

Institute of Art, Design + Technology

2026

**Annual Quality Report: Institute of Art,
Design + Technology (IADT))**
Reporting Period 2024-2025

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Annual Quality Report
Institute of Art, Design + Technology
PART A: INTERNAL QA SYSTEM
Reporting Period 2024-2025

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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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			1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review				
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	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
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			1.2	Design and Approval of Programmes
9.0 - Details of Arrangements with Third Parties				
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 **Dún Laoghaire Institute of Art, Design and Technology (IADT)** for the reporting period **1 September 2024 - 31 August 2025**

It is to be submitted by **Friday, 27 February 2026**.

The AQR has been approved by the **Quality Enhancement Sub-Committee** and **Registrar's Office** and was submitted by **Emma Fry, Interim Assistant Registrar, 13 March 2026**. It will be noted at **Academic Council in March 2026**.

Dún Laoghaire Institute of Art, Design and Technology (IADT)

Dún Laoghaire Institute of Art, Design and Technology (IADT) was established on 1 April 1997. It is a publicly funded Institute of Technology, 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.

IADT's Strategic Plan 2024-28 states that:

“The vision and ambition expressed in this Strategy continues to reflect our unique profile, standing and recognition as a multidisciplinary higher education institution and as Ireland's campus for the creative industries.”

IADT has two Faculties, the Faculty of Film, Art and Creative Technologies (FFACT) and the Faculty of Enterprise and Humanities (FEH). The two faculties drive and deliver all IADT education, research, and development strategies. There are approximately 2500 students currently enrolled on undergraduate and postgraduate programmes at IADT.

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. Under this same legislation, IADT became a designated awarding body, on 1 January 2020.

Quality Assurance

IADT operates within the parameters of national policies and procedures relating to the provision of higher education prescribed by Quality and Qualifications Ireland (QQI) and the policies and procedures of the HEA and the Department of Further and Higher Education, Research Innovation and Science (DFHERIS) as they apply to other areas of its operation. The IADT Quality Assurance Framework aligns with the relevant QQI policies as well as international guidelines and policy instruments.

IADT 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, GDPR, and procedures referenced in this submission are on the IADT website, <http://www.iadt.ie>.

1.0 Internal QA Framework

1.1 Governance and Management of Quality

Related IADT Policy & Procedures:

- [IADT Quality Framework](#)
- [Committee Membership and Terms of Reference](#) (*revised 2026*)
- [Programme Board Terms of Reference](#)
- [IADT Policies and Procedures](#)

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 the policy and procedure of the HEA and the Department of Further and Higher Education, Research, Innovation and Science as it applies to other areas of its operation. The [Quality Framework](#) has been aligned with relevant QQI policies as well as international guidelines 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 high-quality and relevant learning experience. All quality assurance policies and procedures are published on the IADT website.

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, coordination, 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 Institute. 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.

Equality, Diversity and Inclusion

EDI Committee

The Institute recognises the importance of governance and decision-making structures in driving progress in equality, diversity and inclusion (EDI) for all its stakeholders. In December 2020, the IADT Governing Body approved the reconstitution of the EDI Committee (formerly the Athena Swan Committee).

The EDI Committee assists the Governing Body in fulfilling its oversight responsibilities by ensuring a good governance structure and providing leadership and accountability for EDI in all aspects of the Institute's activities. It oversees key strategic EDI initiatives within IADT, including the Athena Swan Charter, Anti-Racism Principles for Irish Higher Education Institutions, and the Framework for Consent in Higher Education, as well as compliance with legal requirements in EDI such as the Public Sector Duty and Gender Pay Gap Reporting.

The EDI Committee meets at least twice per academic year and is chaired by a Governing Body member. Its membership includes Governing Body representatives, an external member, three staff members, the IADT President, the IADT EDI Manager, the IADTSU Welfare & Equality Office, and two student representatives (one from each Faculty). The committee's Terms of Reference are [available on the IADT website](#).

EDI implications reporting

Since 2019, EDI has been a standing agenda item for the institution's leadership structures and key decision-making committees. This process enables chairs and members to reflect on decisions made during meetings and identify any relevant EDI issues.

Critical issues are flagged by the EDI Manager and reported to the President on a quarterly basis. The EDI Committee receives a biannual report detailing outstanding and ongoing items.

Athena Swan Bronze Institution Award

In September 2022, the Institute was awarded Athena Swan Bronze accreditation following a successful application in June 2022. Applications are assessed by an external panel of peers from the Irish higher education sector and overseen by Advance HE.

