module.
- BA (Hons) New Media Studies – Change of some module titles and introduction of new module ‘Music Business’
- BA (Hons) English, Media & Cultural Studies – module title changes

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. From the reports, the Academic Council identified a number of key items that were common across programmes and are currently working with the relevant members of the management team to address these items.

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.

A review of all policies was completed and as a result a number of policies were updated and new policies were developed. New policies developed included

- Policy on conferment of the title of Professor in IADT
- Policy on Gender Identity & Gender Expression
- Virtual Learning Environment Policy
- IADT Staff Research Policy
- Active Consent Policy

Programmatic Review for Undergraduate Programmes

The Programmatic Review process commenced for all Undergraduate Programmes. During 2018/19 our programme teams conducted comprehensive reviews of all Undergraduate programmes. The programmes are scheduled for review by Programmatic Review Panels during April 2020.

Standardised Module Structures

The Faculty of FACT introduced a new standard semesterised module structure in advance of Programmatic Review; the structure delivers interdepartmental alignment across the Faculty programmes thus supporting collaborative work and better utilisation of resources across the Faculty. Opportunities for experimentation and collaboration in the early stages of learning are increased by the inclusion of three shared modules across the Faculty in years one and two: Faculty of FACT Transitional Studies, Faculty of FACT Elective and the new Professional Masterclass modules. A radical innovation is also made in the delivery of Critical and Contextual Studies with the introduction of three new Visual Culture Core modules: Introduction to Visual Culture, Introduction to Interdisciplinary Histories and Theories and Visual and Material Cultures. These modules bring together blended cohorts of students across the departments within the Faculty.

Final Year Matters – Moving on Programme for final year students (Case Study)

The Students Union and the Student Experience Team piloted the Final Year Matters – moving On' programme during 18/19. This is a complementary programme flanking 'First Year Matters', IADT's extended orientation for incoming students. The purpose of the final year programme is to facilitate the launch of students into the world of craft, employability, further study and entrepreneurship. Specifically targeting all undergraduate students in their final year, the programme aims to identify the transferable skills across disciplines, encourage strong mental health in transition and beyond, allow

networking opportunities with outside and community stakeholders and instil business and advancement opportunities for the students post-graduation.

The 5-day event offers a variety of considered and valuable proceedings for the student body, and creates a stronger network with external stakeholders in the wider community.

The three themes of IADT's strategic plan into 2023 are Excellence, Growth and Community. Creating global citizens through the arts, business and technological education is at the heart of the institute's mission. Final Year Matter, Moving On is proposed as a capstone event to compliment the three pillars of IADT's strategic plan and host a unique programme aimed at further equipping students with what they need to succeed beyond college. Within the journey, there are many transitions; just as our First Year Matters programme addresses the needs of the incoming student to foster a sense of belonging within the institute, FYM Moving On is the 'bookend' to launch our graduates into the next part of their journey. As well as an expected impact on student and graduate success, FYM Moving on findings will impact on the curriculum in terms of how disciplines can work to ensure this transition is smooth, will bolster relationships between the Institute, the Student's Union and the employers. A further leg of the initiative is to explore ways to harness the Alumni networks within and across disciplines to engage with early career graduates.

In addition the programme aligns with the Ireland's National Skills Strategy 2025 in recognising the increasing importance of transversal skills and will foreground for participants the importance and relevance of skills in creativity, innovation and entrepreneurship, critical and analytical thinking, teamwork, communication and business acumen.

FYM Moving On aims to fill the gap between an undergraduate degree and what lies beyond; employment, further education, entrepreneurship and whatever else the students imagine. The initiative will embolden final year students and focus them on life after college, give them further coping skills and reaffirm the importance of their education. Workshops on interviewing, tax, self-promotion, self-care, networking and leadership will be on offer, with guest speakers, cross institute facilitators and local enterprise partners. For lecturing staff, the FYM Moving On programme is an opportunity to share with new student cohorts across the institute, empower students and develop their teaching skills. How does an accounting lecturer create content for the purely visual learner from film? How does the animation lecturer help the business student to incorporate 'PowToons' into presentations? These challenges are part of the learning for the teaching staff. By working with students outside of a specific discipline, an appreciation for the value of our students across the whole of the institute deepens. In addition, it will provide some insights into how final year curricula can incorporate successful graduate transition into the teaching, learning and assessment practices.

The programme, which was successfully piloted in 18/19, is being further developed in 2019/2020 with funding under the Strategic Alignment of Teaching and Learning Enhancement Funding in Higher Education, from the National Forum.

