

Institute of Art, Design + Technology

2021

Annual Quality Report (Institute of Art,
Design + Technology)

Reporting Period 2019-2020

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PART A: INTERNAL QA SYSTEM
Reporting Period 2019-2020

PREFACE

The **Annual Quality Report (AQR)**; formerly AIQR) forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with Higher Education Institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI's Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports.

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Guidelines on Completing the Report

The AQR is aligned with QQI's Core, Sector and Topic-specific Statutory Quality Assurance Guidelines and with the ESG (2015). A mapping of the ESG to QQI Core QA Guidelines is included in Table 1 below; the structure of Part A of this report template aligns with the first column of the table. Additional guidance on completing this template and reference material is included in each section. Institutions should adhere to this guidance and have regard to QQI Core, Sector and Topic-specific Statutory Quality Assurance Guidelines. **The guide text within each section should be deleted before submission of the report.**

Submission Process and Timeline

The deadline for submission of the AQR each year is in February of the relevant year, with the call for submission sent to institutions in November of the preceding year. Once the call for submission has been made, QQI will provide access to QQI's provider portal, QHub, to the designated institution contact(s) to facilitate submission of the report. Through QHub, each institution will have access to an editable version of its AQR for the previous reporting period. This document can then be amended/updated to reflect any changes or developments that occurred during the current reporting period before submitting the final report to QQI.

Completing the AQR

- When completing the AQR template, all relevant colleagues in the institution should be consulted.
- Consider whether external audiences will be able to understand the terminology used (particularly local abbreviations and acronyms); it may be helpful to include a glossary.
- Aim to avoid duplication in the report - where information is relevant to more than one section, the first mention may be referenced in subsequent sections.
- Provide reflections on what worked well, but also what may have been tried but did not work.

Report Structure

Part A: Internal QA System

Part A of the AQR comprises a record of each institution's current QA policies and procedures and should provide links to those policies and procedures. Private HEIs may provide links to the policies and procedures approved by QQI during initial access to validation (IAV) or reengagement. It is the responsibility of each HEI to ensure before submission of the AQR that all links are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available. Given that the AQR is submitted in respect of a discrete reporting period, it may be helpful for institutions to establish a SharePoint/OneDrive folder (or similar) for each reporting period that contains the current versions of their policies and procedures, and that hyperlinks to these versions of the documents be provided in the AQR

Part A is to be completed only if there have been **material** changes to QA policies and procedures during the reporting period. Such changes may include the approval and implementation of new policies or procedures, or significant amendments to existing ones.

Part B: Quality Assurance (QA) and Quality Enhancement (QE)

Part B of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**. Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR were progressed during the reporting period - these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Case Studies

In each reporting period, QQI may request updates on specific thematic areas or may invite the institution to submit case studies in response to specific topics. Further, institutions may include case studies to share good practice on topics of their choosing, demonstrating QA and QE in action. In formulating case studies, institutions are encouraged to reflect on and highlight areas that may be of interest to other institutions and would benefit from wider dissemination. Further guidance is provided in Part B.

Links to Reference Documents Cited in this Template¹

Legislation

- [Qualifications and Quality Assurance \(Education and Training\) Act 2012 \(as amended\)](#)
- [Regional Technical Colleges Act 1992 \(as amended\)](#)
- [Technological Universities Act 2018](#)
- [Universities Act 1997](#)

QQI Documents

Statutory QA Guidelines (QAG)

- [Core QAG](#)
- [Sector-specific QAG for Independent/Private Providers](#)
- [Sector-specific QAG for Designated Awarding Bodies](#)
- [Sector-specific QAG for Institutes of Technology](#)
- [Topic-specific QAG for Providers of Statutory Apprenticeship Programmes](#)
- [Topic-specific QAG for Providers of Research Degree Programmes](#)
- [Topic-specific QAG for Blended Learning](#)

Other QQI Policy Documents

- [QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012](#)
- [QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015](#)
- [QQI Policy Restatement on Access, Transfer and Progression, 2015](#)

Other National/International References

- [European Standards and Guidelines for Quality Assurance in the European Higher Education Area \(2015\)](#)
- [IHEQN Guidelines on Collaborative Provision](#)
- [National Policy Statement on Ensuring Research Integrity in Ireland](#)
- [Ireland's Framework of Good Practice for Research Degree Programmes, 2019](#)
- [HEA National Framework for Doctoral Education](#)
- [The Salzburg Principles](#)
- [The Salzburg II Recommendations](#)
- [SOLAS Code of Practice for Employers and Apprentices](#)
- [UN Sustainable Development Goals](#)

¹ These links will be updated as further guidance documents are published.

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)				
AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 - Internal QA Framework	2.1	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 - Programme Development and Delivery	2.3	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 - QA of Research Activities and Programmes				
8.0 - Monitoring and Periodic Review			1.9	On-going Monitoring and Periodic Review of Programmes
5.0 - Staff Recruitment, Development and Support	2.4	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 - Teaching, Learning and Assessment	2.5	Teaching and Learning	1.3	
	2.6	Assessment of Learners		Student-centred Teaching, Learning and Assessment
3.0 - Learner Resources and Supports	2.7	Supports for learners	1.6	Learning Resources and Student Support
6.0 - Information and Data Management	2.8	Information and Data Management	1.7	Information Management
7.0 - Public Information and Communication	2.9	Public Information and Communication	1.8	Public Information
2.0 - Programme Delivery and Development	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review				
9.0 - Details of Arrangements with Third Parties			1.2	Design and Approval of Programmes
2.0 - Programme Development and Delivery	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review			1.10	Cyclical External Quality Assurance
4.0 - QA of Research Activities and Programmes	QAG for Providers of Research Degree Programmes			

Introduction and Overview of Institution

This is the AQR for Institute of Art, Design + Technology for the reporting period **1 September 2019 - 31 August 2020**.

It is to be submitted by **Friday, 26 March 2021**.

Dún Laoghaire Institute of Art, Design and Technology (IADT) was established on 1 April 1997. It is a State Institute and one of the 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. 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 is uniquely positioned in terms of our courses and research. It is mission-focused and holds a distinct position in Ireland as an Institute of Art, Design and Technology, leading in courses for the technological and the creative and cultural industries.

IADT's most recent Strategic 'Plan Better Futures Created Together' 2019-2023 launched in February 2019 and sets out the vision for the future, positioning IADT uniquely within Irish higher education, producing creative, entrepreneurial and technologically astute graduates.

The Institute includes 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 AQR has been approved by the President, Registrar and Quality Enhancement Committee and was prepared & submitted by Alice Brennan, Senior Quality Officer.

1.0 Internal QA 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.

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 the assessment and review of the provision of these services.

Quality assurance decision-making fora

IADT operates with a structure of:

- Governing Body (with a Chair appointed by the Minister for Education)
- A President, who is the Chief 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. The majority of members of the Council 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 that report regularly to the council:

- **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, review recommendations for new programmes via an internal validation process and also review 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 providers 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. The committee is actively involved with the National Forum for Teaching & Learning which further enhances the quality standards & approach at IADT.
- **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 Designated 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. The Policy on Committee Membership and Terms of Reference is available [here](#)

Programme Boards

Each programme of study in the Institute has a Programme Board and these are 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 Chair, 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 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 the following:

- 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 Linked Providers, Collaborative and Transnational Provision

Current collaborative provision in IADT is detailed below:

IADT + George Brown College, Canada

IADT offers an MA in Design for Change 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 + Sheridan College, Ontario, Canada

The MA in 3D Animation is Ireland's first Master's degree in 3D Animation and was developed by IADT in association with Sheridan College, Ontario. 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. More information about the programme can be found [here](#).

Both agreements with George Brown College and Sheridan College were developed under the aegis of the College of Ontario/IOTL agreement for the Technological Sector.

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 mutually distinct benefits; appropriate modules will be taught in commercial studio and music production facilities at STC. This programme has been evolving to meet the needs of the industry and from September 2019 a new pathway in Creative Music Practice was introduced. 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, six (6) Memoranda of Understanding (MOU) have been signed with a cluster of local colleges:

- Blackrock FEI
- Bray FEI
- Dundrum CFE
- 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.

At the time of writing, additional MOUs were in negotiation with Gorey Scholl or Art and Ballyfermot FE.

IADT and Erasmus+

IADT offers student and staff exchanges as part of the Erasmus+ Programme. The Institute has approx. 47 partners across a wide range of countries through the Erasmus+ programmes. These include:

- Aalto University - School of Art, Design + Architecture, Finland
- Academy of Fine Arts Katowice, Poland
- Academy of Performing Arts Bratislava (VSMU), Slovakia
- Baltic Film, Media, Arts + Communication School (Tallinn University), Estonia
- Ecole Européenne Supérieure de Bretagne (EESAB), France
- Ecole Nationale Supérieure des Arts Visuels - La Cambre, Belgium
- Ecole Nationale Supérieure des Beaux-Arts de Lyon, France
- Ecole Nationale Supérieure de la Photographie - Arles, France
- Edge Hill University, UK
- Edinburg Napier University, UK
- Escuela TAI, Spain
- Estonian Academy of Arts, Estonia
- Film + TV School of the Academy of Performing Arts (FAMU), Czech Republic
- Filmuniversität Babelsberg Konrad Wolf, Germany

- Fondazione Accademia di Belli Arti P. Vannucci (ABA), Perugia Italy
- Funen Art Academy, Denmark
- Gobelins, l'école de l'image, France
- Hochschule fur Gestaltung (HFG), Germany
- Hochschule Mainz (University of Applied Sciences), Germany
- Hungarian University of Fine Arts, Hungary
- Iceland University of the Arts (LHI), Iceland
- International University of Languages + Media (IULM), Italy
- IPAC Annecy, France
- IUT2 Grenoble (Université Grenoble Alpes) , France
- LAB University of Applied Sciences (Lahti), Finland
- Leeds Beckett University, UK
- Nottingham Trent University, UK
- Polish-Japanese Academy of Information Technology (Department of New Media Art), Poland
- Rome University of Fine Arts (RUFA), Italy
- Sabanci University, Turkey
- Stuttgart Media University (HdM), Germany
- TH Köln (Cologne Game Lab), Germany
- Turiba University (Riga), Latvia
- Universidad Camilo Jose Cela (UCJC), Spain
- Universidad Europea del Atlántico (Santander), Spain
- Universidade Lusófona de Humanidades e Tecnologias, Portugal
- Universitat Internacional de Catalunya (UIC) , Spain
- Université Paris-Saclay (IUT Sceaux), France
- Université Reims, France
- Université Rennes 2, France
- University of the Arts Helsinki - Academy of Fine Arts (KUVA), Finland
- University of Film + Theatre Budapest (SZFE), Hungary
- University of Gothenburg (HDK Valand - Academy of Art and Design), Sweden
- University of Hertfordshire, UK
- University of Osijek (Josip Juraj Strossmayer - UNIOS), Croatia
- University of Silesia (Krzysztof Kieslowski Film School), Poland
- University of South Wales, UK
- University of the West of England, UK
- University of West Bohemia (Ladislav Sutnar Faculty of Design and Art), Czech Republic

Erasmus Partners Outside EU/EEA

- Yerevan State Academy of Fine Arts (SAFAA), Armenia
- Yerevan State Institute of Theatre and Cinematography (YSITC), Armenia
- George Brown College, Canada
- Sheridan College, Canada
- Northern (Arctic) Federal University named after M.V. Lomonosov (NArFU), Russia
- Sumy State University, Ukraine

More details on our partners can be found on the IADT website or [here](#), the IADT Erasmus Charter for Higher Education 2021 - 2027 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>.

Kinoeyes MA in Film (fiction) Erasmus+

The MA in Film (fiction) is delivered by four different Film Schools in four European countries including Lusofona University in Lisbon, Portugal; Screen Academy Scotland/ Napier University; The Baltic Film Media, Arts and Communications School, Tallinn, Estoni and IADT. The academic structure of this four semester programme, follows the workflow of an actual film production and is aligned with the needs of todays' professionals and organizations scattered along the film production and distribution value chain.

Students will benefit both from geographical mobility by having the opportunity to circulate between the four countries involved in the program, but also curricular mobility since the program is designed in order to allow students to have contact throughout the course with the different fields of expertise covered in the pentagonal educational model.

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 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 Programme Development and 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 a stand-alone policy that 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.

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 considers 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 successfully completed a Programmatic review of all Level 7 and 8 programmes during 2020. The Programmatic Review Policy can be viewed on the IADT website or [here](#) and panel reports and institute response are available [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 in the first term of the new academic year.

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, its operation and delivery
- Student feedback

The procedure was revised in 2019 and approved by Academic Council, the updated procedure 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](#).

2.2 Admission, Progression, Recognition & Certification

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.

Our Open Days in 2019/20 were held in November 2019 and we had approximately 1,800 attendees over the two-day period.

In response to the national Covid-19 situation IADT is now offering Virtual Open days. Prospective students & parents can attend a Virtual Open Day where they are provided with access to a day full of talks, presentations and a chance to hear from current students and lecturers. Key information is provided about IADT and the institute's programmes and prospective students can view the campus using the virtual campus tour facility. Information on Virtual Open days is available [here](#).

Taster Days - Taster Days offer students the opportunity to experience our courses first hand by taking part in 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.

Our Taster Days in 2019/20 were held in October 2019 and again in February 2020 and we have approximately 620 students on site across both periods. The details of Taster Days which were offered during February 2020 are available [here](#)

Admissions - IADT Admissions team deal with admissions to both our undergraduate and postgraduate programmes. Undergraduate entrance is via the CAO for 1st year students or through Advanced Entry for those applying to Years 2, 3 or 4 of the programmes. Postgraduate admissions to our Certificate or Postgraduate courses are direct to the Institute. There are various ways of applying to IADT to study, these vary 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>

- 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 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 are 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.

In response to the national restrictions imposed as a result of the Covid-19 situation, IADT has put in place a digital portfolio submission platform. The platform enables students to make their portfolio submissions online and also provides them with guidelines on their submission. Access to the platform is available [here](#)

Information on the Portfolio Assessment process is available on the website [here](#) and IADT also operates a Portfolio Appeals Policy which is available [here](#).

A virtual Portfolio Master class is now available on the IADT website under the Schedule page on [Open Day 2020 | IADT](#)

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 a 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 Graphic Design

- DL827 Art
- DL832 Animation
- DL833 Photography + Visual Media
- DL839 Interaction + User Experience Design
- DL845 Design for Film

Virtual Project Days

In response to the current Covid-19 situation, IADT is now offering virtual project days. Students who have applied via the CAO will be contacted by the Admissions team and supplied with information regarding virtual project days and how to register.

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 [Recognition of Prior Learning | IADT](#) 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 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 is currently in review by Registry, the current version of the policy can be located on the IADT website or [here](#) and the relevant forms can be downloaded from the IADT website and for Deferral Leave of Absence form [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 a second ceremony was introduced 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 policy is currently in review by Registry, the existing policy can be downloaded from the IADT website or [here](#).

Access + Opportunity for all - The Access, transfer and progression policy provides an overview of access, transfer and progression policies and procedures for IADT, the policy can be viewed on the IADT website or [here](#).

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 available on the IADT website and [here](#)

Student Handbooks - all students receive a copy of the Student Handbook, on registration. The Institute student handbook can be found on the IADT website or [here](#). Programme level handbooks are also available to students and are circulated through the Institute's VLE.

2.3 Procedures for Making Awards

Under the Qualifications and Quality Assurance (Education and Training) Act, 2012, IADT had been accorded degree awarding powers for programmes up to Level 9 of the National Qualifications Framework (NQF). 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 policies and procedures 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.

2.4 Teaching, Learning and Assessment

The IADT Learning, Teaching and Assessment 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 T+L committee are currently revising the strategy and have engaged in a consultation process with staff. The current 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](#).

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 referenced in this submission are on the IADT website.

IADT undertakes a number of processes that contribute to the maintenance of standards across the Institute. Benchmarking our programmes against national and international best practice at similar institutions keeps our programmes current, and external examiners test our processes annually.

External Examiners/Assessors attend the Institute at the time of determination of results and/or at such other times as may be determined by the Institute in consultation with the External Examiner/Assessor for the purpose of assessing the standard of the programme and/or the standard of student performance. External Examiners/Assessors are required to use their expert judgement to consider and comment on:

- Standards set for the programme
- Standards achieved by students
- Operation of the assessment processes
- Quality of learning
- The learning and teaching environment
- Action taken on points raised in previous reports
- Organisation and management of the external examining process

External Examiner/Assessor Procedure outlines the role of the External Examiner/Assessor and is available [here](#)

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](#), 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 policy + procedure has been approved by Academic Council in 2020 and is available on the IADT website under policies and procedures or [here](#)

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 + procedure 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](#).