Notably, IADT was the first HEI in Ireland to receive an award under the 2021 Athena Swan Charter principles for Ireland. The Charter provides a unique framework for progressing equality in higher education and research institutions that is unique to Ireland.

The external panel agreed by consensus that IADT's submission met the Bronze award criteria, based on:

- Descriptions of and planned structures and processes to underpin and recognise gender equality work and broader equality initiatives;
- Evidence-based recognition of the issues and opportunities facing the Institute;
- An EDI Action Plan to address identified issues.

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 regularly report to the council:



Figure 1.0 - IADT Academic Council and Sub-Committees

- **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. It reviews recommendations for new programmes via an internal validation process and also reviews

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 coordination.
- **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 considers 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 provided within the Institute.
- **Teaching and Learning:** this Sub-Committee's remit includes the upholding of the standards of knowledge, skill, and competencies to be acquired by our learners to ensure that the Institutional procedures that are established for students are fair, consistent and compliant with Higher Education standards. With an overall remit in the areas of teaching, learning and assessment, the Committee aims to document and review existing practice, develop staff training and research and disseminate best practice
- **Quality Enhancement:** the main function of the Quality Enhancement Sub-Committee is to facilitate an integrated approach to academic quality, including institutional policies, procedures and systems. The Committee is central to both Programmatic and Institutional reviews. It provides guidance to the Academic Council on issues of quality, provides an advisory audit function of the academic quality system to ensure compliance with standards and 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 meetings, which are reviewed by the Council at its 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 (revised 2026) is available from the IADT website [here](#).

Programme Boards

Each programme of study in the Institute has a Programme Board, and these are formally Sub-Committees of Academic Council that 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](#). They include monitoring and review, quality assurance and dealing with operational matters. Membership includes the 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 Library Forum

The purpose of the Library Forum is to provide academic staff and students with a forum for engaging with the Library.

1.2 Linked Providers, Collaborative and Transnational Provision

Related IADT Policy & Procedures:

- [Quality Assurance for Collaborative Provision Policy](#)
- [Quality Assurance for Collaborative Provision Procedures](#)
- [Erasmus Procedures for Incoming and Outgoing Students](#)
- [IADT Erasmus Charter](#)
- [IADT Policy on Linked Provision Framework \(new\)](#)
- [IADT Linked Provision - Procedure for considering and establishing a linked provision relationship \(new\)](#)
- [IADT Linked Provision - Procedure for approving the Quality Assurance procedures of linked providers \(new\)](#)

IADT does not currently have any linked providers. However the Institute developed and approved a Linked Provision Framework in 2024-25.

The current collaborative provision in IADT is detailed in Section 9.0 Details of Arrangements with Third Parties:

IADT + George Brown College, Canada

IADT offers an MA in Design for Change, which has been designed in collaboration with 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 Colleges 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. More information on the programme can be found [here](#).

IADT + Further Education Colleges in Ireland

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. More recently IADT has developed and launched new tertiary degrees in partnership with Fes as part of the National Tertiary Office initiatives.

In order to deepen these links, IADT has established more formal links with individual FE Institutes. To this end, a number of Memoranda of Understanding (MOU)/Memorandum of Agreements(MOA) have been signed with a cluster of local colleges/Educational Training Boards:

- **Blackrock Further Education Institute**
- **Bray Further Education Institute)**
- **Dundrum College of Further Education**
- **Dun Laoghaire Further Education Institute)**
- **Sallynoggin College of Further Education**
- **Stillorgan College of Further Education**
- **City of Dublin Education and Training Board**
- **Kildare/Wicklow Education and Training Board**

FE names listed above as during 2024-25, before rebranding

IADT and Erasmus+

IADT offers student and staff exchanges as part of the Erasmus+ Programme. The Institute has approximately EU/EEA 60 partners across a wide range of countries through the Erasmus+ programmes. A list is available from the [Erasmus page](#) on the IADT Website.

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
- Seneca Polytechnic, Canada
- Sheridan College, Canada
- 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 + 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 7-10 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.

FilmEU/Department of European Projects

FilmEU is a European University Alliance comprised of higher education institutions including the Institute of Art, Design + Technology in Dublin, The National Film School at IADT is a member of the European Universities Alliance for Film and Media Arts

FilmEU brings together eight European Higher Education Institutions:

- [Institute of Art Design and Technology Dún Laoghaire Dublin](#) / Ireland
- [ULHT Lusófona University Lisbon](#) / Portugal
- [Baltic Film and Media Arts School](#) / Tallinn
- [LUCA School of Arts Brussels](#) / Belgium
- [VŠMU Academy of Performing Arts](#) / Slovakia
- [LMTA Lithuanian Academy of Music and Theatre](#) / Lithuania
- [VIA University College](#) / Denmark
- [NATFA National Academy for Theatre and Film Arts "Krustyo Sarafov"](#) / Bulgaria.