The further development of the programme will consist of three stages which will be conducted over 2019/20. These stages include:

Scoping exercise: to engage with the stakeholders internally and externally to fully establish what are the key requirements from the initiative. This will also explore how the issues arising can be feedback into the programmes of study at curriculum design stage.

Plan Initiative: A series of events, trainings and workshop will be designed and organized to meet the needs of the IADT cohort.

Evaluation: there will be an evaluation undertaken at the end of the programme.

During the scoping exercise, students will have a real input on what they want for the programme. By contextualizing their past 3 – 4 years with a view to their future, students come to value their education and acquired skills in a new light, beyond their disciplines and known networks, in conjunction with the support of IADT and fellow graduates.

3. Themes

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

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 and submitted a gender equality report and action plan for consideration for a Bronze Athena SWAN award. Although the first submission was not deemed successful, a number of commendations were received. The panel report will form the basis for an enhanced action plan, which the steering group will develop over the next year. In addition, the role of EDI Manager was successfully advertised and a new manager joins the management team in early 2020.

Teaching and learning continues as a key focus across the institute, the Teaching and Learning Sub-Committee is completing 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

International Collaboration

The Department of Film + Media successfully launched a Master's degree in 3D Animation; this programme was developed in association with Sheridan College Ontario. The MA in 3D Animation extends IADT's strategic goals in expanding opportunities for higher-level practice and research through level 9 provision, in this case dovetailing with our ambitions to grow our pool of international educational partnerships.

Following on from initial encouraging conversations with the Animation department at Sheridan College in Toronto we have now a formal MOU with Sheridan with a view to further programme developments and other exchanges. Sheridan is one of the top animation education programmes in the world, with strong links into the industry globally.

The programme is modelled on the International Design Strategies MA, a successful initiative that IADT has with George Brown College in Toronto. The MA in 3D Animation has potential to create a mutually beneficial pathway to MA provision in Animation for both institutions, each contributing from areas of common strengths demonstrated through programme alignment in undergrad provision. The two institutions also have differences in approach and pedagogy that provide for rich exploration in the field, and potential development of a combined MA. This collaboration would further strengthen our current offering in Animation by providing opportunities for higher-level professional development for the growing animation industry in Ireland.

The programme successfully completed validation during 2018/2019 and the first students were enrolled in 2019. This course is an advanced practical programme that teaches the skills needed to excel in the world of 3D Animation. Learning in a digital studio environment from lecturers and practitioners who are active in industry, students will get technical and production skills plus a thorough critical understanding of the modern animation landscape. This is a shared MA programme with Sheridan College Ontario and welcomes Irish, Canadian and international students to the full programme.

Staff Development

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 317 participants engaged with some or other aspect of staff development in the teaching and learning area.

Twenty-one staff members successfully completed the accredited LIN Certificates including the Certificate in Technology Enhanced Teaching and the Certificate in Universal Design for Learning.

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.

Inclusive Assessment and Feedback: Universal Design Case Studies from IADT and UCD

The changing nature of the Higher Education landscape nationally and internationally places significant demands on the teaching, learning and assessment practices in all Institutions. In recent years, there has been increased attention focused on creating teaching, learning and assessment strategies and practices that adhere to principles of Universal Design for Learning.

Assessment and feedback is a key part of the student learning experience and often is the determining factor in providing a positive, or negative, educational experience for students in higher education. Decisions made by lecturers, institutions and policy makers can make or break our students. Strategies and practices which allow students the opportunity to co-create assessment activities, design their own assessment, submit assessments in creative ways and develop vital skills through feedback include all students, provide a platform for inclusion of students with disabilities, and indeed all students in a diverse population.

A recent collaboration between UCD and IADT brought together the experience of academics in both Institutions in the area of Inclusive assessment practices. Inclusive assessment practices are those designed to engage all students, allowing equity of opportunity to succeed and demonstrate learning, reducing the need for individual adaptations for specific students. The student population in both Institutions includes students from backgrounds of socio-economic disadvantage, students with disabilities, mature students, international students and students from many other diverse backgrounds and cultures.

The collaboration resulted in the publication of a range of Case Studies that showcase inclusive assessment practices which considers the diversity of the student population. The cases studies cover a range of disciplines from both Institutions and highlight examples of variety in assessment and feedback, authentic assessment and feedback, programme assessment approaches as well as the use of technology in inclusive assessment.