Administrative Procedures & Regulations for Examination & Assessment - this policy details very clearly, the step by step procedures in relations to both written and practical examinations in IADT. All the key stages of the examination process are outlined in the document, which includes:

- Examination Preparation
- Examinations processes
- Post examination process
- Examination boards
- Repeats and appeals

The Procedure was revised in 2020 and a detailed Standard Operating Practises (SOP) document was created by the Exam Offices to be used in conjunction with this procedure. The Administrative Procedures & Regulations for Examination & Assessment is available to view [here](#)

3.0 Learner Resources and Support

IADT students rely on a wide range of resources to be able to fully realise their potential and assist their gaining of knowledge, skills and competencies. 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.

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](#)
- General Disability Support Service Reasonable Accommodations Procedures 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](#).
- Active Consent Policy available to download [here](#)

- Gender Identity & Gender Expression Policy available to download [here](#)
- Virtual Learning Environment Policy available to download [here](#)

Student Services

An excellent Student Experience is central to the success of IADT in fulfilling its key responsibility to provide a positive environment for teaching, learning and research. IADT students rely on a range of resources to enable them to reach their full potential and assist them to develop knowledge, skills and competencies. We work very closely with IADT's Student Union to ensure the 'Student Voice' is central to all our activities. The team works collaboratively across the departments below on all aspects of the student journey:

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. Due to the current pandemic, some services were moved to online delivery but this will not impact the quality level of support available to students. Student supports include the following:

[Student Health Centre](#)

Student Health provides a confidential, timely and easily accessible Nurse and GP led services with Administrator managing calls and bookings to the centre.

The Student Health centre is available to all registered students at IADT leading to an undergraduate or postgraduate qualification. For Students with an ongoing long-term illness, the Health Centre will work alongside their own GP to ensure you get the health care you need to progress from year to year.

As part of the registration process, it is recommended that students advise the Student Health Centre and the Disability Support Service of any medical condition that may affect attendance or academic performance. The Nurses are available for one to one consultation, usually on the day of appointment request. GP's are available both on and off campus 5 days per week during the academic year. Students are usually seen in 1-2 days of requesting an appointment unless extremely urgent, when they will be seen on same day.

As needed and with expressed permission, the Health Centre staff work closely with other student experience services to ensure students get all the supports they need.

The nurses partake in events on campus, and particularly like to work closely with the Student Union on Health and Wellbeing issues.

Information the Health Centre is available here <http://www.iadt.ie/services/institute-student-services/health-centre>

- Disability Support Services <http://www.iadt.ie/services/institute-student-services/disability-support-services>

Careers Centre

IADT Careers offers confidential one-to-one advice, support and information in relation to career choice and planning.

IADT Students and Graduates can come on to [#IADTCareersHub](#) to book an appointment, request a CV review, search opportunities, book on to an event, discuss career plans, look for specific information relating to their discipline / area of interest or to have a vocational assessment done using [IADTProfilingforSuccess](#).

One-to-one and class group settings are used to cover a range of topics both face to face and through workshops and seminars;

- Building your Personal Profile and Pitching yourself
- Competencies, Skills and Abilities
- Crafting CVs / Portfolios
- Assessment mechanisms - psychometrics and ability testing
- LinkedIn
- Nail that Interview / Pitch
- Using Competencies to create STARV answers for interview / pitch
- The Hidden Jobs Market - Networking
- Employer-led events

IADT Careers regularly partner with the key employers and industry professionals through employer-led events and interventions for example:

- Career Boot-camps
- Panel Discussions
- Interview marathons
- Sector-specific mock interviews with target employers
- Targeted On-Campus Careers Fairs
- Alumni networking events
- Employer presentations
- Skill- and competency-focused workshops

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 - [Graduate Destination Surveys](#)

Additional information about the Careers Centre is available on

<http://www.iadt.ie/services/institute-student-services/careers-advisory-service>

Disability Support Service

The Disability Support Service aims to promote inclusion, advocacy, and active participation in college life. The service provides equal access to education for IADT students with a range of disabilities and mental health conditions. IADT is part of the DARE (Disability Access Route to Education) scheme and welcomes applications from all students with a disability.

In order to register, students will need to provide evidence of their disability e.g. Psychiatry Report, Psychology Report, Neurology Report etc. The Disability Officer will carry out a Needs Assessment which will determine the supports or accommodations that will be put in place for students during their time in IADT. Examples of accommodations include a Note-Taker, access to assistive technology or exam accommodations. It is a free and confidential service but with the student's consent, the needs of the student can also be communicated to relevant academic staff. Students can also avail of holistic, one-to-one low intensity social, emotional and daily living skills interventions using a variety of psychological approaches.

Students who may be struggling but do not have a diagnosis of a disability are also very welcome to attend the service to avail of one-to-one tailored skills development sessions. They will not have access to funded supports such as a note-taker, or laptop.

Student Learning Centre

The Student Learning Centre is a psychology led academic support service which is operated by three staff members from National Learning Network part of the Educational Support Service of the Rehab Group. The Student Learning Centre commenced service provision for the academic year 2019-2020 on a three-year contract to provide a comprehensive academic learning support service to all students in IADT taking over from the previous contracted service.

The service is currently supported onsite by a Chartered Psychologist, an Assistant Psychologist, and a Maths tutor. The service is supported externally by a Senior Educational Psychologist, another Educational Psychologist and the rest of the team in the National Learning Network Educational Support Service who provide similar services in other HEAs.

The Student Learning staff offer support to all students in IADT through 1:1 sessions, workshops and tutorials. The aim of the service is to empower students with the tools to become independent learners. The service also provides specialist support for students with neuro-diverse learning profiles including Dyslexia, Dyspraxia, Autism Spectrum Disorder/Aspergers and ADD/ADHD. We take a biopsychosocial approach with students recognising that social and emotional issues have a huge impact on students' academic performance. Since the onset of the global pandemic in March 2020 we have adopted a hybrid model of service delivery.

In response to a gap identified in the Student Survey 2019 the Student Learning Centre introduced a Maths tutor to support IADT students develop their skills to reason quantitatively and is providing support in the area of general Maths, Statistics and Economics.

Assistive Technology

The Assistive Technology (AT) service works with the Disability Support Service, the Student Learning Centre and the Access office to support students with disabilities in IADT. The majority of students with a disability use AT and most of these use laptops and AT software and need ongoing support. Most students have an SLD such as dyslexia, though the numbers of those with DCD, ASD (Autistic spectrum disorder), ADHD (attention deficit hyperactivity disorder) and DCD (Developmental coordination disorder) and dyscalculia, mental health and neurodiverse issues have increased significantly. New AT supports included supporting students in the use of Tablets and Smartphones and browser-based apps and new cloud-based AT technologies such as Google Voice Typing and Grammarly. Remote working solutions such as Blackboard Collaborate, and Google Remote desktop allowed supports to continue despite the Covid restrictions in 2020. For further information on Assistive Technology please see the IADT website [here](#).

Student Counselling

The objective of the Student Counselling Service is to ensure the highest quality of psychological support and intervention, and efficient waiting list management. The mission of the service remains consistent with the core values of the IADT Counselling Service, which include respect, reputation, campus life, diversity, inclusion, and social responsibility. Promoting best practice was assured in collaborative work with students, staff, and the organization to provide preventative strategies, mental health interventions and support. Annual service evaluation was obtained from an anonymous online survey.

The Student Counselling Service experienced several changes this academic year. The service transitioned from permanent employment to a tendered service provision. Furthermore, additional Sessional Student Counsellor has been contracted for a period of 30 days per academic year. Following the outbreak of the Coronavirus pandemic the service implemented a changeover from face-to-face consultations to remote service provision. The change was implemented in compliance with the health and safety procedures. Appointments were delivered via online communication platforms such as Microsoft Teams and Zoom, as well as telephone, depending on the students' preference and connection available.

Self- help mental health resources were regularly uploaded for students on the college website and Blackboard Collaborate platform. The supports included psycho-educational materials and self-guided supports on meditation and mindfulness, stress relief, coping with anxiety, stress, and uncertainty.

The Mental Health Talks were facilitated bi-weekly throughout the year until the onset of the pandemic, conjointly with the Student Learning Centre and the Student Health Centre. Topics discussed included anxiety and anxiety-related disorders, coping with stress, depression, addictions. Additional information about this service is available [here](#)

[Access Centre](#)

The Access office is available to support students who may have concerns or queries for advice on financial supports. The Access Service's mission is to support the participation of non-typical students at IADT, and to promote a teaching and learning environment suitable for diverse learners.

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.

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](#).

COVID Laptop Loan Scheme - As part of a range of measures to support Third-level students during the COVID-19 pandemic, the government of Ireland has introduced additional funding to support students by providing access to devices that will allow them to learn online. This once-off COVID-19 Grant is being used by IADT to provide disadvantaged students with access to laptops and necessary ICT hardware.

Additional information about the service is available [here](#)

First Year Matters Programme

IADT conceived and developed an all-Institute initiative that supports and facilitates the successful integration and transition to Higher Education for all 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](#).

Final Year Matters Programme

A Final Year Matters Programme was initiated as part of a pilot project funded by the National Forum for Enhancement of Teaching and Learning. The programme is open to all Final Year Students with a key emphasis on collaboration, personal and professional development and graduate employment pre and post-graduation.

Institute Library

The IADT library supports teaching, Learning and research with a range of supports including:

- A growing collection of resources in multi formats including film streaming, eBooks and eJournals. Details of our collections can be found [here](#)
- Offering Information literacy training both online and on campus workshops, support on how to use the library resources and libguides. Further information here <https://library.iadt.ie/subject-guides/>
- In addition to the PCs and Macs on Level 1 and 2 of the library we have 24 laptops available for loan to students from our self-service laptop loans lending kiosk (18 laptops and 6 MacBook's).
- The library facilitates workshops and one to one support for maths and study skills run by the Student Learning Centre.

4.0 QA of Research Activities and Programmes

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

Research Degrees - Procedures and Guidelines - this document in conjunction with the Institute's Research Strategy document, forms the basis for research practice within IADT. It is periodically reviewed - the latest review being approved by Academic Council in December 2017. IADT currently holds designated 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 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 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 or [here](#).

IADT Staff Research Policy - This document states the institute's policy position on staff research activity and can be found on the IADT website or [here](#)

Institutional Repository and Open Access to Research Policy - The IADT institute repository was created to provide a platform that supports researchers to increase their research profile and promote their work. The repository will provide free online access to IADT's research and scholarly output. This policy is in keeping with the combined OECD Ministers' Declaration committing the OECD to work towards commonly agreed Principles and Guidelines on Access to Research Data from Public Funding. The Open Access Policy was developed to enable the inclusion of research publications in the repository. The policy is available to view on the IADT website or [here](#)

5.0 Staff Recruitment, Development and Support

The human resources function through the HR manager work to ensure that all recruitment and selection processes are both fair and transparent for both existing staff and potential new staff.

This is achieved:

- By ensuring that appointments to roles are made on the basis of merit, fairness and consistency
- By ensuring all processes are open and transparent
- Through the promotion of Diversity and Inclusion
- By maintaining a high standard of processing and ensuring that everything is ethically based

Merit, Fairness and Consistency:

The recruitment process is carried out in a consistently fair and merit-based manner. No unjustifiable advantage to any particular candidate shall be provided. The objective is to find the candidate who is the best fit for any given post through a competitive recruitment process. The criteria for judging the suitability of candidates is directly related to the qualifications, attributes and skills required to fulfil the duties and responsibilities of the post.

Open, Accountable and Transparent:

The recruitment process is open and transparent in relation to how candidates are dealt with by the IADT. As part of this, there is active communication with candidates and a commitment to offering meaningful feedback to candidates who seek it. The Institute is accountable for their performance in relation to all principles.

Promotion supporting Equality & Diversity:

The Institute understands the positive benefits of employing a diverse range of talent at all levels of the organisation, and pro-actively values the differences between people.

We currently promote this by:

- Including a diversity statement in all job advertisements
- Advertising Academic posts with options of full time and half-time options
- Ensuring all Interview panels are gender balanced (60%-40%) - Panels are usually 5 strong.
- Providing gender awareness training to all our executive and managers in order to counteract unconscious bias.
- Communicating with all panel members prior to the interview process our equal opportunities policy.
- Providing Criteria & Scoring guides to interview panels that is transparent, weighted and applied equally to every candidate.
- Providing a standard set of interview questions to all board members
- Induction of each board is made by a member of the executive team or the HR manager as required.
- Regard solely for factors which are relevant to a person's ability to do the job

- Offering flexible working to our staff and supporting staff with caring responsibilities to apply for roles.
- Offering feedback to all candidates following interview.

Apart from each institute's responsibilities under legislation, promoting diversity through recruitment and selection processes benefits the institutes by encouraging diversity of thought, background and perspective.

All those involved with recruitment should practice self-awareness and challenge any biases they may have. Panels and/or selection committees should be encouraged to have open discussions around diversity and inclusion during the recruitment process, alleviating the possibility of discrimination occurring.

Under the Employment Equality Act 1998, one person against another cannot be treated less favorably or discriminated against on the basis of:

1. Gender
2. Marital status
3. Family status
4. Sexual orientation
5. Religion
6. Age
7. Disability
8. Race, colour, nationality or ethnic or national origins, or (belonging to) traveller community.

Ethics & Conflicts of Interest:

Staff involved in recruitment, either reviewing applications or on selections boards are required to declare potential conflicts of interest to the HR Manager. Applications must be treated in strict confidence, subject to the provisions of the Freedom of Information Acts 1997-2014.

If any Institute believes that there may have been interference or attempted interference with an appointment process, it may investigate the matter or authorise a person to investigate on its behalf.

Specifically:

- Office holders have a duty to inform the Institute of any interference or attempted interference with the process.
- Where all or part of a recruitment process covered by this Code of Practice has been delegated to the Public Appointments Service, the Chief Executive of the Public Appointments Service has a duty to inform the Commission and Institute of any interference or attempted interference with the process. A recruitment agency has a duty to inform the Institute of any interference or attempted interference with the process.

Canvassing will disqualify candidates and result in their exclusion from the appointment process.

Candidates in the recruitment process must not:

- Knowingly or recklessly provide false information.
- Canvass any person, with or without inducements.
- Interfere with or compromise the process in any way.

A third party must not impersonate a candidate at any stage of the process.

Applications must be treated in strict confidence, not only from an ethical perspective, but from a privacy perspective.

Ethics requires that laws and regulations are honoured. A recent important change is the EU General Data Protection Regulation (GDPR) (in effect from 25 May 2018) replaces the Data Protection Directive 95/46/EC. It was designed to harmonise data privacy laws across Europe, to protect and empower all EU citizens' data privacy, and to reshape the way organisations across the region approach data privacy in an increasingly data-driven world.

The accountability to which organisations are held extend to compliance with the processes and policies under the legislation. These Regulations apply to all third-level Institutes and thus, compliance is mandatory.

Training for Recruitment and Selection:

The Institute ran a number of training initiatives in 2018 for management in order to support Recruitment and Selection processes, while not all of them were not specifically related to Recruitment and Selection they would increase awareness with regard to biases that we have:

- Unconscious Bias Training for Management Team - full day session
- LGBT Equality and Awareness Training
- 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 ensure that our current Recruitment and Selection processes were robust and where changes were required that we updated policies.
- Race and Equality Training for Management Team - two sessions provided

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 and Development Policy

IADT, through its Staff Training and Development policy, provide funding assistance to staff interested in pursuing further career development including teaching and learning. Further information on this policy is available [here](#).

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 below.

3% of the overall pay budget of the previous year is allocated to support this policy. This funding is allocated as follows:

- 2% is allocated to Executive budget holders on a pro-rata basis to support specific Training and Development in the functional areas including further post graduate study and CPD
- 1% is administered centrally by the staff training and development policy.

This policy is currently under revision in order to encompass a boarder brief to include support for post doc experience, financial support for academic staff to achieve PhD qualifications and support for staff to achieve learning outside the Institute through short professional secondments.

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 - IADT is committed to providing an environment in which all members of our community can thrive and can expect to be respected and valued for their unique perspectives and contributions so that they can achieve their fullest potential. The Institute is committed to fostering a culture for both work and study which upholds mutual respect for both staff and students free from Bullying and Harassment, Sexual Harassment and sexual misconduct.

The Mutual Respect Policy sets out the definitions of Bullying, Harassment, Sexual Harassment and Sexual Misconduct and the supports available to staff should their experience find that it is at odds with our commitment. The aim of the policy is to support staff and students through a process should it be required. 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](#).

In addition to the Equal Opportunities Policy we also have an Equality, Diversity & Inclusion Policy which sets out our commitment to creating an environment that promotes equality, diversity and inclusion at work and to treating all of our employees, students, stakeholders and all other people involved in any aspect of the Institute equally, regardless of gender, civil status, family status, sexual orientation, religious belief, age, disability, race or membership of the Traveller community or socio-economic background.