Together, these institutions collaborate around the common objective of jointly promoting high-level education, innovation and research activities in the multidisciplinary field of Film and Media Arts and,

through this collaboration, consolidate the central role of Europe as a world leader in the creative fields. Read more from the following links: <https://iadt.ie/study/filmeu/> / <https://www.filmeu.eu/>

Creative Futures Academy (CFA)

Creative Futures Academy (CFA) is an initiative of Ireland's three leading Higher Education providers of cultural and creative education (IADT, NCAD and UCD), funded by the Higher Education Authority's Human Capital Initiative (HCI Pillar 3). The CFA supports the early and mid-career needs of creative professionals by offering credited NFQ courses / modules to people working in the creative sector. By offering learners the opportunity to skill, upskill and reskill, CFA supports the professional growth, reach and impact of the creative and cultural sectors. Through ongoing consultation with an advisory industry council, CFA has increased engagement with the creative and cultural sector and is developing and supporting models of workplace learning as well as other initiatives by working with external providers and sectoral agencies. A key innovation within CFA is the development of micro-credentials for the creative industries (at both L8 and L9) and to build an infrastructure for flexible and stackable learning pathways leading to L9 awards. See www.creativefuturesacademy.ie

The CFA team in place since 2021 comprises an Academic Lead, a Project Manager; a Learning Technologist; a Researcher; and three 0.5 secondments from academic staff. CFA has an internal Steering Group who also sit on the cross-institute Academic Development Group (ADG) with academic colleagues from our partners in NCAD and UCD. The function and remit of ADG is academic oversight, programme development, delivery and alignment, student mobility and complementarity between partners. There is an overarching CFA Management Committee (representatives from IADT are the President and Head of Department of Technology & Psychology) concerned with governance, reporting, finance and strategic development. The Programme Director of CFA, reports to this board.

DeSIRe

DeSIRe is a three-year project (01/11/2023 to 01/11/2026) funded by the European Union's Erasmus+ Capacity Building program. It aims to enhance the development of soft skills in higher education institutions in Armenia and Georgia, aligning them with the demands of the 21st-century job market.

IADT along with three other European partners from Spain Universidad de Granada, Finland LUT University and Germany, Technische Universität Dresden as well as 11 Institutions across Armenia and Georgia with Lusine Vardanyan from Vanadzor State University, Armenia, the overall Project Coordinator make up the DeSIRe consortium.

ACCELERATE

The ACCELERATE project has a simple but ambitious aim: to improve the teaching of art and design at higher education in a post-pandemic Europe through the development of innovative methodologies, tools,

platforms, and resources for accessible immersive learning (VR, AR and XR). Accelerate aims to bring together art and design lecturers, educational researchers, and learning technologists from the UK, Ireland, Poland, and Ukraine to reflect on the impact of COVID-19 and to explore new possibilities for pedagogy and digital innovation.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

Related IADT Policy & Procedures:

- [Procedure for the Development & Approval of Programmes](#)
- [Programmatic Review Policy](#)
- [Programme Validation and Programmatic Review Reports](#)
- [Programme Board Terms of Reference and Procedures](#)
- [External Examiner Procedures](#)
- [Marks and Standards](#) (revised Dec 2025)

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. IADT has in place a procedural document for the development and approval of programmes. This procedure 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

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 a 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 being 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](#).

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 **Programmatic Review Policy** can be viewed on the IADT website or [here](#), and panel reports and institute responses are available [here](#)

The [Procedure for the Development and Approval of Programmes](#) specifies the criteria we apply to establish Programmatic Review and Programme Validation 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. At the end of the academic year an annual report is developed by the Board, and this is presented to Academic Council by the Head of Faculty. The *Programme Boards Terms of Reference and Procedures* is available online from 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 available on the IADT website or [here](#) (revised December 2025).