This publication formed part of a series on inclusive teaching and learning. The first book in this series was [Universal Design for Curriculum Design](#). The second book, Inclusive Assessment and Feedback can be located at the links below.

https://www.iadt.ie/content/files/Inclusive_Assessment_Feedback-Full_Publication.pdf

<http://www.ucd.ie/all/ourwork/publications/>

Inclusive Assessment of 'live-brief' undergraduate projects (Case Study)

Introduction

The IADT BA (Hons) Animation programme team introduced a 'live brief' assessment strategy for the mandatory 'Towards Professional Practice' module. The module has been running (in evolving versions) for over 10 years. *A key outcome from this module is that students get some real, authentic industry related experience.* Whilst our DL832 Animation BA's 'Towards Professional Practice' module has since its inception

envisaged work placement, internship and 'formal' links with industry, the reality has been that such formal linkages have proved (for a variety of reasons) to be difficult to establish and sustain.

If students could not be 'placed in industry', how could 'real' projects be developed with external clients? This has led us to implementing 'live-briefs' as a solution to such industry placement challenges.

Live briefs

A viable alternative to placement in industry is what Professor Susan Orr calls '**the live brief**'. Our academic programme invites clients (often charities and NGOs) into our programme, bringing their problems with them (often so-called '*wicked problems*') and developing responses to these challenges with our students. Clients often bring in modest funding with their projects.

Susan Orr says 'through live briefs, the students often get access to much higher levels of industry – to the top people.' Not only do students get access to the clients, they also deal directly with other key stakeholders – especially patients and NGO service-users.

This is true Problem Based Learning, often working with very challenging and difficult subject matter. Students deal directly with the clients and with other stakeholders, to research, evolve, design, develop, present, manage and produce the project themselves, with guidance from the academic programme team where needed.

Clients and students decide on the subject matter, visual style, production solutions (hardware and software, timings, deadlines and deliverables). Clients are encouraged to meet their student groups regularly, preferably face to face, in order to learn the development and communication process for themselves and, most importantly, in order to stay on top of project messaging.

Such work has learning for all sides, for the students, for the clients and for the academic programme. Such work is real research, because it takes challenging, 'wicked' problems and uses an interdisciplinary approach to evolve and develop real solutions. The solutions evolved can be practical and academic.

Assessment of Live brief projects

Our assessment and feedback of such projects began many years ago with a limited (but perfectly valid) 'industry' assessment model. The product or output (in our case the animation project produced with and for the client) was assessed. Each student group member was given the same grade for their work on the project. We've long since moved to a more 'educational' grading and feedback model, very much based on guidance from IADT's Rebecca Roper and based also on methods highlighted in Palloff and Pratt's 'Assessing the Online Learner' (2008).

At two points in their project, (a formative point just over halfway through their project and a summative point just after the end of their project completion) students are encouraged to do individual VLE Journal postings where they self-assess and where they're allowed to suggest grades for their peers within their student project group.

Students are asked to reflect on their own learning and to justify their grading choices (both self and peer). Students are provided with our Faculty's 'Assessment Lexicon' (see Appendix 1 below). At all times, an informal, measured and professional tone is encouraged in their Journal Postings.

As Palloff and Pratt guide in their publication, any student self or peer assessment is 'carefully considered' by the programme team when developing each student's individual assessment and feedback. The student grading through Journals is crosschecked and collated with assessment information, formative and

summative, from project presentations, weekly project meetings, client feedback and the assessment of the work itself (both process and product). Many times, the student observations (carefully anonymised) can be fed back to their peers.

Results

The problem of how to provide authentic 'industry' experience for our undergraduates and how to assess, feedback and enhance student learning through such experience requires continual engagement and innovative approaches.

Our programme has no 'one size fits all' solution to this ongoing puzzle. We retain the flexibility to allow our students to learn wherever the opportunity presents itself. We exercise careful judgement in selecting such opportunities, turning down many prospective industry and external projects and 'partners'.

Student learning is paramount in this relationship. As IADT's Dr. Marion Palmer would say '*industry are stakeholders in what we do but our students are our primary stakeholders*'.

On impact, feedback from clients and other stakeholders tells us that our assessment models are having positive impact. Feedback from students and from graduates tells us that our module has great benefits in terms of confidence building and in preparing our students, not only for the workplace, but for the fluid opportunities presented by the world of media outside the college environment.