The Institute will achieve this through:

- The development of a fulfilling and progressive work culture 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.
- The design and implementation of a number of specific cultural initiatives which support equality, diversity and inclusion.
- The further development of a suite of positive actions and initiatives to address inequalities that may exist, to ensure a fair, welcoming and unbiased campus environment for our whole community.

- The promotion of a positive culture within our Institute by sustaining the values that we cherish, while also encouraging and facilitating openness and responsiveness as we evolve.

IADT believes that embracing equality, diversity and inclusion in the workplace benefits not just the Institute but also individual staff and students, departments and our stakeholders. All our staff and students bring their own background, work style, distinct capabilities, experience and characteristics to their work. We recognise that our talented and diverse Institute reflects the diversity of the wider community outside of IADT and we want to utilise the widest range of skills, knowledge and experience in our Institute while complying with legislative requirements. As well as treating people with dignity and respect, the Institute strives to create a supportive environment in which both staff and students can flourish and reach their full potential, regardless of differences, experience or education. Harnessing the wide range of perspectives this diversity brings promotes innovation and helps make us more creative and competitive. The Equality, Diversity and Inclusion Policy is available [here](#).

Teaching + Learning Support

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 Postgraduate Diploma in Teaching and Learning, these modules include the following: -
 - Certificate in Learning and Teaching (15 ECTS)
 - Certificate in Assessment and Evaluation (15 ECTS)
 - Certificate in Technology Enhanced Learning (15 ECTS)
 - Certificate in Universal Design for Learning (10 ECTS)

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

Learning Teaching and Assessment Strategy - this strategy provides a foundation and framework for learning in IADT.

The T+L committee are currently revising the strategy and have engaged in a consultation process with staff. The current strategy can be downloaded [here](#).

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

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. These include areas such as learner progression, market trends, student and stakeholder feedback, CAO and entry statistics, dropout rates, learner supports and the student experience, employability statements and information on available resources, to name but a few.

The General Data Protection Regulation (GDPR) is in force since 25 May 2018. IADT holds and processes personal data about many different types of people such as its current, past or prospective employees, applicants, students, alumni, suppliers, contractors, members of the public, etc. The Institute processes this personal data to carry out its business and administrative functions and to comply with statutory requirements. This personal data is subject to data protection legislation.

Information relating to GDPR and detailing IADT's compliancy is available [here](#)

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 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](#).

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 Academic Council Sub-Committee minutes and Annual Reports are submitted to Academic Council.
- Programme Boards prepare an Annual Report for Academic Council which are presented to the Council during the first term of the academic year

Reports are made to staff and students on a regular basis via:

- Programme Board meetings
- Town Hall talks by the President and regular all staff and student emails
- Academic Council & subcommittee meetings (student and staff representatives)
- Governing Body meetings (student and staff representatives)

- Central Management meetings
- Faculty Meetings

The Irish Survey of Student Engagement (ISSE)

The Irish Survey of Student Engagement (ISSE) reflects many aspects of students' experiences in higher education. It is designed to focus on student engagement, namely the amount of time and effort that students put into meaningful and purposeful educational activities and the extent to which institutions provide such opportunities and encourage students to engage with them. The data collected reflects students' self-reported perceptions of their experiences and this data set is one of many sources of evidence available to institutions to inform their enhancement activities.

The HEA carry out an annual student survey seeking student feedback on a number of issues relating to their experience of Teaching and Learning as well as student supports. The survey consists of 67 questions, grouped by the engagement indicator to which they relate. Most questions relate to a specific engagement indicator. The scores for each indicator are calculated from responses to the multiple questions that relate to that indicator. The indicators are listed below, and include:

- Higher Order Learning
- Reflective and Integrative Learning
- Quantitative Reasoning
- Learning Strategies
- Collaborative Learning
- Student-Faculty Interaction
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment
- Other (non-indicator) question items

In IADT a total of 296 students responded to the 2020 ISSE survey which represents a response rate of 26%. An executive summary based on the survey results was developed by the Student Experience Team. This plotted the IADT results against the national averages and helped to identify areas where IADT excelled and those that may require additional focus.

7.0 Public Information and Communication

IADT distributes a wide variety of information, policies and procedures on its website, www.iadt.ie. The site 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 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 was completed for all undergraduate programmes during 2019-20. 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](#)

IADT Institutional Repository is an online, open access collection of research output by academic staff and researchers of IADT launched in 2020. The IADT Institutional Repository is part of Research@THEA which is an open access repository that launched in 2017 as a service for capturing, storing, preserving and showcasing the research output of Institutes of Technology in Ireland. The Research@THEA repository is available at <http://research.thea.ie/>

8.0 Monitoring and Periodic Review

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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 are an opportunity to ensure that:

- The learning outcomes reflect up-to-date knowledge in the community of practice
- The curriculum design and structure are 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.

IADT undertakes a 5-year review of all its programmes. 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 considers 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. IADT have published their Programmatic Review Policy, available for download [here](#). IADT successfully completed Programmatic Review of all undergraduate programmes during 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 which is chaired by the Registrar.

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. Each Programme Board undertakes a review of their programme three times a year. Membership of the Programme Board consist of members of faculty, academic staff and student representatives. The policy on Programme Board procedures is available for download [here](#).

External Examiners play an important role in the overall quality process. External Examiner are involved in the assessment of the standard of the programme and/or the standard of student performance. The grades agreed by the External Examiner/Assessor and the Faculty at the internal exam preparation meeting are proposed to the formal Institute exam board

External Examiners/Assessors are required to use their expert judgement to consider and comment on:

- Standards set for the programme
- Standards achieved by students
- Operation of the assessment processes
- Quality of learning

- The learning and teaching environment

External Examiners prepare an annual report which will be considered by the Programme Board at the commencement of the subsequent academic year or semester. Any action taken as a result of the External Examiner's report shall be noted in the Programme Board report. The faculties will submit their Programme Board reports to Academic Council on an annual basis, their reports will note any changes made to a programme as a result of External Examiners' recommendations. The External Examiner procedure is available [here](#)

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

The terms of reference for the PVC Committee are outlined in the Policy on Committee Membership and Terms of Reference available on the IADT website or [here](#)

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. The Procedure for the Development of Programmes is available [here](#)

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	2
Awarding bodies	
QA bodies	

1. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	The Psychological Society of Ireland (PSI)
Programme titles and links to publications	The PSI accredits IADT's BSc (Hons) in Applied Psychology
Date of accreditation or last review	27th February 2016
Date of next review	21st February 2021

2. Type of arrangement (PRSB/awarding body/QA body)	Approved Qualification
Name of body:	Marketing Institute of Ireland (MII)

Programme titles and links to publications	Graduates of the BA (Hons) in Arts Management and BBs(Hons) Business Management programmes are eligible to take the Marketing Institute of Ireland (MII) Qualified Marketer Exam
Date of accreditation or last review	2016
Date of next review	

3. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	CORU
Programme titles and links to publications	BSc (Hons) Applied Psychology
Date of accreditation or last review	Date to be confirmed
Date of next review	

9.2 Collaborative Provision

Definitions:

QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012 defines **collaborative provision** as a process that occurs where two or more providers are involved by formal agreement in the provision of a programme of higher education and training.

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines '**joint award**' as a single award made jointly by two or more awarding bodies

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines '**linked provider**' as a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body.

**Please note that we are unable to access all files due to current restrictions on access to college*

Type of arrangement	Total number
Joint research degrees	
Joint/double/multiple awards	
Collaborative programmes	8
Franchise programmes	
Linked providers (DABs only)	

1. Collaborative provision (Type of collaborative provision)	Joint programme development + delivery
Name of body (/bodies):	IADT + George Brown College, Canada
Programme titles and links to publications	MA Design for Change Link to additional information is here
Date of last review	November 2016
Date of next review	2019

2. Collaborative provision (Type of collaborative provision)	Joint programme development + delivery
Name of body (/bodies):	IADT + Sound Training College, Dublin

Programme titles and links to publications	BA (Hons) in Creative Music Production
Date of last review	March 2015 (Level 7 Prog.) and June 2017 (Level 8 Prog.)
Date of next review	June 2022

3. Collaborative provision (Type of collaborative provision)	Joint programme development + delivery
Name of body (/bodies):	Sheridan College, Canada
Programme titles and links to publications	MA 3D Animation Details of MOU announcement can be viewed here Details of programme can be viewed here
Date of last review	October 2019
Date of next review	*See note

4. Collaborative provision (Type of collaborative provision)	Joint programme development + delivery
Name of body (/bodies):	Screen Skills Ireland
Programme titles and links to publications	Post Graduate Diploma in Series Production Series Production IADT
Date of last review	See note
Date of next review	

5. Collaborative provision (Type of collaborative provision)	Erasmus Mundus - Joint Masters programme
Name of body (/bodies):	Kinoeyes KINOEYES KEM The European Movie Masters s
Programme titles and links to publications	MA in Film (fiction)
Date of last review	Mandate signed Jan. 2020
Date of next review	See note

6. Collaborative provision (Type of collaborative provision)	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.
Name of body (/bodies):	Loras College, USA
Programme titles and links to publications	Study Abroad - Loras College International Students IADT
Date of last review	2015
Date of next review	

7. Collaborative provision (Type of collaborative provision)	EU Universities of the future initiative Erasmus agreement, Project Agreement, Horizon 2020 Grant Agreement
Name of body (/bodies):	IADT is joined by the Department of Cinema and Media Arts at Lusófona University in Lisbon which leads the consortium with full partners in Belgium and Hungary and associate partners in Estonia, Finland and Germany. The consortium was formed to explore and develop the EU University for Film + Media Arts
Programme titles and links to publications	EU University for the Film & Media Arts FILMEU - European University for Film and Media Arts
Date of last review	November 2020
Date of next review	November 2023

8. Collaborative provision (Type of collaborative provision)	Human Capital Initiative (HCI)
Name of body (/bodies):	IADT, UCD & NCAD consortium
Programme titles and links to publications	Creative Futures Academy
Date of last review	2020
Date of next review	See note

9.3 Articulation Agreements

Definition:

Per the IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision, an **articulation agreement** may be defined as a process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advance standing to a subsequent stage of a programme of a degree awarding body. These arrangements are subject to a formal agreement between the parties.

Articulation agreements - Total number	6
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1. Articulation agreement:	
Name of body (/bodies):	Blackrock FEI
Programme titles and links to publications	www.bfei.ie
Date of agreement/arrangement or last review	2016
Date of next review	2021
Detail of the agreement	<p>The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and deepens the creative potential of students at both IADT and BFEI.</p> <ul style="list-style-type: none"> • A number of progression pathways will apply to students of BFEI. • Projects will be developed between the parties over the lifetime of this agreement.

2. Articulation agreement:	
Name of body (/bodies):	Bray IFE
Programme titles and links to publications	www.bife.ie
Date of agreement/arrangement or last review	2016
Date of next review	2021
Detail of the agreement	<p>The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and deepens the creative potential of students at both IADT and BIFE.</p> <ul style="list-style-type: none"> • A number of progression pathways will apply to students of BIFE. • Projects will be developed between the parties over the lifetime of this agreement.

3. Articulation agreement:	
Name of body (/bodies):	Dundrum CFE
Programme titles and links to publications	https://cfedundrum.com/
Date of agreement/arrangement or last review	2019
Date of next review	2024
Detail of the agreement	<p>The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and deepens the creative potential of students at both IADT and DCFE.</p> <ul style="list-style-type: none"> • A number of progression pathways will apply to students of DCFE. • Projects will be developed between the parties over the lifetime of this agreement.

4. Articulation agreement:	
Name of body (/bodies):	Sallynoggin CFE
Programme titles and links to publications	http://www.scfe.ie/
Date of agreement/arrangement or last review	2017
Date of next review	2022
Detail of the agreement	<p>The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and deepens the creative potential of students at both IADT and SCFE.</p>

	<ul style="list-style-type: none"> • A number of progression pathways will apply to students of SCFE. • Projects will be developed between the parties over the lifetime of this agreement.
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5. Articulation agreement:	
Name of body (/bodies):	Dún Laoghaire Further Education Institute
Programme titles and links to publications	https://www.dfei.ie/
Date of agreement/arrangement or last review	2016
Date of next review	2021
Detail of the agreement	<p>The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and deepens the creative potential of students at both IADT and DFEi.</p> <ul style="list-style-type: none"> • A number of progression pathways will apply to students of DFEi. • Projects will be developed between the parties over the lifetime of this agreement.

6. Articulation agreement:	
Name of body (/bodies):	Stillorgan College of Further Education
Programme titles and links to publications	https://stillorgancollege.ie/
Date of agreement/arrangement or last review	2017
Date of next review	2022

Detail of the agreement

The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and deepens the creative potential of students at both IADT and SCFE.

- A number of progression pathways will apply to students of SCFE.
- Projects will be developed between the parties over the lifetime of this agreement.

[Higher Education Institution]

2021

Annual Quality Report (Institute of Art, Design + Technology)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2019-2020

PART B: INTERNAL QA SYSTEM

Guidelines on Completing Part B

As outlined in the general guidelines for this template (p.5), **Part B** of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**.

Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR submission were progressed during the reporting period - these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Part B of the AQR is an opportunity for self-reflection and critical evaluation of the effectiveness of QA activities over the reporting period. Institutions are encouraged to reflect both on what worked well and what did not work well, and to consider impact measures, using both quantitative and qualitative evidence (metrics, benchmarks and feedback/judgement) in how they led to specific QA improvements and enhancement.

Part B provides evidence of quality improvement and enhancement and impact² of QA activities within the totality of an institution's QA system.

Section 1 pertains to internal quality assurance implementation and developments since the previous reporting period.

Section 2 deals with institutional analysis of IQA enhancements and impacts including activities undertaken in respect of academic integrity, and the enhancements and impacts resulting from same.

Section 3 relates to IQA developments and plans for the next reporting period.

Section 4 provides an opportunity for institutions to illustrate IQA in action through case studies in relevant thematic areas.

Institutions are invited, if they wish to do so, to use case studies to demonstrate quality in action and to highlight areas of practice for dissemination at any point in this part of the report.

Case Studies

QQI recommends that written case studies should:

- Be between half a page and two pages in length;
- Relate to a specific time- and subject-bound issue;
- Include an introduction that sets out a brief overview of contextual matters;
- Include any relevant supporting data and data analysis;
- Include links to any sources cited;
- Include a clear concluding paragraph with overview of key outcomes/learning.

Although case studies will generally be in written form, institutions may also provide links to audio-visual/multimedia case studies. QQI does not prescribe a format for case studies.

Section 1 pertains to internal quality assurance implementation and developments since the previous reporting period.

² The National Forum for the Enhancement of Teaching and Learning in Higher Education have considered impact and measures leading to development and improvement specifically in terms of teaching and learning. See: <https://www.teachingandlearning.ie/wp-content/uploads/NF-2020-Insights-from-Practice-About-Impact-in-Teaching-and-Learning-web-ready.pdf>. This is a very useful reference, though impact in the context of this report should be considered

1.0 Quality Implementation and Developments

Section 1 pertains to internal quality assurance implementation and developments since the previous reporting period.

IADT's Strategic Plan 2019-2023 "Better futures created together, was launched by the Minister of State for Higher Education 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".

1.1 Strategic QA Updates Institute strategic objectives

Developing an International Institution

One of the key strategic priorities identified by IADT included "Developing an International Institution" with the stated objective of "we will continue to enhance our brand, profile and reputation

internationally. We will be recognised internationally as an Institute of choice for students, staff and partners in specific programmes”.

IADT made significant progress to deliver this objective with the announcement this year of the EU University for the Film & Media Arts.

Progress was also achieved on the strategic priority “Collaborating and Developing Partnerships” and objectives “We will strengthen our current relationships with our partners. We will seek new opportunities to collaborate and work together to advance IADT.” The National University of the Creative Arts received one-year exploratory funding and support from the HEA and the Creative Futures Academy, a NCAD, IADT and UCD consortium were also awarded funding under the Human Capital Initiative (Pillar 3, Innovation and Agility).

EU University for the Film & Media Arts

The National Film School at IADT successfully secured in excess of €1.1 million in funding to explore and develop an EU University for the Film & Media Arts (FILMEU).

The European Universities initiative is a key milestone for the EU in building the Universities of the future, in promoting European values and identity and in making a leap forward in the quality, inclusion and competitiveness of European higher education.

In addition to IADT, the Department of Cinema and Media Arts at Lusófona University in Lisbon leads the consortium with full partners in Belgium and Hungary and associate partners in Estonia, Finland and Germany. Together, these institutions have a common objective of promoting high-level education and research activities in Film and Media Arts. The consortium integrates IADT and three partner institutions with strong expertise in Film and Media Arts education. All have a common internationalization ambition and a long track record of past collaborations that include more than a decade of expertise in the development of European “Erasmus Mundus” joint master degrees.

Building on more than a decade of successful cooperation, these four institutions envision positioning themselves as key players in driving education, innovation and research in Film and Media Arts within the European Higher Education Area and in promoting the central role the creative and cultural industries can, and should have, in our societies. They are focused on long-term strategic collaboration and a mission to develop a European University that is a model for European collaboration and integration in the fields of the Arts and the creative industries. The mission is to create a European University that will greatly contribute to Europe’s leading role as a provider of education and research in the creative and artistic areas.

Further information about FILMEU is available [here](#)

Kinoeyes Erasmus Mundus MA in Film (fiction)

During 2020 the EU announced the continued funding of Kinoeyes a joint Erasmus Mundus MA in Film (fiction) of which IADT has become the newest full partner. Now in its 3rd iteration, Kinoeyes has a strong history of film education at this level.

The MA in Film (fiction) is delivered by four different Film Schools in four European countries including Lusofona University in Lisbon, Portugal; Screen Academy Scotland/ Napier University; The Baltic Film Media, Arts and Communications School, Tallinn, Estoni and IADT. The academic structure of this four semester programme, follows the workflow of an actual film production and is aligned with the needs of todays' professionals and organisations scattered along the film production and distribution value chain.

In remarking on the success of the pan-European initiative David Smith, President, IADT said, "In securing this funding for FilmEU and Kinoeyes, our consortia's ambition to significantly advance Film & Media Arts education in the EU has received the highest recognition. It further enhances the reputation of the National Film School, and acknowledges the creative potential of our international partnerships developed over the last 10 years. This funding supports the long-term vision of IADT to be the leading Higher Education Institute in Ireland for Creative Arts and Media".

Towards a National University of the Creative Arts

IADT welcomed the announcement by the HEA and the Minister for Further and Higher Education, Research, Innovation and Science, Simon Harris T.D. which confirmed that the institute will receive seed funding via the Technological Universities Transformation Fund (TUTF).

This funding will examine the viability and sustainability of establishing a National University of Creative Arts with one-year exploratory funding and support from the HEA.

President of IADT, Mr. David Smith remarked, "Securing funding from the Technological University Transformation Fund will allow IADT to explore the potential and viability of a National University of the Creative Arts".

The Institute is currently exploring the potential of a strategic alliance across HE and FE to achieve university status.

Creative Futures Academy

IADT, NCAD and UCD in collaboration with a range of industry partners, led a bid to develop the Creative Futures Academy. The consortium was successful in securing over €10 million in funding to develop a Creative Futures Academy.

This Academy will empower creative practitioners from a range of disciplines, and at different stages of their learning, with the sustainable and adaptable skills and attributes that they will require to shape the future of Ireland's creative sector. The Creative Futures Academy will prepare graduates for work in a major sector of the national economy; and support the early and mid-career needs of creative professionals in our fast-changing social, economic and technological contexts.

The Creative Futures Academy will play a major role in ensuring that Ireland realises its potential as a dynamic, resourceful and creative society. The Academy will achieve this with the direct engagement of national representative bodies and industry partners who have agreed to be key collaborators in the development of the Creative Futures Academy. These partners include sectoral bodies, all of whom have regional representation, mandates and outreaches; Arts Council of Ireland, Institute of Designers in Ireland, Design and Craft Council of Ireland, Publishing Ireland, Screen Ireland and Screen Producers Ireland, who will form an Industry Council that will contribute significantly to the development and oversight of the project. The Academy will also engage with the technology sector, cultural organisations, SMEs, Micro Enterprises, Design Agencies, Art Collectives, Creative Practitioners and Start-ups across the country.

IADT President, David Smith, remarked on the significance of the funding to the alliance; "The Academy presents three established centres of excellence with a unique opportunity to accelerate the professional growth and impact of the creative and cultural sectors.'

"The funding of the Creative Futures Academy is a significant endorsement and recognition of the value and potential of art, design and media - and the wider arts and humanities - to drive the creative economy and broader innovation agenda. This funding will enhance the future-skills of our graduates and those of our partners within professional practice".

Introduction of new technologies

Significant advancements were made on the implementation of new technologies to support both students and staff. These developments were aligned to the strategic objective "*we will develop our internal structures and processes by investing in technology that supports our operations, ensuring the Institute functions efficiently and effectively for all*". Also, some implementations were expedited in response to the environment imposed as a consequence of the national pandemic.

During 2019, use of the Institute Virtual Learning Environment increased significantly, while this was in part a response to the shift to online delivery of programmes, it was also enabled by the implementation of new functionality. This included a live video conferencing tool and a hosting tool for teaching and learning resources including training and video resources to support the adoption of these new features were offered to all staff.

Microsoft Teams was rolled out to all staff and was the main communication platform during periods of remote working. This platform was used to conduct all institute meetings and was also utilized for Programmatic Review Panel meetings. Teams was also configured for student use. Live training, online training and video resources were offered to all staff for this software.

The education technologists in collaboration with the Teaching + Learning subcommittee provided live webinars and (while still allowed) face-to-face sessions to support the adoption of online learning platforms. Training was conducted for topics including teaching through Microsoft Teams, Blackboard Collaborate, the experience of online learning (cross platform) and online teaching.

Improvements and enhancements arising from internal quality improvement planning, review and monitoring processes or reengagement

Programmatic Review

Over a two-year period IADT conducted a Programmatic Review of all undergraduate programmes culminating in four validation panels which were held during April and June 2020.

During this two-year period both faculties completed comprehensive reviews of their undergraduate programmes and developed faculty self-evaluation reports and updated sets of programme documents, The Programmatic Review embedded the following principles and priorities;

- Learner centric teaching and assessment methods
- Collaboration
- Interdisciplinarity
- Flexibility
- Innovation in Teaching and Learning

During this review process and subsequent to stakeholder feedback a number of programme amendments were identified. Proposed programme changes were reviewed by the Programme

Validation Committee (PVC) who reviewed all changes and provided guidance to the programme teams. In addition, all programme documents to be presented to the validation panels were also reviewed in advance by the PVC committee.

A total of fourteen programmes were reviewed by validation panels. Prior to the validation panel, the panel members were provided with self-evaluation reports, programme documents, institute overview and stakeholder survey data. As onsite tours were not possible during this period, supplementary information was also provided to some panels in the form of videos, list of resources, and equipment lists.

The panels were conducted virtually using Microsoft Teams and the panels met with the management team, faculty staff, academics and student groups. Prior to the event the panel members also held preliminary meetings which were used as introductory sessions plus an opportunity to identify any potential technical issues.

The validation panel were all concluded successfully and all programmes were validated or revalidated. The panel reports and faculty responses to these can be viewed [here](#)

Impact

The entire suite of undergraduate programmes were reviewed and adapted to ensure the future needs and demands that our Students and Graduates will require to succeed in a rapidly changing world of work.

Business and entrepreneurial studies and formal and accredited work placements have been integrated into all undergraduate programmes, this was a direct response to student, industry and alumni feedback. IADT Undergraduate programmes have been validated with a formal accredited placement / professional experience module. The roll out of this initiative begins in September 2021. The programmes in the Faculty of FACT will now include at least one new module in *Business & Entrepreneurship for Creative Practices*.

During the Programmatic Review process a number of changes were identified and these included a number of significant programmes changes including the following:

BA (Hons) Film + BA (Hons) Television

The former BA in Film and Television production programme was be split into two distinct yet complementary BA programmes, a BA (Hons) Film and a BA (Hons) Television. Each will have its own clear identity and focus however both will share many modules with students able to work on projects

across both. This enabled greater focus on the respective disciplines and also facilitated greater student intake.

BA (Hons) Design for Film

This new programme will replace IADT's current BA (Hons) 3D Design, Model Making and Digital Art programme and the BA (Hons) Design for Stage and Screen in Costume, Makeup and Production programmes. The BA (Hons) Design for Film provides award pathways in character design, costume design, set design, VFX/games design, and model making, and has been designed to maximise resources, expertise and learner opportunity within a consolidated programme.

Details of further changes are available in Section 2 of this report

Faculty Stakeholder Survey

As part of the process for Programmatic Review the Faculty of Film, Art + Creative Technology determined that meaningful engagement with all stakeholders would be important for a successful outcome. The Faculty executive and programme teams had strong views on how each discipline should evolve, however, it was important too that these ideas and concepts be tested and that the strengths of the current offering not be diluted. Detailed engagement and feedback would be required from the most recent graduates, those who had the most direct experience of the previous programmatic review, our staff who delivered the programmes and our wider network of contacts in industry, other HEIs, cultural bodies and the like.

Thus, in late 2018 detailed surveys were sent to all our graduates from the previous 5 years (2014-2018), over 250 representatives of industry and cultural bodies and all the current full time and part time staff.

Respondents were asked a set of agreed questions that looked at the strengths and weaknesses of each programme, the deficits in the current provision and advantages offered by IADT, employment data plus a detailed look at the attributes and skills and attributes that are required of a 21st century graduate. The surveys were conducted for all programmes between November 2018 and February 2019.

This process was overseen by the Head of Faculty and directed by Dr Hilary Kenna and research assistant Somhairle Brennan. The data collected was then collated, standardised and anonymized and fed back to the Heads of Department and the programme teams. The responses were an integral part of the conceptualisation and design of the new degrees. Dr Kenna held briefings and workshops with each of the programme teams as part of this process. The data was shared, explored and formed the basis of further discussions. Outlines of each of the new modules for each stage emerged from these workshops.

Some of the feedback in the survey responses was critical but all of it was considered and very useful in understanding the current standing of each of the programmes and what their futures might be. The survey data was also shared with the validation panel.

Changes to QA system (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 three new policies and revised a number of existing ones.

Active Consent Policy – New

IADT was amongst the first 3rd level institutes in Ireland to develop an Active Consent policy. This policy was developed in response to the publication of the HEI strategy and framework to promote a healthy and informed understanding of consent and relationships in the higher education system. Academic Council and Governing Body approved the policy in 2020. The purpose of this policy is to support active consent and to indicate what constitutes sexual misconduct or sexual violence and to outline the procedure for making complaints and to clarify what action the Institute will take when responding to breaches of the policy.

Institutional Repository and Open Access to Research Policy – New

The IADT institute repository was created to provide a platform that supports researchers to increase their research profile and promote their work. The repository will provide free online access to IADT's research and scholarly output. This policy is in keeping with the combined OECD Ministers' Declaration committing the OECD to work towards commonly agreed Principles and Guidelines on Access to Research Data from Public Funding.

The Open Access Policy was developed to enable the inclusion of research publications in the repository.

Equality, Diversity and Inclusion Policy – new

A new policy was developed which sets out IADT's commitment to EDI in conjunction with the Legislative context of Equality in Ireland. The policy can be viewed [here](#)

The following seven policies were revised to incorporate societal & legislative changes or to ensure adherence to best practices:

- Assessment Appeals Policy and Procedures and Forms
- Committee Membership & Terms of Reference
- Ethics Policy
- General Complaints Policy
- Examinations (Administration) Procedures and Regulations
- Programmatic Review Policy
- Protection of Children & Vulnerable Adults Policy

1.2 Update on Planned QA Objectives identified in Previous AQR

No.	Planned objectives (Previous AQR)	Update on Status
1	Undergraduate Programmatic Review	Programmatic review was completed for all undergraduate programmes with a total of 14 programmes validated.
2	Library Support Services Review	The self-evaluation report was researched and developed by the institute librarian. The planning of external validations panels was impacted by Covid-19 restrictions

1.3 Governance and Management

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.

There are six sub-committees of Academic Council and each must report their activities to the Academic Council, via the minutes of their meetings. Each Sub-Committee also prepares an annual report which is discussed at the first Academic Council at the start of the academic year.

1.3.1 QA Governance Meetings Schedule

The following includes details of committee meeting date. When Covid-19 restrictions were introduced all committee, meetings moved to the online environment Microsoft Teams.

Body: Governing Body

Meeting dates
4 September 2019
2 October 2019
29 November 2019
11 December 2019
8 January 2020
5 February 2020
4 March 2020
1 April 2020
6 May 2020
17 June 2020

Body: Academic Council

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.

Chair: President
Meeting dates:
30 September 2019
4 November 2019
2 December 2019
13 January 2020
10 February 2020
9 March 2020
24 March 2020
8 April 2020
4 June 2020
26 June 2020

Body: Quality Enhancement 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. The Committee is central to both Programmatic and Institutional reviews, including Delegated Authority review. The Committee is the central forum for monitoring and improving standards of academic quality and is guided by the approach outlined in the Institute's Quality Manual and by relevant policies and procedures.

Chair: Dr Kevin Wallace
Meeting dates:
9 October 2019
13 November 2019
11 December 2019
22 January 2020
19 February 2020
15 May 2020
17 June 2020

Body: Teaching + Learning 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.

Chair: Dr Therese Moylan
Meeting dates:
2 October 2019
6 November 2019
4 December 2019
8 January 2020
5 February 2020
4 March 2020
1 April 2020
6 May 2020
10 June 2020

Body: Academic Planning, Co-ordination and Review Committee

The Committee deals with all relevant matters of a cross-Institutional nature to ensure the effective and efficient provision of programmes and academic support services. It also reports and makes recommendations, as appropriate, to Academic Council.

Chair: Mr David Doyle
Meeting dates:
1 October 2019
5 November 2019
3 December 2019
14 January 2020
11 February 2020
21 April 2020
19 May 2020

Body: Programme Validation 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.

Chair: Dr Andrew Power
Meeting dates:
8 October 2019
12 November 2019
21 January 2020
20 February 2020
10 March 2020
2 June 2020

Body: Research + Development Committee

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

Chair: President (acting)
Meeting dates:
25 February 2020
30 April 2020
26 May 2020

Body: Student Experience Committee

The Committee role is to provide institutional oversight of student wellbeing and student administrative policy issues.

Chair: Ms Denise McMorrow
Meeting dates:
27 November 2019
29 January 2020
25 March 2020
8 April 2020

20 May 2020

10 June 2020

1.3.2 QA Leadership and Management Structural Developments

New senior leadership roles

A number of senior leadership appointments were made during the year 2019-20. These included appointments to existing roles where vacancies occurred due to retirements or promotions or where a new role had been created.

President of IADT

In November of 2019 the Governing Body of IADT) announced the appointment of Mr. David Smith as President of IADT. Mr. Smith previously held the position of Head of Faculty of Film, Art and Creative Technologies at IADT and is a former graduate of the institute. Mr. Smith commenced in the role of President on 1st April 2020 following the retirement of Dr Annie Doona who previously held the role.

Equality, Diversity & Inclusion Manager

Claire McGing was appointed to the newly created role of Equality, Diversity & Inclusion Manager. She is also the is Chair of the IADT Athena SWAN self-assessment team (SAT) and responsible for the project management of IADT's application for an Athena SWAN Bronze Institution Award. A member of the management team, Claire works with executive and management, the SAT and all staff and students to cultivate work and learning environments that encourage and support equality, diversity and inclusion across the Institute.

Institute Librarian

The role of Institute Librarian at IADT was appointed during 2019. The Librarian has strategic responsibility for the delivery of all Library services to both students and staff.

Head of Faculty

As a result of the advancement of Mr. David Smith to the role of President, the role of Head of Faculty of Film, Art and Creativity Technology became vacant. Mr. Rónán Ó Muirthile was subsequently appointed to the role in June 2020 having previously held the role of IADT Head of Film + Media department.

Head of Department

Two new heads of department were also appointed during the reporting period, these included the appointment of Dr Tina Kinsella to the role of Head of Design and Visual Arts and Dr Andrew Errity to the role of Head of Technology + Psychology.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
Programmatic Review -Faculty of Enterprise + Humanities	20 th April 2020	https://iadt.ie/wp-content/uploads/2020/12/Faculty-of-EH-Undergraduate-2020-report-Faculty-response.pdf
Programmatic Review - Department of Film + Media	23 rd June 2020	https://iadt.ie/wp-content/uploads/2021/02/Department-of-Film-Media-panel-report-and-faculty-response-2.pdf
Programmatic Review - Department of Design + Visual Arts	18 th June 2020	https://iadt.ie/wp-content/uploads/2021/02/Dept-DVA-Programmatic-Review-Panel-report-and-Faculty-response-3.pdf
Programmatic Review - Department of Technology + Psychology	11 th June 2020	https://iadt.ie/about/iadt-policies-procedures/programme-validation-reports/

1.4.2 Expert Review Teams/Panels³ involved in IQA

(i) Expert Review Team/Panel Size and Related Processes

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes							
<i>of those:</i>							
On-site processes	1	Department of Technology + Psychology			1		
Desk reviews							
Virtual processes	4	Faculty of Enterprise + Humanities Faculty of Film, Art + Creative Technology				14*	
Average panel size for each process type*		3				5	

³ QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

* excluding secretary if not a full panel member

(ii) Composition of Expert Review Teams/Panels involved in IQA

Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair		3	2			3	1	1		3	2
Secretary			5		5						
Academic/Discipline Specific		3	6			7	2				
Student Representative		4				4					
QA		1				1					
Teaching & Learning											
External Industry /Third Mission		3	6			9					

2.0 IQA System – Enhancement and Impacts

Programmes of Education and Training

The impact of Covid-19 meant that changes had to be made to the delivery of our programmes, our examination/assessment processes and the management of the provision of quality assured teaching and learning while ensuring that students were safe and were in a position to complete their studies up to and including assessment, without disadvantage.