One completely unanticipated outcome has been that our students, through working with challenging subject material, get early insights into ethical aspects and the real need for sensitivity in dealing with such subjects. As a result, some of our students have been better positioned to subsequently deal with difficult subjects (for example sexual consent and alcoholism) in their own undergraduate Major Project work. Dealing with challenging subjects has allowed our students to challenge their own medium and their own working approaches.

One last observation – this is complex assessment, with feedback from multiple lecturers, from clients and from the students themselves (self-assess and peer-assess). We continue to work to streamline the assessment pipeline and to shorten the time taken to deliver feedback to our students.

Student engagement with an assessment lexicon; a structured self-assessment to help demystify the assessment process (Case Study)

Overview

This case study was developed by a studio-based Art & Design lecturer in response to requests from final-year for more formalised interim feedback. It is not typically useful or instructive to give alpha grades for work in progress, as an alternative she designed a structured self-assessment exercise.

Design and implementation

During a two hour session students were introduced to a locally-devised "assessment lexicon" that is often used by colleagues within the department to consider the standards of student work. This assessment lexicon isn't used as a stand-alone and strict measure of student work, it is not a rubric. The lexicon theorises and proposes language that is appropriate to describe the standard of work across the full range of alpha grades used within the department.

The lecturer prepared a document for each student which had four statements in areas related to the weightings and assessment outcomes for this module (research, fabrication & design). After each statement there were nine words, one from each grade band on the lexicon, each student was instructed to complete each of the four statements by circling as many words as they felt described their work to date. After giving learners time to complete the document, she spent time with each of them discussing the words they had chosen and gave them her own impression of where their work sat in relation to the words on the page. The exercise allowed students to select multiple words and they expressed interest in this approach, it allowed them to openly declare that work could be both 'thoughtful' and 'inexact' at the same time.

Aligning the process with UDL principles

This assessment was designed with Universal Design for Learning principles in mind and aligns with UDL principles in the following ways:

1. It is designed to provide transparency in assessment and feedback.
2. It is a scaffolded method of assessment, giving learners prompt individual guidance and critique.
3. It reduced the assessment load by replacing what could have been a formal interim presentation.
4. It gives the students voice and agency with regard to assessment and their progress.

Measuring impact

It is difficult to measure the impact of a single event like this on such a small group of students, however one anecdotal measure could be the 'success' of summative feedback. Of a total of twenty-four participating students only one expressed surprised or upset with their final grades, and this student did not attend the interim assessment. After seven years of running this module, that is the highest rate of meeting expectations the lecturer had ever experienced. It is usual for four or five students to express disappointment with a grade lower than they expected.

Considerations for further implementation

This exercise is only useful if done as a method of facilitating a conversation around grading. If there is no time for the follow up one-to-one sessions, then it should not be attempted. Discussion should focus on helping students identify good habits and strategies for maintaining or improving the standard of their work. It is important to note that this exercise describes the self-assessment of the standard of work, not the standard of learning, however the structure could be used to assess learning. A focus on learning may be a useful exercise to perform at the beginning of each year of study as it would prompt students to reflect on learning to date and identify any gaps in learning they felt they may need to address in order to succeed during the upcoming year.

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.

Subsequent to the Qualifications & Quality Assurance (Education & Training) Amendment Act 2019 and the Establishment of IoTs as Designated Awarding Bodies we will undertake a comprehensive review of our quality systems to determine what changes are required to ensure compliance with the new provisions.

During April 2020 we will host a number of peer evaluation panels to review all undergraduate programmes. Prior to these panels, both faculties are conducting a full appraisal of all existing programmes and internal review panels are scheduled to review programme as part of our internal quality process.

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

All undergraduate programmes will be submitted for re-validation as part of the Programmatic Review planned for April 2020. The Faculties have conducted a complete review of all programmes offered at Levels 7 & 8.

Library Support Services Review

A peer review of the Library Service is planned for 2020/21. The purpose of the review is to provide an opportunity for the Library to review the full range of activities it currently offers. By gathering data from our staff, learners and researchers the Library can critically evaluate and reflect on its aims and objectives. The Librarian is currently completing a Self-Evaluation report and an external validation panel is scheduled for 2020/21.

5.3 Other Plans

Nothing to report

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 undergraduate offerings informs the ongoing development and enhancement of programmes.

6.3 Themes

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

The Institute's Strategic Plan sets out the vision for the Institute over the next five year. The plan encompasses three main themes, which include Excellence, Growth and Community. Aligned to these themes are eleven strategic priorities, which underpin the delivery of the plan.