Students participating in practise led programmes were most impacted by restrictions as their access to studios and labs was impacted. . Arrangements were put in place to allow studios to borrow equipment including cameras and technical equipment to enable them to complete their work.

Lecturers also adapted their online delivery with some installing cameras and lighting equipment to facilitate demonstrations e.g. model making.

Student feedback on our approach to blended learning has been mainly positive with references to enhanced accessibility and greater flexibility.

Impact to Academic Calendar

The Faculty teams along with the Examination team came together to discuss how IADT could complete the end of year processes in a way that didn't impact negatively on our students and gave everyone a level playing field from which to work. In order to do this, teaching moved to entirely online provision in the first instance. Whilst being a huge change for all concerned, this was less of an issue for courses which were primarily lecture based. Our practical programmes, i.e. those that required the use of studios, technical and practical equipment were impacted most as they were unable to access campus and for many they couldn't access their final pieces of work which were located on campus. In order to extend the time for these students to be able to access campus and their work, or to work on their projects at home, we rescheduled our academic calendar from early May into July in order to facilitate them and give them additional time to complete their work.

All written examinations were cancelled and replaced with continuous assessment work and a small number of online examinations and MCQs. The academic calendar was changed to move assessment dates and exam boards, appeal dates etc to allow for all students to be given the time to complete their work and it to be assessed in a manner that didn't disadvantage any student. For the practical courses, we assessed and held our examination process for our progression year students in May whilst the award year students in these courses had their dates moved to mid-June. All assessments and exam board processed were completed by 20 June but appeals took place at later dates in June and July. We also moved all our processes online with exams being held via the

examination portal in Blackboard and Exam and Appeals Boards held using MS Teams for meetings and OneDrive for the secure sharing of documents.

Key Programmes changes resulting from Programmatic Review

IADT conducted Programmatic Review of all undergraduate programme and a total of fourteen programmes were reviewed by validation panels during 2020.

The validation panel were all concluded successfully and all programmes were validated or revalidated. The panel reports and faculty responses to these can be viewed [here](#)

B.Bus (Hons) in Business Management

Feedback from external stakeholders suggested that the title of the Level 8 Hons degree B.Bus (Hons) in Entrepreneurship and Management, did not fully resonate with potential students. As part of the programmatic review process a change of title was agreed for the purpose of clarity.

B.A. (Hons) English, Media and Cultural Studies

During the process of programmatic review including external environment analysis it was decided to retire the existing B.A. in English, Media and Cultural Studies.

BA (Hons) Film + BA (Hons) Television

The former BA(Hons) in Film and Television production programme was split into two distinct yet complementary programmes, i.e. BA (Hons) Film and a BA (Hons) Television. Each will have its own clear identity and focus; however, both will share many modules with students able to work on projects across both. This enabled greater focus on the respective disciplines and also facilitated greater student intake.

BA (Hons) Design for Film

This new programme will replace IADT's current BA (Hons) 3D Design, Model Making and Digital Art programme and the BA (Hons) Design for Stage and Screen in Costume, Makeup and Production programmes. The BA (Hons) Design for Film provides award pathways in character design, costume design, set design, VFX/games design, and model making, and has been designed to maximise resources, expertise and learner opportunity within a consolidated programme.

BA (Hons) Graphic Design

A decision was formed to move away from the existing programme title BA(Hons) Visual Communication Design as this was proving confusing for incoming applicants. . The programme

presented for validation included a new title with the programme content building on the core strengths of the extant BA (Hons) in Visual Communication Design.

In addition, both Faculties and considered the recommendations made by the validation panels and made subsequent changes to relevant programmes.

Teaching, Learning and Assessment

Assessment changes

Following the government announcement in March, that colleges would close due to the Covid-19 pandemic, IADT moved quickly to ensure that our students would not be academically disadvantaged through any necessary changes.

The academic and management teams in put in place a range of alternative assessment processes to allow students to complete their studies and progress through online and remote provision. These changes were ratified at Academic Council and students were contacted directly by their Faculty and Lecturers to outline in detail, the nature of the assessments which were set in place of written exams. Students were advised that if they felt unable to complete the assessment in the form indicated then IADT would make best efforts to accommodate their concern. Where a student was unable to complete their assessment by reason of ill health, access to technology, family responsibilities or any other reasonable concern, they were entitled to a deferral without any academic or financial penalty.

IADT observed that the pattern of leave of absence and deferrals was largely unaffected by changes introduced due to Covid-19.

The following table details the numbers of absences and deferrals over a 5-year period from 2015 to 2020.

Number of Leave of Absence applications over 5 years		Total number of students	% of student population
2019-20	101	2310	4%
2018-19	72	2299	3%
2017-18	67	2490	3%
2016-17	69	2298	3%
2015-16	92	2249	4%

Number of Module Deferral applications over 5 years		Total number of students	% of student population
2019-20	143	2310	6%
2018-19	87	2299	4%
2017-18	116	2490	5%
2016-17	130	2298	6%
2015-16	136	2249	6%

Enhanced accessibility

In response to the national Covid-19 situation, IADT has offered a number of new online services, these include student admissions support service which are outlined below.

Virtual Open Days

Prospective students & parents can attend a Virtual Open Day, where they are provided with access to a day full of talks, presentations and a chance to hear from current students and lecturers. Spotlight sessions are held which provide information on all CAO courses offered. Key information is provided about IADT and our programme offerings and prospective students can view the campus via virtual campus tours. Information on Virtual Open days is available [here](#).

Virtual Project Days

As part of our commitment to broadening access to all applicants, IADT offers both Portfolio submissions + Project Days. 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.

In response to the current Covid19 situation IADT has offered virtual project days. Students who have applied via the CAO will be contacted by the Admissions team and supplied with information regarding virtual project days and how to register.

Project Days as an alternative entry pathway to the courses listed below.

- DL826 Graphic Design
- DL827 Art
- DL832 Animation
- DL833 Photography + Visual Media
- DL839 Interaction + User Experience Design
- DL845 Design for Film

Virtual Portfolio submissions

To facilitate students who wish to submit a portfolio, IADT has implemented a digital portfolio submission platform. The platform enables them to make their portfolio submissions online and also provides students with guidelines on submissions. Portfolio submissions increased by over 100 applications on previous years, which is a significant increase. Access to the platform is available [here](#)

A virtual Portfolio Master class is now available on the IADT website under the Schedule page on [Open Day 2020 | IADT](#)

Postgraduate Recruitment Campaign

The Marketing team worked with the Faculties and Admissions teams to launch an Online Postgraduate campaign across all social and digital channels promoting webinars and live Q + A's events.

The campaign focused on promoting a number of new courses including Masters in Equality, Diversity + Inclusion and included the following elements:

- New Postgraduate landing page launched
- Video content developed for each course
- Heavily promoted virtual events

The campaign had real impact with 8,934 unique views and resulted in 707 student applications which was a 41% increase in applications.

Parents information evening

IADT hosts information sessions for senior cycle parents to help them and their child to understand the CAO application process for entry to third level education. Topics covered during these sessions include an introduction to the college, parents guide to the CAO and alternative entry routes for students. Parents also have the opportunity to pose questions to a panel of experts.

Virtual Study Groups

The transition to online learning had the potential to introduce challenges for student engagement and for students to experience a sense of isolation. The Learning Support team introduced virtual study groups and coffees sessions where students could socialise and also form study groups. The feedback from students was that this supported the learning needs of students who were more motivated when working with peers and also provided a welcome opportunity for students to meet and socialise with their fellow students.

Supports and resources for learners

Launch of IADT Library website and resources

In March 2020 IADT Library launched a new website. This has had a transformative impact on how the Library can communicate with staff and students and has increased the ease of access to the range of Library resources. The positive impact of the new website has been reflected in feedback from both students and staff and it is planned to continue to develop the website in response to teaching, learning and research requirements in the Library. Access to the library website is [here](#)

During 2020, IADT Library began to develop a series of guides and videos to support both students and staff in their teaching and learning activities. While the collection continues to be developed, progress has been accelerated in response to remote working and learning as a result of COVID-19.

Resources for students include subject guides for each major discipline area

<https://library.iadt.ie/subject-guides/>, guides on referencing and avoiding plagiarism and videos demonstrating how to search for specific material using the Library's Discovery System.

<https://library.iadt.ie/supports-resources/for-students/>

Resources for staff include guides on copyright, how to select material for reading lists, open educational resources and how to embed links from the Library Discovery System into the VLE.

<https://library.iadt.ie/supports-resources/for-staff/>

In response to COVID-19 restrictions, the Library provided a range of additional supports and services for both staff and students. Information about these services was provided on the Library website or on the newly implemented online chat service. Two new borrowing facilities were introduced, a contactless app and a 'Click & Collect' service. When downloaded, the IADT Library app allows Library users to borrow items from the collection without the use of equipment or any interventions from staff. The 'Click & Collect' service, which is available from the Library website, allows users to select the items they wish to borrow in advance of visiting the Library. Users are then notified when

the item is ready for collection. Items are placed on the user's Library account, and can be collected without any interventions from staff or the use of equipment.

Online courses

The Library team also made a range of online classes available that could that can be delivered to students via MS Teams or Blackboard.

Topics included:

- Introduction to Library services - how to use the Library and how the team can help
- Searching for information for your assignment
- Main resources for your subject area
- Understanding your reading list & how to find items from it

Student training programmes

In conjunction with the Students Union a number of student centric training programmes were offered which included:

- Student Wellbeing
- Consent Drama
- Consent facilitator training
- Emotional first aid - Supporting Individuals in Crisis
- Safetalk
- Learning Series - learn about OCD
- Student Learning Centre session
- Learning Series - learn about Anxiety
- Learning Series - learn about OCD
- Staff and Student fitness sessions

Public Information and Communication

IADT distributes a wide variety of information, policies and procedures on its website, www.iadt.ie. The site 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.

During 2020 a new section was added the IADT website which provided information on Covid-19 protocols including return to campus information for staff and students.

New signage was installed throughout the campus to facilitate adherence to Covid-19 protocols

Staff Recruitment, Management and Development

Staff development and training, both formal and informal continued throughout 2019-20 with over 60 events (a number of which were repeated to facilitate participation) from practical computer applications, to leadership programmes, teaching and learning and wellbeing sessions.

Teaching and Learning programmes were delivered for academic staff to support classroom and online learning, these included:

- Blackboard Collaborate
- Certificate in Learning & Technology
- Creative Cognition Framework research project
- Developing the entrepreneurial mindset
- How to get value from your learner data
- Introduction to the film studio
- Keynote event: What can neuroscience teach us about teaching?
- Radio Podcast
- Screencast workshop
- T&L induction
- T&L strategy consultation

A series of webinars were delivered with a particular focus on online teaching. These included the following topics:

- Teaching, with an emphasis on Instructional Design
- Learning, from the perspective of the student. Looking at student engagement, peer interaction, communication between the lecturer and students and the student experience.
- Running an Exam using Blackboard
- Alternative Assessment Methods

-

The very successful series of Lunchtime bites organised by the Teaching + Learning committee were held and covered a range of topics including:

- Index Survey
- Microsoft teams and Microsoft Stream
- NF Seed Funding

A number of online programmes were also provided and over 139 staff completed these courses which included:

- Protecting yourself while working from home
- Protecting your Data while working from Home.

Staff Training and development

A broad range of training programmes were offered to staff which include management skills, computer skills and development and equality. These programmes included the following:

- Computer Skills: Excel Basic, Intermediate &Advanced, Word Intermediate
- Aurora - Women in Leadership
 - Two female members of staff took part in the Aurora leadership programme.
- Freedom of Information training for FOI decision makers
- Induction for new employees
- Interviewee skills
- Interviewing skills
- Ready to Lead programme
 - Internal Ready to Lead programme included 1 male and 11 female participants. Ready to Lead is a bespoke leadership programme that IADT created in house for staff who wished to develop their leadership skills. Staff from all grades (except management grades) are welcome to apply. This programme was initially designed as a female leadership programme but we expanded it in 2019 to include all staff.
- Stress management for managers
- Unconscious bias training
- Gender Identity and Gender Expression
- Gender Equality in the Workplace
- Lead Worker Representative
 - IADT has 3 lead worker representatives who received training to support employees regarding queries on COVID and work arrangements. In addition, all managers have also received lead worker representative training so they too can respond to queries.

Teaching, Learning and Assessment

Teaching and Learning in IADT is supported by the Teaching and Learning Committee (T&L), a sub-committee of Academic Council. The T&L Committee comprises of academics, professional support staff and representatives of the Students Union, who endeavor to provide a learning and teaching ecosystem to ensure students thrive in their learning environment and leave with an adaptable and agile knowledge, skills and competence.

During 2019/2020 the T&L committee had identified a number of objectives around enhancing teaching and learning from a technology perspective. Blackboard is the virtual learning environment (VLE) used across the Institute and the Blackboard Collaborate teaching function had been enabled. It was also planned to expand the Microsoft Teams suite of tools across the Institute.

Training was delivered in conjunction with the Educational Technologist via a number of informal 'Lunchtime Bites' sessions to gradually introduce staff to the features and tools that had become available. Lunchtime Bites sessions are a feature of the informal continuing professional development

sessions organised by the T&L Committee, where staff gather over lunchtime to share and discuss aspects of their teaching practice. The plan was to do familiarisation sessions followed by some more intensive training pre-Summer with a view to having the features of Blackboard Collaborate and Microsoft Teams enabled for Academic Year 2021/2022

However, in March there was an immediate transition to online platforms once learning moved online as a consequence of national restrictions imposed due to the pandemic. The T&L committee assisted staff to use supported tools including Blackboard collaborate and Microsoft Team by providing a number of training sessions. This was accompanied by many one to one sessions delivered by the education technologist. Particularly successful were the continuation of the Lunchtime Bites session online, where staff shared initiatives with colleagues' initiatives.

The annual showcase event run by the T&L and Research Committees transitioned online and became a 'show and tell' event where colleagues demonstrated to colleagues how they had adjusted their teaching and assessment practices to the online world.

Programme teams reviewed their assessment strategies and made recommendations for changes to Academic Council which allowed for the completion of the year while minimising the impact on students learning and progression.

2.1 Initiatives within the Institution related to Academic Integrity

Each department recorded details of assessment changes and these were presented to Academic Council. Emphasis was placed on communication of assessment changes to students in a timely manner and a comprehensive communication process was put in place.

Changes to the External Examiner Processes

The Faculty of Enterprise and Humanities has an intensive quality review process whereby all exam papers are checked ahead of time by external examiners and all repeat projects (for project-based modules) are checked too. In the paper-less and digitally based environment of Covid-19 working this presented a number of challenges. These fall into the categories of logistics, administration and data protection. An associated challenge was also the fact that a number of the Faculty's external examiners were overseas. In the past site visits by international experts has been a crucial aspect of the wider QA ethos in the Faculty's external examiners process.

To overcome these challenges and to maintain the rigorous quality assurance mechanisms the Faculty has taken a series of measures:

- Secure exam paper/project submission by lecturers via online tools.
- Secure remote review by external examiners.
- Head of Department, Faculty Admin and Programme Chair electronic oversight.
- Telepresence (MS Teams) and access to Blackboard for external examiners
- Universal templates for CA projects and exams.

This method has in fact increased the efficacy of internal oversight and review possible by the elimination of paper processes. Apart from the positive environmental impact of going paperless this also has a series of QA impacts including the ability of the Head of Department, Faculty Administrator External Examiner or Lecturer being able to instantly:

- Check whether all papers are uploaded
- To cross check papers and feedback efficiently
- Check recorded grades against feedback sheets/grading notes

While of course this was all possible in the pre-Covid system the logistics of organising paper (the filing, sorting, storing & destroying of it) and sheer volume of papers (exam answer books, essays, projects, feedback sheets) made this QA process far more difficult than it might seem. By going digital the issues of space utilisation and the physical logistics of the process are wiped out. In their place came new challenges, in the form of data security and workflow management.

IADT moved swiftly in March 2020 to institute a series of remote solutions prior to the first lockdown. In the period since March 13th 2020 these systems have been refined, tested and quality assured. Using secure file transfer and secure, and password protected file access external examiners are enabled to review and participate in the Faculty's quality assurance structures. Through Blackboard Collaborate Ultra examiners have access to the class materials any recorded lectures, screen casts or other learning aids, that the students had access to. Thus, the examiners will have a high-resolution view of each learning environment.

The key outcomes for the Faculty in relation to this is that a digital platform for external examining will be maintained post-Covid. This will reduce paper use, and negate the danger of lost (or buried) paperwork. While this development has meant an exchange of physical security for cyber security measures it also presents a series of benefits to the efficiency of the QA process, a significant reduction in the use of paper and the potential future reduction of carbon footprint for the overseas external examiners.

Investment in technology

IADT has been and is very committed to supporting all staff and students throughout the pandemic. We have implemented a number of new systems, provided technology to academic staff and students so they can continue to work remotely while either delivering or receiving learning, as specified in the

programmes course documents. Primarily the technologies offered to staff and students were laptops, headphone, separate microphones, webcams and larger screens. However, some specialist high-end PC's and Apple Macs were and have been again this academic year loaned to a small number of students to complete certain aspects of their programmes primarily in Animation, Model Making and Film.

IADT also provides a number of software and virtual supports to staff and students. We implemented a 100-seater high-end virtual PC lab that is available to all academic staff and students who need access to high-end computing processing power or specialist software that is unaffordable to most. A 41-seater virtual Mac Lab was also built and offered to the students who need access to a Mac platform. We also implemented a number of specialist teaching spaces where staff can deliver online teaching from, these rooms have a multi-camera set-up primarily aimed at programmes than need to view and examine artefacts such as Fine Art, Model-making, Animation and Visual Communications, these multi-camera rooms offer a 3D experience to our students. IADT also installed high-end pan/tilt type webcams in lecturer halls and computer labs to allow for a combination of on and off campus teaching to occur at the same time, this was very important for students who have immune deficiencies or those who have to self-isolate due to having or been exposed to Covid-19.

Finally, IADT hired an additional Education Technologist to assist both staff and students using and accessing the relevant education technologies.

Impact of Covid-19 on Assessment process and response

The COVID-19 pandemic reached Ireland on 29 February 2020 and, within three weeks, cases had been confirmed in all counties. On 12 March, the Government shut all schools, colleges, childcare facilities and cultural institutions.

This shutdown had a huge effect on all operations relating to the delivery of programmes and services in IADT. Specifically, the following case study will deal with the effects on the Exams/Assessment process in relation to the work of the Exams Office/Registry and subsequently on the Autumn Conferring held in November 2020. Case Study Five details the impact on the Autumn Conferring and the institute response.

Exams/Assessments

As of 12 March, there were 4 more additional weeks of teaching to be delivered, spaced three weeks before Easter and one week afterwards. The move to teaching online was swift, as students still had to receive teaching and exam preparation information. For those courses in IADT, that are 80% practical, this shutdown posed enormous issues because student pieces, i.e. in Film, Animation, Art, Modelmaking etc., were on campus but students could not access the work to complete it in time for assessments.

With regard to the running of the written exams process, we had a full timetable already published in February 2020 with the listing of all exams that would be run but this had to be drastically altered in a very short space of time to allow for different forms of assessment.

Through many online meetings with relevant Heads of Faculty, Heads of Department, Faculty Administrators and Exams staff, we came to an agreement on the how, where, when, and who of running the exams/assessment processes in IADT, with no access to campus and our usual supports.

It was decided that we would run some online examinations through Blackboard. The academic staff had to rewrite the assessments in order that it met, not only the learning outcomes of modules, but the different form of assessment. Most modules that would have been assessed via written exams moved to continuous assessment with only some taken as online examinations or online tests.

Planned number of written examinations	93
Number of Online Exams	17
Number of programmes including online exams	7

So, it can be seen that, from a total of 93 written examinations that would normally have been run, only 17 ran as online exams, with the other 76 moved to continuous assessment. It should be noted that there are written exams for three departments in IADT only, and all of these modules also have a continuous assessment element. There is a total of 620 modules across all programmes in IADT, with only 93 normally taken as written exams. During 2019 only 14 modules across a total of 7 programmes involved online exams.

Total Number of Assessible Modules in IADT	620
Number of written assessments	93
Number of continuous assessments only	527

However, the pandemic meant that we now had to move to 17 online exams and 603 continuous assessments.

In order to have online examinations, we had to create an Exams portal on Blackboard, our VLE. The purpose behind this was to separate the end of year exams from the programme/module in the same way that they would be during the normal examination period. The online examination and assessment processes were delivered to the same quality standard and procedures as before.

Through the assistance of the Education Technologist the exams were set up on the exam's portal section of Blackboard. The instructions were adjusted to reflect the online nature of the exams, documentation that covered the behavior of students during exams was rewritten in the light of the online nature of the programme. Most exams were conducted as an open book exam. A note was posted on the portal at the commencement of every exam providing guidelines in relation to academic integrity. Support was provided to students with the Exams Officer being online during each exam so students could contact them to address any issues immediately. There were few issues identified by students and these were mostly ICT related such as issues accessing the right browser or broadband outage. To allow for any problems in relation to ICT issues, and for student who normally would have received additional time during an exam, the examinations were extended to three hours each, rather than the normal two. Furthermore, the portal was available for extended periods to allow for any technology related delays that students may have encountered when submitting their final paper. Students with declared disabilities were provided where appropriate with access supports and accommodations including readers, notes takers plus assistive technology.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

IADT's Strategic Plan 2019-2023 "Better futures created together, was launched during February 2019.

The 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.

The following table includes details of Strategic Objectives which are due for completion during the next reporting period only, in addition to these a large number of other objectives are in progress and will fall due for completion over the lifespan of the Strategic Plan.

No	Priority Description	Objectives
1.	We will strengthen our research, development, enterprise and innovation capacity and capabilities, and focus our activities on specific disciplines.	<ul style="list-style-type: none"> • Identify discipline priorities in which IADT will target research excellence and continue to pursue models of research practice that enable full participation, and cultivate and embed a strong and valued research culture within the Institute
2.	We will enhance and renew the IADT brand. We will communicate our vision and the experience we offer to ensure that there is a clear and common understanding of IADT. We will raise our profile regionally, nationally and internationally	<ul style="list-style-type: none"> • Develop our core brand messages. Present and articulate these through ongoing campaigns to tell our story, champion our successes and highlight what makes us unique. • Develop strategic communication practices for specific programmes, to enhance recognition of these programmes at regional, national and international level

3.2 Reviews planned for Upcoming Reporting Periods

Prior to Covid-19 the IADT Cinnte review was planned for 2022, with the ISER due Q2 2022 and the Main Review visit scheduled for Q4 2022. The institute is now beginning preparation for this review. A task and finish group are to be established who will work on the development of the ISER report and an Institutional coordinator will be appointed.

Programme Validations

A number of new programmes will be submitted for validation and external panels will be scheduled. These include:

Programme title	Scheduled	Status
Higher Diploma in Business in Digital Content Creation	November '20	Validated
MA in Producing and Directing Television (Embedded award - Postgraduate Diploma in Series Production)	October '20	Validated
Postgraduate Certificate in Digital Sculpting and Modelling	October '20	Validated
BA (Hons) Photography and Visual Media	October '20	Validated
Postgraduate Diploma Data Literacy + Visualisation	May 21	In planning
BA(Hons) 3D Animation	September '22	In planning

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Cinnite Main Review	Q4 2022	2011

3.2.2 Reviews planned beyond Next Reporting Period

A number of new programmes are in planning and these will be developed and validated during next reporting period.

4.0 Additional Themes and Case Studies

Case Study One

Pivoting the Use of an Integrated Case Study in Business Education to an online environment during the Covid19 pandemic and QA

1. Introduction and Context

This case study outlines a unique approach to a shared assessment in the final year of a Level 8 undergraduate business programme. This is an example of pivoting practice from a face to face to a virtual learning environment where learners are actively encouraged to simulate and participate in “real-world” problem solving.

This case study requires students to problem solve in a real-world context. It is a particularly appropriate teaching and assessment tool in business education as it gives the student the opportunity to analyse real business situations, engage with complex problems in a time-pressured environment, draw on their accumulated knowledge across many modules to propose solutions to those problems and display their achievement of programme learning outcomes.

Using this integrated approach to assessment reinforces the relationship between teaching, learning and assessment. Feedback enhances the learning cycle through the encouragement of reflection. It mirrors a move to assessment which is a more nuanced, complex and a comprehensive assessment of knowledge and higher-order skills (Shepard, 2000; Birenbaum, 2003).

2. The Case Study Assessment Process

The final year Business Case Study is applied across seven modules as an example of a shared assessment which the practice of engaging pedagogy is embedded in terms of the business environment. CIMA (Chartered Institute of Management Accountants) has given us permission to use and adapt their case study exams. The Teaching Team work collaboratively to assess each student’s written report. All work is submitted and assessed using the VLE Blackboard and Blackboard Collaborate.

During the year, implementation of the Integrated Case Study is a three-stage approach. In Stage One, students are given a practice case (November - formative). Students are provided with case study completion guidelines to assist them in their approach to the process. In Stage Two, they complete a Minor Case Study (December - summative - 25% weighting). Stage Three

is the Final Case Study in February (summative - 75% weighting). The process operates as follows: Background material on a fictional company is distributed (online) seven days in advance of the Assessment Day. Students may work alone or in teams to research and consider the background of the company and its industry.

- At 9.00 a.m. on the Assessment Day, students are issued with a scenario describing issues facing the company.
- Students have to individually prepare their own response to the scenario and to make recommendations to the company's board of directors.
- Students file a written report by 6.00 p.m. on the Assessment Day. (Maximum 2,500 words)
- Within **one** week each student is interviewed to allow them the opportunity to defend their recommendations to the Lecturing Team.

Student engagement and attendance has been enhanced through the Integrated Case Study process in an online environment. Both anecdotally and through post Case Study Questionnaire analysis, the process has been acknowledged as one that has supported and enhanced student achievement and engagement.

The COVID 19 restrictions have necessitated pivoting all activity online and this has resulted in several unanticipated benefits. The logistical difficulties in arranging team meetings have largely been overcome. In addition, industry experts can be more readily available for student guidance and information sessions. Student interviews have also migrated online providing an opportunity for "real-life" interview experience relevant for many graduates in the current climate.

Feedback from students has led to considerable and incremental adaptation and enhancement of the process. The minor case study was introduced in the Academic Cycle 2015/2016 as a response to student requests to have more than one opportunity to complete the case study.

Finally, it should be noted that the success of this authentic assessment is wholly based on the collaboration and input of the Teaching Team. Furthermore, a senior member of the Teaching Team bears the considerable administrative and developmental workload involved in both coordinating the case study process and developing and adapting CIMA case study resources to meet our specific requirements. This represents a potential challenge to the implementation of the case study as changes in members of the Teaching Team may impact negatively on the process. The Integrated Case Study represents an assessment which creates a richer learning environment for the students and the capacity to develop a higher order skillset which enhances their employability.

Cast Study Two

Applying universal design in a live brief project

The DL908 MSc User Experience Design team introduced a new 'live brief' project in partnership with Musgraves during the 2019-20 academic year. This project aimed to provide part-time postgraduate students with an opportunity to experience working with both a real client and a range of users of their products. In particular, this project focused on a set of users with specific needs (wheelchair users, those with visual impairments, people living with autism, and elderly shoppers) who are, unfortunately, overlooked or considered as an afterthought in some product/experience design projects.

This 'live brief' project provided a true opportunity for problem-based learning, as students were set the following brief: "How might we create a more enjoyable shopping experience for the following types of shoppers: wheelchair users, those with visual impairments, people living with autism, and elderly shoppers; in order to make SuperValu the go-to supermarket for all their grocery needs". This problem, coupled with access to real stores and shoppers, provided students with an opportunity to put the principles of inclusive and universal design they had learned into practice in an ecologically valid setting. Students were divided into groups with each one focusing on a specific target shopper group. They then worked through a human-centred design process involving primary research, industry R&D, universal design, prototyping and evaluation.

The research outcomes of the project included a variety of design solutions for each target shopper group which may inform future product design by Musgraves. The success of the project was recognised at the Universal Design Grand Challenge 2020 Awards run by the Centre for Excellence in Universal Design (CEUD) and hosted by the National Disability Authority (NDA). Vicki Anderson won in the Technology & ICT category for her project involving the design of a voice-based app to assist visually impaired customers complete their grocery shopping.

Key learnings for the project include the value of embedding universal design in our teaching to ensure students think and act inclusively. Also, the benefit of real-world industry linked projects was clear to staff, students, and Musgraves alike.

“It's the richness of the outputs when there is open collaboration, also how Musgrave benefit from "fresh eyes" and the techniques taught in IADT. Key from industry-side is that brief aligns with problems that the business is trying to solve, plus the internal stakeholders are involved in the process the whole way through.” - Siobhán Hennessy, Head of Shopper Experience, Musgrave Retail Partners

This collaboration was the topic of a THEA Colloquium 2020 presentation by Dr. Hilary Kenna, IADT Lecturer in Visual and User Experience Design

Case Study Three

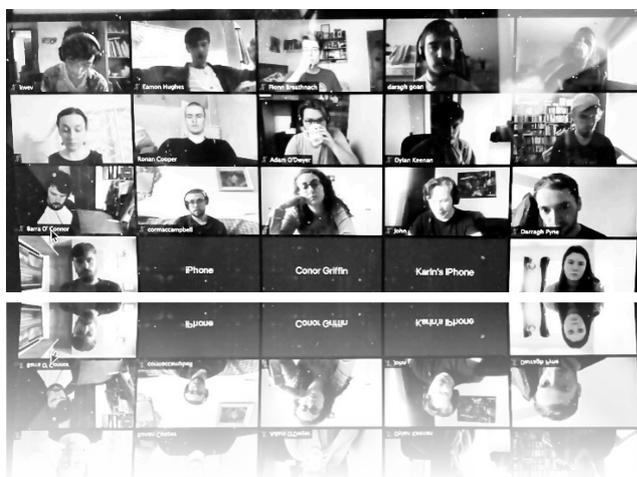
BA(Hons) Film + Television Production Assessments

Graduate Panel Assessment

The Graduate Panel assessment is the formal assessment of student work across their main project submission for their degree year. Each student team presents the work, a summation of the process, challenges and outcomes of the project. The student team is usually led by the Producer, with the Director, Cinematographer, Sound, and Editor in attendance. The Director and each of the Head of Departments contributes during the presentation. All films have been previously submitted and viewed by the assessment team as a works in process with formative feedback given through a series of viewings with the lecturing team and key Head of Departments from rough cut to fine cut.

The final formal presentation for Panel assessment is held post-viewing of the summative submission by the student team. The assessment panel includes key lecturers from each discipline and an outside filmmaker, each of whom have viewed the summative submission. This is not a feedback session; rather, it is a formal presentation of the work from the students with time for questions from the assessment panel subsequent to the 10-minute presentation from the production team. The in-person element of the process creates an interesting dynamic with the team and has been cemented as best practice.

2020 Graduate Panel Assessment



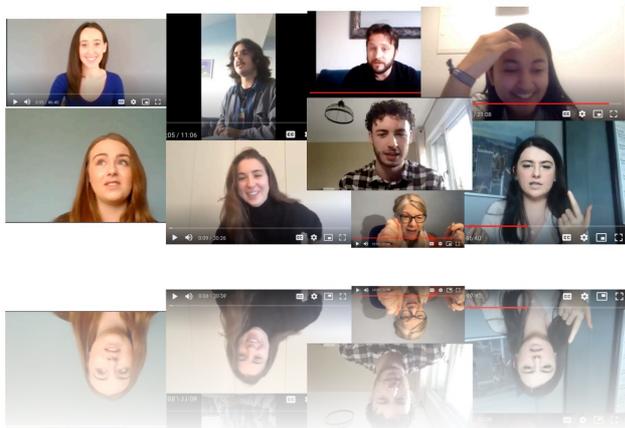
For our 2020 Graduate Panel Assessment, in person assessment was not possible due to government restrictions. Teams was used as the platform to facilitate these sessions, as it was

the most interactive and achieved ease of use for students and staff. Each week from March 12th, student work was viewed weekly on Teams, with the lecturers and students (including directors, producers, and post-production teams), for formative feedback. For the final Graduate Panel Assessment, full production teams are assigned a time for the panel assessment, which includes their prepared presentation. The pivot to an online platform created few challenges, and allowed for distance participation from students and staff alike. It is envisaged that this format will continue into the future in some form to facilitate staff and students in their formative feedback sessions.

Videofile event

The Videofile event is an annual casting call for actors to participate in film, television and media projects undertaken during each academic year in IADT. Since 2001, the Videofiles have created a pool of actors for consideration for student casting. Each year during a three-day period, over 100 actors are recorded and kept on the file. The material the actors present is written by the 2nd year or 3rd year Film and Television students, and they produce the event. The project is crewed and managed by the students and overseen by a small team of lecturers. The resulting file is an Institute wide resource, accessible through the NFS. This ambitious project is always held in the college, in the NFS Studios, and is a real-world open casting for the students and actors to experience. Previous to this year, most professional casting was done in person at some point in the process, and the NFS works to create industry standard in its student experience. The learning outcomes of this in person interaction with outside actors are obvious and beneficial for undergraduate students as part of their degree. With the pandemic, efforts were made to continue this aspect of the project.

2020 Videofile event



Permissions were sought and granted from management and the Covid-19 Committee to hold a two-day event and to limit the number of actors visiting the campus. Ireland was in Level 3 of the Living with Covid-19 National Framework at the time of the event, October 14th and 15th. However, due to escalating cases, health and safety concerns from staff and students, the lecturing team revisited this decision and felt the circumstances merited a move to a completely online event on October 9th. In fact, by October 21st, Ireland was on again on a complete level 5 lockdown. The student production team and lecturers moved quickly to prepare the teams and reschedule the actors to a totally online event, held as scheduled. At the end of the two-day event, 140 actors were recorded and their work was put up online for casting consideration across the college. All auditions were held on Zoom, recorded individually by each director from their homes. The editing team gathered the footage and put together the file, which was indexed and completed on time and in good order. Going forward an online aspect (via self-tapes from the actors) will be incorporated, but the in-person aspect will be re-instated.

Case Study Four

Remote Teaching and Learning – the IADT Experience

Teaching and Learning in IADT is currently supported and developed by the Teaching and Learning Committee (T&L), a sub-committee of Academic Council. The T&L Committee comprises of academic and professional support staff who endeavor to provide a learning and teaching ecosystem to ensure students thrive in their learning environment and leave with an adaptable and agile knowledge, skills and competence.

The key activities of the T&L Committee include contributing to strategy and policy development for T&L internally and externally; identifying and providing Continuous Professional Development for staff, promoting and supporting the scholarship of Teaching, Learning and Assessment, and working with the student body to ensure excellence in the learning environment.

In academic year 2019/2020 the T&L committee had identified a number of objectives around enhancing teaching and learning from a technology perspective. The VLE had been upgraded - Blackboard is the platform used across the Institute and the Blackboard Collaborate teaching function had been enabled. It was also planned to expand the Microsoft Teams suite of tools across the Institute. The committee in conjunction with the Educational Technologist had started hosting a number of informal 'Lunchtime Bites' sessions to gradually introduce staff to the features and tools that had become available, but a conscious decision had been made not to roll out these features mid-way through the academic year while teaching was underway. Lunchtime Bites sessions are a feature of the informal continuing professional development sessions organised by the T&L Committee, where staff gather over lunchtime to share and discuss aspects of their teaching practice. The plan was to do familiarisation sessions followed by some more intensive training pre-Summer with a view to having the features of Blackboard Collaborate and Microsoft Teams enabled for Academic Year 2021/2022.

When the pandemic struck, all of those phased plans were upended and in the immediate period from March to June the key challenge was to ensure that we responded as quickly as possible to ensure that we were able to transfer our activities wholly online. There was an immediate transition to a variety of platforms as staff adapted to the changed circumstances. From the outset, the T&L committee encouraged staff to use tools that it was possible to support - the main ones being Blackboard Collaborate and Microsoft Teams. A range of T&L short sessions on a need to know basis were facilitated by the education technologist from March through to June with significant take up by staff. This was accompanied by many one to one sessions and a huge body of work was undertaken to address the Covid 19 challenges.

Particularly successful were the continuation of the Lunchtime Bites session online, where staff shared initiatives with colleagues. The annual showcase event run by the T&L and Research Committee transitioned online and became a 'show and tell' event where colleagues demonstrated to other colleagues how they had adjusted their teaching and assessment practices to the online world. Programme teams reviewed their assessment strategies and made recommendations for changes to Academic Council which allowed for the completion of the year while minimising the impact on students learning and progression.

As it became apparent that remote teaching would be a significant feature of the next academic year two significant events took place. A survey of both staff and students was undertaken to assess needs of both cohorts and to inform decisions that needed to be taken promptly and a cross Institute sub group of the COVID 19 steering committee was set in place to plan for the academic and student support needs for the September. This group meet regularly, worked with Senior Management to keep an overview on the requirements to continue with a more sustained period of remote teaching. A key outcome from the student survey was the importance of consistency in terms of the technologies that were being used by their programme team and this informed planning in the Academic Departments.

The impact of remote teaching on practice-based learning was significant. For many programmes remote teaching and learning was more successful compared to being on campus in highly restricted circumstances. Programme teams worked with students to find innovative solutions to the challenges we have faced. Indeed, for the more practical programmes, novel solutions to making physical work have been found in the online learning environment. Students have done their best and some have even won awards for their work. Examples include winning awards for films made during lockdown at the Dublin International Film Festival. Students were able to make short films with their phones and other 'user generated' content and make documentaries using copyright free archive. An emphasis on materials available in the home has resulted in new artistic outputs. Several projects have been rendered in digital form where before analogue practices dominated.

However, that said, the loss of opportunities for professional practice and supervised collaborative projects - those 'signature pedagogies' of Art & Design programmes - has had a negative impact across several programmes. While learning outcomes have been met and indeed new skills have been learned in response to the crisis, strategies are being developed to retrieve those professional elements for progression and award years. The Institute remains committed to provide access and additional opportunities for our students to retrieve those experiences.

The table included here gives a synopsis of the main activities undertaken over the past 13 months to manage the shift to remote teaching.

Time Period	Actions Taken and Resources made available
March 2020 - Summer 2020	<ul style="list-style-type: none"> • A section was created on our VLE to include resources for teaching and learning, free software and tutorials on Institute systems. • Resources were developed in house to respond to specific challenges and were added to the VLE regularly • Live webinars and (while still allowed) face-to-face sessions were conducted. Topics included Microsoft Teams, Blackboard and online teaching. • One on one sessions were provided to assist staff with the transition. • Assessment procedures were reviewed and where feasible adapted for the online environment. • Lunchtime bite sessions were recorded and shared. • Annual Showcase event became a Show and Tell of emerging practices from colleagues from different disciplines. • Survey of staff and student needs were conducted to inform decisions for the next academic year. • Cross Institute Planning group set in place to plan for 2020/2021.
Summer 2020	<ul style="list-style-type: none"> • The VLE was upgraded. • The development of additional resources continued apace. • Significant linkages created between the Library and the VLE to ensure seamless integration of services across the Library website and the VLE. • Live streaming facilities were added to a selection of classrooms in the Institute. • A virtual lab was installed. • Additional dedicated fully equipped spaces for online teaching from campus were created. • A new space on the enhanced VLE was created to house tutorials for staff and students on accessing IADT software, the newly created virtual labs and other services. • Another educational technologist joined the ICT support team.

<p>September - December 2020</p>	<ul style="list-style-type: none"> • Programme Teams reviewed their Assessment strategies to reflect the remote learning context. • Significant levels of remote teaching commenced across all programmes with very low levels of access to campus. • Live webinars were conducted on Microsoft Teams, Blackboard and online teaching and learning. • Training provided for the live streaming and new on-site facilities for remote teaching. • On-boarding sessions for staff on both platforms took place at regular intervals. • On-boarding sessions for students were hosted regularly. • Follow up sessions were conducted for newly joining HPAL staff and those that missed earlier sessions. • Continuation of one to one sessions to assist staff with the enhancement of their VLE and Microsoft Teams sites. • Continued development of resources to support remote teaching. • One to one meetings and small group tutorials were organised to reach out to students at intervals during the term.
<p>January - February 2021</p>	<ul style="list-style-type: none"> • On-boarding of both staff and students for programmes commencing in New Year continued. • Remote teaching levels increased across all programmes as a result of Public Health guidelines with little or no access to campus • The Technology Enhanced Learning course was revamped for newly changed times and launched for staff. • Video tutorials were updated and collated into an Ed-Tech application for staff and students that runs on mobile devices, within Teams and on Blackboard. • Continuation of one to one sessions to assist staff with the enhancement of their VLE and Microsoft Teams sites. • Continuation of one to one meetings and small group tutorials with students.

Key learnings / Observations

There have been significant learnings gleaned from the experience to date and these are captured here, not necessarily in order of importance but as a set of observations and challenges, some that have been managed and others that need to be addressed into the future.

In the first instance staff and students rose to the challenges incredibly well, and as the pandemic progressed continued to adapt and to innovate in very difficult circumstances. At the outset, technical challenges were to the fore initially, pedagogy took a back seat as everyone endeavoured to become more competent and confident in dealing with the technology. This has shifted as the technical competency levels increased over time. The challenge around remote teaching impacts on different disciplines in different ways and causes very particular challenges for programmes that are practice based, as is the case with many of our creative programmes.

It has become very apparent that it is really important to have support structures around VLE and technology, and that providing this support with an informed T&L lens is really critical. Staff and students alike are missing the social dimension that is an important facet of the learning environment. Students report missing their group and classmates and colleagues noticed that as time went on it was important to give them time in the 'virtual' world for a little bit of chat and banter before settling down. However, the medium can work well for some learners and it has been observed that students who were shy in contributing in the classroom came forward more in terms of contributing online.

Time has been an issue as many routine tasks are taking longer - the capacity to solve problems by walking the campus or engaging informally with colleagues is not an option! There are significant challenges around digital capacity - Technical issues, access to technology, and sparse broadband have dogged students and staff and have impacted on the quality of the experience for those hampered by this.

The experience has highlighted the need for additional digital policy and protocols to be set in place.

It has also highlighted a number of issues around the provision of resources via the Library. There can be an assumption that all resources such as books and journals are available online and this is not the case as many publishers choose not to produce online titles. There are huge challenges regarding the cost of online books in particular which can be up to 10 times the cost of print.

Furthermore, it has highlighted the skill gap for both staff and students in using online resources, linking and embedding them properly, evaluating content and communicating that ethically and responsibly.

Finally, it has challenged us to question all of our process and in some instances, we have come up with more efficient solutions - some of the practices will definitely have implications for how we organise our Teaching and Learning practices into the future.

Case Study Five

Online Conferring Ceremony

Due to the ongoing COVID 19 pandemic, it was not possible for IADT to hold our usual, in person, conferring event in November. This is normally held in the RDS and approximately 600+ students are conferred over three events in one day. Along with their guests and staff working on the day, this usually amounts to almost 2,000 people in attendance during the day. Obviously, maintaining a 2-metre distance and all the other health and safety measures that must be in place, did not allow us hold our usual event.

As the National Film School is based in IADT, it was decided that it would be an excellent opportunity to hold an online event, using the suite of studios and equipment available to us, to allow graduands, plus their families and friends, to view the event together.

To organise this, a small working group was set up comprising of the Registrar, Exams Officer (responsible for organizing the conferring), the Heads of Faculty, Heads of Department and the Marketing Manager.

The first decision was what format would be optimal for both the event and the graduands. It had already been decided that we would use the facilities of the National Film School, along with our Film studio, edit and sound suites to produce a live broadcast of the event. Two ceremonies would be held, one at 10.00 am and one at 2.00 pm. There were two teams working in tandem on the project:

- The technical team comprised a small team of film, sound and production lecturers working alongside a team of students who were studying in those areas. It was vital that the number on the floor was managed so that Covid-19 protocols are observed and all staff and students were operating in a safe environment
- The management of the project lay within the Registry, with the Exams Officer managing the communications with students, the Order of Ceremonies, parchments etc. and the Marketing Manager working on the presentation of the studio and all social media links and information

The planning of the event had to work like that of any live broadcast programme; the script or the Order of Ceremonies was prepared as usual but now this also included the stage directions; all staff presenting on the day had training on the autocue prior to the event; time in

the studio was allowed for all those involved in the day, to ensure they knew where they were to stand and move through the event.

We had to be mindful also that students were involved in the project, so the names of any students who were to receive awards were protected until the actual day. The Faculties staff and the Marketing Manager also worked to create videos of the students work and messages of congratulations from staff, these were then played during the event. All academic staff wore their conferring gowns and the event went live at 10.00 am on Friday 6 November, with our Registrar, Dr Andrew Power, acting as Master of Ceremonies and our President, David Smith, opening the ceremony.

Both events went extremely smoothly; the preparation put into the event beforehand was extremely valuable. After the events, links to the ceremonies were put on the website and the IADT You Tube account. Award winners and sponsors were all listed on the website. From the following week, all parchments were sent via registered post, including a printed Conferring booklet.

The ceremonies had 3,047 views, which were unique visitors to the conferring web page where we streamed the event plus the IADT YouTube channel on the day. People watched the event in over 29 different countries including Japan, Brazil, Denmark and Estonia.

Despite the problems that Covid-19 has wrought for traditional in-person events such as the Conferring, IADT were able to quickly and efficiently put together a team that allowed us to focus on the graduands, their need to celebrate their big day with their family and friends, whilst acknowledging the time and effort put into their studies, their contribution to IADT and their movement from student to graduate. IADT are extremely grateful to the teams involved, from staff to students, for their willingness and ability to create such a celebratory day out of such difficult circumstances.

The conferring ceremony for the Faculty of Film, Art + Creative Technologies can be viewed [here](#) and the ceremony from the Faculty of Enterprise + Humanities can be viewed [here](#).

Case Study Six

Learning Together — the advancement of Interdisciplinary Teaching & Learning at IADT

Introduction

This case study focuses on the ongoing work of IADT's Teaching and Learning Committee and wider community in advancing interdisciplinary approaches to Teaching and Learning across the Institute. This work both addresses the need to provide a talent pipeline for the creative, cultural and digital technology sectors; while delivering improvements to the learning environment with a strong focus on quality & academic excellence distinct to the "theory & practice pedagogies" employed at IADT.

Who we are

IADT is specialist HEI, respected and renowned nationally and internationally in the creative, cultural, entrepreneurial and digital media sectors. With two faculties - Faculty of Film, Art + Creative Technologies (FACT) and the Faculty of Enterprise + Humanities (FEH) our mission is to develop graduates who are innovative, creative, entrepreneurial and adaptable and who are ready to meet the challenges of the digital age.

This case study illustrates how the work of the IADT Teaching and Learning Committee, the team behind the DELTA Award, together with a meaningful and strategic Programmatic Review process have delivered significant impact that is transforming approaches to practice across core disciplines within the Institute.

What we did /how we did it

We set out to ensure that our students have interdisciplinary teaching, learning and assessment opportunities as they move through their programme of study. This came about as a result of a number of cross-Institute /cross-disciplinary initiatives.

We successfully applied for and received the inaugural DELTA Award from the National Forum for Teaching and Learning. The process of preparing and evaluating our T&L practises was integral to the establishing momentum and cross-Institute collaboration in T&L. The Delta Award recognised and captured the innovative, interdisciplinary practises as well as highlighting structural barriers to the

implementation of these in a sustained manner. It also articulated key objectives that the DELTA team sought to implement in the future.

In conjunction with the DELTA team, the T&L committee and academic managers, we implemented a targeted programme of workshops as part of the Programmatic Review process. This identified a number of areas for further interdisciplinary opportunities within and across programmes.

Structural barriers were reviewed and changes implemented by management allowed for a streamlining and alignments of timetabling and planning dates across all of the programmes in FACT. This facilitates the movement of staff and students across modules and programmes and has significant implications for the sustainability of interdisciplinary projects.

These apparently *simple* “operational changes” facilitated the significant and positive changes in the design of programmes and the advancement of interdisciplinary teaching and learning opportunities for all undergraduates in IADT. These are highlighted in the impact section that follows

We have subsequently taken learnings from the DELTA and Programmatic Review process to shape our approach to **SATLE** funding and have a number of significant, potentially scalable interdisciplinary projects currently underway.

Impact Achieved

The **National Forum for the Enhancement of Teaching and Learning** has acknowledged that “the impact of T&L initiatives is complex and take considerable time to be validated”, but what we achieved to date will have impact across a number of key measures including student experience, stakeholder engagement, achieving National T&L objectives

Student Experience: The redesign of programmes with opportunities to engage in interdisciplinary modules will hone critical skills that are important for post college life and contribute to student success, a key priority of the NFETL.

Common module for Year One students in FACT programmes

Introduction of 15 interdisciplinary electives in Year 2 in FACT programmes

Introduction of shared modules in FEH programmes.

ESC (economic, social and cultural) Stakeholders Impact: Employers from sectors in the creative, cultural and technological discipline areas will have the opportunity to engage with faculty at programme level and employ graduates with collaborative skills built in an interdisciplinary environment as a result of the steps taken below.

Accredited Work placement / professional practice standard for Year 3 students

Sustainable interdisciplinary experience for all IADT undergraduates

Graduate Creative Attributes - further enhancing our graduates' preparedness for employment in the Creative, Cultural and Technological sectors

HEA / NFETL Strategic objectives: The importance of professional development of those who teach is a strategic priority for the NFETL as is teaching and learning enhancement within and across disciplines. We have achieved the following

Increased participation in T&L activities- 300+ staff engagements with T&L events per annum over the past three 3 years at IADT.

Increased scholarly output on T&L practice

Discipline specific leadership (art, design and entrepreneurship education)

Moreover, the findings from innovative T&L projects currently underway will be shared across the sector and have the potential to be adapted and scaled by other HEIs.

- *Programme redesign with interdisciplinary focus*
- *Common Curriculum Framework design and development*
- *Creative Cognition Framework (CCF) project*
- *4 LEP interdisciplinary projects.*

What we learned.

The experience of successfully attaining a DELTA award, followed by an institute wide programmatic review process in tandem with ongoing support from the T&L committee has resulted in a number of insights which will inform our ongoing work.

- It is important to create space and opportunity for academics to come together to present and showcase what they do and practise in their T&L
- It is important to have a clear articulation of universal and adaptable T&L practices
- It is important to recognise “structural barriers” and support disciplinary priorities prior to implementing any framework.
- It is important to have management commitment
- It is important to have a meaningful review process(es)
- It is important to align local T&L objectives to the NFETL strategy
- It is important to celebrate wins and acknowledge innovation
- Cross sectoral collaboration enhances local T&L initiatives and further promotes recognition and enhances high-standards in practise.

Context/Rationale

As a specialist HEI, IADT is respected and renowned nationally and internationally in the creative, cultural, entrepreneurial and digital media sectors.

With two faculties – Faculty of Film, Art + Creative Technologies (FACT) and the Faculty of Enterprise + Humanities (FEH) – the degree programmes are unique in that they combine learning across diverse practices; integrates transferrable skills with critical thinking and supports academic scholarship and research.

Of particular importance in the context of the disciplines taught and the sectors that our students graduate into, is the capacity be able to approach problems from multiple perspectives and to work collaboratively with peers from many different disciplines. To this end, the conscious incorporation and development of meaningful interdisciplinary teaching, learning and assessment opportunities is at the heart of what we do.

Teaching and Learning in IADT is currently supported and developed by the Teaching and Learning Committee (T&L), a sub-committee of Academic Council. The T&L Committee comprises of academic and professional support staff who endeavor to provide a learning and teaching ecosystem to ensure students thrive in their learning environment and leave with an adaptable and agile knowledge, skills and competence.

The key activities of the T&L Committee include contributing to strategy and policy development for T&L internally and externally; identifying and providing Continuous Professional Development for staff, promoting and supporting the scholarship of Teaching,

Learning and Assessment, and working with the student body to ensure excellence in the learning environment.

The T&L Committee recognises the importance of engagement with the wider T&L community as well as the important role of scholarship to embed best practice in the pedagogical approach appropriate to the disciplines taught in IADT. Since its inception, IADT staff have been **active participants in the National Forum for the Enhancement of Teaching and Learning (NFETL)**: strategically at Board level, operationally as Seconded-Experts, as National associates, as active Participants in numerous Cross - sectoral projects and as discipline experts in both art and design and entrepreneurship education.

Furthermore, collaboration across the sector has been important in terms of the development of Teaching and Learning practices. Some of the initiatives we have been partners on include:

- LIN Postgraduate Programme - AIT/ Carlow IT/ GMIT
- Digital Skills in Action - Marino Institute/ NCAD/TCD/ UCD
- CEEN - MTU/ TU Dublin/DKIT/UCD
- UCD /IADT - Universal Design

In 2017, the NFETL initiated the first impact award with a discipline focus to recognize discipline groups who demonstrated a record of 'excellence in teaching and learning enhancement and committed to an ongoing, clearly articulated, shared process of continued enhancement'.

The submission from IADT on '**Critical thinking and Creative Practice**' highlighted our signature pedagogies in the creative disciplines. In 2018, following a review by an international panel IADT was one of 11 recipients from an original pool of 48 and was the only arts and humanities discipline winner in the inaugural round of DELTA.

This case study highlights how the work of the T&L Committee coupled with participation in the DELTA Award process (Disciplinary Excellence in Learning, Teaching and Assessment) has impacted on, and furthered the agenda of advancing interdisciplinary practices in IADT

Summary of Impact

Impact for our Students

Common module for Year One students in FACT programmes

Introduction of 15 interdisciplinary electives in Year 2 in FACT programmes

Introduction of shared modules in FEH programmes.

Impact that benefits our ESC (*economic, social and cultural*) Stakeholders

Accredited Work placement / professional practice standard for Year 3 students

Sustainable interdisciplinary experience for all IADT undergraduates

Graduate Creative Attributes - further enhancing our graduates' preparedness for employment in the Creative, Cultural and Technological sectors

Impact that aligns and meets HEA / NFETL Policy

Increased participation in T&L activities- 300+ staff engagements with T&L events per annum over the past three 3 years at IADT.

Increased scholarly output on T&L practice

Discipline specific leadership (art, design and entrepreneurship education).

Programme redesign with interdisciplinary focus

Common Curriculum Framework design and development

Creative Cognition Framework (CCP) project

4 LEP interdisciplinary projects.

Details of impact

The nature of the programmes in IADT have always lent themselves well to interdisciplinary practices. This has also been an outcome of much of the work of the Teaching and Learning Committee (T&L). The provision of formal and informal T&L training and events have been a catalyst for the identification of interdisciplinary opportunities and instrumental in building staff relationships across disciplines.

Prior to 2018, a significant proportion of interdisciplinary projects were informally instigated and dependent on relationships between module lecturers.

Interdisciplinary approaches are deemed beneficial for students of all disciplines (Brooks, 2018) and the challenge for IADT arose as to how to ensure that it is embed in a sustainable manner. However, it can be hard to implement due to lack of support (Ashby and Exter, 2019). The DELTA application and the associated reflection that it prompted became an important point of reference for colleagues

involved in dealing with this issue while engaging with the programmatic review process that was underway in 2018.

The DELTA team and the T&L committee commenced the programmatic review process by leading workshops with staff to identify key graduate attributes which in turn, prompted programme teams to think about what kinds of teaching, learning and assessment could produce graduates with the range of skills necessary for success.

Targeted workshops to support staff were designed and facilitated by **Professor Susan Orr** (Dean of Learning and Teaching Enhancement at the University of the Arts in London), workshops and evaluations focused on pedagogy within art, design and enquiry-based learning as well as training on writing programme and module learning outcomes were rolled out for programme teams. Over 200 staff took part in these. The culmination of this work resulted in a review cycle that was meaningful and helped to identify areas for further interdisciplinary opportunities within and across programmes.

The DELTA project also highlighted existing barriers to collaboration for effective teaching and learning. This led to a significant structural change where, within the context of each semester, management introduced standardised stop and start dates within FACT programmes. Historically, each programme operated their own timetable driven by the practical and studio-based requirements of their cohort of students - this made it difficult to systemise integration across the different programmes. Adopting a **Common Curriculum Framework** enabled greater flexibility of movement between modules for staff and students and makes it easier to collaborate across disciplinary boundaries and share knowledge and expertise in the classroom.

The outcome from these efforts has resulted in changes that have interdisciplinary opportunities designed into the undergraduate provision: The impact for students is as follows:

A common module in Year One impacting 400+ incoming students annually.

The delivery of 15 cross-programme electives in FACT in Year Two impacting on 400 + students

A work placement/professional practice module in Year Three, impacting on 600 + students annually.

A common business/entrepreneurship module in Year Three impacting on up to 400 students annually in FFACT

Over the lifetime of the implementation of programmatic review all undergraduate students will have a number of planned and sustainable interdisciplinary learning experiences. This impacts on employers and stakeholders in the wider business, social and cultural sectors, locally, nationally and internationally as our graduates will have experience of collaborating in teams, across disciplines operating to project briefs that are grounded in authentic experience.

The new **BA(Hons) Design for Film** programme – that may be seen as a direct outcome of the DELTA process and “Learning Together” cross-Institute initiative – is an exemplar for interdisciplinary programme design. It brings together two existing programmes into one new degree. The increased capacity and broader expertise within the shared lecturing staff has opened up what students can learn, it has identified important professional pathways for graduating students, has widened industry networks and contacts, and has allowed the programme team to develop interdisciplinary projects and to implement supportive teaching methodologies. It will impact on students’ ability to craft their own professional pathway and on the film sector in terms of the integrated skill set that graduates will have acquired. Programmatic Review in FEH also embedded initiatives that facilitate interdisciplinary collaboration. Shared modules have been extended to all the degrees in the faculty. A range of the projects that students work on involve working on real scenarios with community and business stakeholders and promote interdisciplinary thinking and solutions. Final year business students complete a capstone interdisciplinary case study which is assessed across all sub disciplines and this has been revalidated as an integral outcome for the programme. Work placement has been introduced into all the BA degrees for the first time and all third years within the faculty will have work placement module. Feedback from alumni in relation the integrated case study is that this exercise is particularly relevant in the context of graduate recruitment.

The *DELTA process*, **Programmatic Review** and the *ongoing work of the T&L* committee has also shaped our response to the 2019 *Strategic Alignment of Teaching and Learning Enhancement Funding* (SATLE), leading to greater synergy between national and local strategic objectives for enhanced T&L.

One IADT project, the **Creative Cognition Framework project** (CCF) is a direct output of DELTA - the CCF will result in a toolkit designed for creative arts educators and the outcome of this project has potential significance for how art and design programmes are designed and implemented.

Furthermore, the local enhancement element of SATLE (LEP) has spawned interdisciplinary initiatives. A total of **17 applications** resulted in **9 succeeding** of which **4 are interdisciplinary** and will seed collaborative projects across more than one discipline. A further 3 joint projects between Academic and professional support staff will benefit all learners. All of the outcomes will be disseminated across the sector.

There continues to be strong interest in the formal and informal programme of events organised by the T&L committee - over the past three years, there have been between 300+ staff engagements annually with T&L activities. This level of engagement different across disciplines indicates that the ongoing work of the T&L Committee is bearing fruit. It is acknowledged that impact in T&L is 'a complex and long term endeavour', but the success of the DELTA submission with external recognition of excellence has helped to drive engagement with T&L internally at IADT. (NFETL 2020).

Sources to corroborate the impact

Ashby, I, Exter, M. (2019). 'Designing for Interdisciplinarity in Higher Education: Considerations for Instructional Designers' *TechTrends: Linking Research & Practice to Improve Learning*, VI 64, pp

Brooks, C. (2017) 'Disciplinary convergence and interdisciplinary curricula for students in an information society' . *Innovations in Education and Teaching International*, VOL . 54, NO . 3, 206-213 <http://dx.doi.org/10.1080/14703297.2016.1155470>

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*Padden, L, Tonge, J, Moylan, T, O'Neill, G. (2019) '*Inclusive Assessment and Feedback: Universal Design case studies from IADT and UCD*', Dublin, UCD/IADT

National Forum for the Enhancement of Teaching and Learning in Higher Education, "Insights from Practice About Impact in Teaching and Learning," in teachingandlearning.ie, Published July 3, 2020, Last Accessed February 22, 2021,

<https://www.teachingandlearning.ie/publication/insights-from-practice-about-impact-in-teaching-and-learning/>.

** This was a particularly important opportunity for IADT staff to document and share their T&L assessment practice. Of the 15 case studies in the book, 8 are from IADT, and the contributors come from every department across the Institute. A significant number of the contributors were early career academics.*

Key Learnings

The key learnings from the wider cross-institute “learning together” initiative including the DELTA process, Programmatic Review and T&L planning “during”, “pre” and “post” the reporting period are outlined below:

Creating space for academics to come together to talk about what they do - The structure and demands of programmes, timetables and balancing teaching, learning, assessment and research duties means that academic terms are demanding, full-on and often individually driven. The formal CPD and informal teaching and learning sessions have created space for staff to get to know colleagues from other disciplines and to develop an understanding of their work. This shared understanding is the wellspring from which interdisciplinary initiatives are derived.

The importance of the clear articulation of T&L practices – As per the DELTA experience, there is a significant value for disciplines and teams to document and articulate their vision, desired outcomes, processes and practices. It serves to make explicit the pedagogy and approaches within the discipline as well as highlighting the opportunities for “learning together” and deepening engagement across disciplines. It also draws attention to possible barriers that prevent meaningful interdisciplinary engagement.

The importance of recognising structural barriers and recognising disciplinary priorities prior to implementing any framework – At times, there are structural barriers around practices - these relate to programme design, timetabling, use of space, resources allocation and can impact negatively on potential innovations. Taking stock of these, understanding their consequences and then using the opportunity to change (in this case via Programmatic review) can lead to fundamental changes which enable interdisciplinary initiatives to take root.

Management commitment – Management at senior level and at department and programme level have a critical role in terms of identifying and removing barriers where possible. The allocation of resources and visible support for staff development, as well as keeping T&L initiative to the fore are important means by which management can enable change.

Meaningful Review processes – the formal QA and review procedures are key mechanisms in enacting change, and it is important to invest in and to facilitate meaningful engagement across programmes and between programmes in this process.

The alignment of stated T&L objectives to the NFETL strategy – the articulation of clear, local teaching and learning objectives continues to guide the work of the T&L committee and the articulation of these via DELTA reinforced the importance of this. Furthermore, it enabled us to align these within the NFTEL SATLE initiatives which delivers alignment to national objectives and creates space for staff to engage in significant interdisciplinary projects.

Visible wins create engagement – The old adage of success breeds success applies here - internally, initial engagement with some informal CPD often leads to Lunchtime Bite/ Showcase, more CPD, application for LEP etc. External success and validation via the DELTA Award process increased awareness of the work of the T&L committee, which in turn leads to increased attention to upcoming initiatives and events.

Cross sectoral collaboration – The T&L community in IADT consistently engage across the sector - at strategic and policy level within specific discipline groups, as participants in cross sectoral T&L projects and as contributors to scholarship in pedagogy and practice. This external engagement and shared learning is both a contribution by IADT to the wider T&L practices in our specialist domains, as well as being an influencer on how we implement aspects of our T&L approaches internally.

Case Study Seven

The design, development and delivery of Project Days as an alternative to portfolio entry

Overview

The majority of IADT's creative arts and design programmes are restricted entry programmes requiring applicants to submit a portfolio of work that is scored by programme teams in order to assess an applicant's suitability for the programme.

The portfolio is essential for entry and typically includes work completed during applicants' Leaving Certificate Art studies in addition to work undertaken on a dedicated Portfolio course. Such courses vary in format and length from 2-week summer schools to 2-year FETAC level 6 programmes. The resultant portfolios submitted for assessment to IADT can be comprised entirely of Leaving Cert work, entirely of portfolio course work or, most typically, a mix of work from both activities supported by personal and informal practice.

As part of ongoing outreach activities to secondary schools it became increasingly evident that the portfolio process was presenting a barrier to entry to some potential applicants. If a student was unable to take Art as a Leaving Cert subject they were very unlikely to be able to successfully compile a portfolio, and other students are unable for financial or personal reasons to complete a dedicated portfolio programme. Such barriers had no reflection on the potential applicant's suitability to study the creative arts at undergraduate level, and IADT identified an opportunity to develop expanded pathways for applicants had previously experienced barriers to entry.

Introduction of Project Days

The BA(Hons) Art programme successfully designed and piloted a dedicated "Drawing Day" that allowed potential applicants to attend campus and undertake a day of practical classes with lecturers from the Art team. The work completed during this day could be included in the candidates' portfolios if they chose to. The Drawing Day presented candidates with equal access to materials, tools and time to complete a body of work. Over four years the Drawing Day successfully supported candidates in the development of their portfolios.

Following the success of Drawing Days plans to expand the format for other programmes began. Research was completed externally through engagement with IADT's European peer network and internally by working groups comprised of representatives from programme teams. Such work revealed international recognition of the need for expanded pathways into creative arts programmes, and allowed programme teams to define common and diverse applicant attributes. This work manifested in IADT's proposed "Project Day", a format that was formalised in late 2019 and offered as an alternative to Portfolio submission for the September 2020 applicant cohort.

The Project Day process requires candidates to complete a creative “homework” brief before attending campus for a day of multi-programme or programme-specific activities. The homework brief is released in December each year and the Project Days take place during the February mid-term break for secondary schools. When candidates attend their in-person day they are provided with all of the materials they will need to complete their day of activities. The candidates are required to bring their completed homework with them on the day they attend campus so that the full suite of their work can be assessed in one sitting. The combined deliverables of the homework and the on-campus activities ensures that candidates have an opportunity to demonstrate the variety of creative, technical, research and programme-specific skills required of all applicants.

Outcome

The 2019/20 Project Day was offered to applicants for the Art, Design for Stage and Screen, 3D Design, Photography, Interaction and User Experience Design and Visual Communications programmes and 88 candidates participated over four days. In 2020/21 the Project Day pathway was expanded to include applicants for the Animation programme. The format moved online due to Covid-19 restrictions and saw a total of 314 applicants submit work.