2.2 Admission, Progression, Recognition & Certification

Related IADT Policy & Procedures:

- [Procedures for submitting a Portfolio Appeal](#)
- [Recognition of Prior Learning Policy](#)
- [IADT Assessment Appeals Policy and Procedures](#)
- [Administrative Procedures & Regulations for Examination and Assessment](#)
- [Learner Charter](#)
- [Student Handbook](#)
- [IADT Student Disciplinary Procedures](#)
- [Dignity and Respect Policy and Procedures for Bullying and Harassment](#)
- [Dignity and Respect Policy and Procedures for Sexual Misconduct](#)
- [Deferrals Procedure](#)
- [Complaints Policy - Students and General](#)
- [Complaints Procedure - Students](#)
- [Access, Transfer and Progression at IADT](#) (revised 2025)
- [English Language Policy Statement](#) (new)

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. Information on Open days is available [here](#).

Spotlight Sessions

IADT run a series of online short talks on every CAO course we offer at IADT. Prospective students have a chance to hear from lecturers and chat with current students about what it's like to study along with a live Q + A.

Admissions - IADT Admissions team deals with admissions to our undergraduate and postgraduate programmes. Undergraduate entrance is via the CAO for first-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 [here](#).

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 <https://iadt.ie/further-your-future/>
- 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.

Digital Portfolios

IADT have 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, also available from [here](#)

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

Virtual Project Days

As part of our commitment to broadening access to all applicants, IADT offered both Portfolio submissions and Virtual Project Days. Virtual Project Days were an alternative entry pathway to our courses listed

below. Virtual Project Days required a maximum of 16 hours of preparatory work to be completed in advance, which formed the basis of the virtual practical workshop day. Students could attend a Virtual Project Day in February and submit a portfolio in March. The grading system was of equal weight for Portfolio submission and Virtual Project Days.

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

Recognition of Prior Learning - at IADT, applications are accepted from those who may not hold the required qualifications but have proven relevant experience and whose academic background is non-traditional. The [Recognition of Prior Learning Policy](#) and Information on how to apply for Recognition of Prior Learning is available on the IADT website [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 has partner institutions in a number of countries. Information on the Erasmus Programme in IADT can be found on the IADT website or [here](#).

Assessment/Examination - IADT has robust procedures and regulations 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 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 responsibility at all times, to abide by Institute

regulations and not engage in any activity which has the potential to cause harm or injury to any party or bring the Institute's name into disrepute. In this regard, IADT has published a number of policy and procedural documents and forms, which are detailed below:

- Learner Charter is available to download [here](#)
- Student Disciplinary Procedures are available on the IADT website or [here](#)
- Mutual Respect Policy has been replaced by two policies - [Dignity and Respect Policy and Procedures for Bullying and Harassment](#) and the [Dignity and Respect Policy and Procedures for Sexual Misconduct](#).

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 students, i.e. 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 is located on the IADT website or [here](#), and the relevant forms can be downloaded from the IADT website and for the 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 October/November of each year, and a second, Spring Conferring Ceremony was introduced in March 2020 for graduates. These events are organised through the Office of Academic and Student Affairs. Details are available on our website or [here](#).

Student Complaints Policy & Procedures - the Institute is committed to providing a high-quality service for all its registered students and periodically reviews its 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 Student and General Complaints Policy is available [here](#) and the Student Complaints procedure is available [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](#). (revised 2025)

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 Students' Union. More information on these services is available on the IADT website and [here](#)

Student Handbooks - The Institute student handbook is made available via the IADT website, and a copy of the 2024-25 Student Handbook is available [here](#). Programme level handbooks are also available to students and are circulated through the Institute's VLE

2.3 Procedures for Making Awards

Related IADT Policies & Procedures

- [IADT Quality Framework](#)
- [Procedure for the Development & Approval of Programmes \(including Micro-Credentials\)](#)

IADT is designated as a higher education institution under the Higher Education Authority (HEA) <https://hea.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. Under this same legislation, IADT 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 guidelines 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.

The [Procedure for the Development & Approval of Programmes](#) outlines the requirements to ensure that programmes leading to awards, up to and including taught Level 9, (see also section 2.1)

2.4 Teaching, Learning and Assessment

Related IADT Policies & Procedures

- [IADT Quality Framework](#)
- [Learning, Teaching and Assessment Statement](#)
- [External Examiner Procedure](#)
- [Marks and Standards](#)
- [Learner Charter](#)
- [Student Handbook](#)
- [Academic Integrity Policy](#)
- [IADT Assessment Appeals Policy and Procedures](#)
- [General Disability Support Service Reasonable Accommodations Procedures](#)
- [Exit Awards Policy](#)
- [Administrative Procedures & Regulations for Examination & Assessment](#)
- [Complaints Policy - Students and General](#)
- [Complaints Procedure - Students](#)
- [Access, Transfer and Progression at IADT](#) (revised 2025)

The IADT [Learning, Teaching and Assessment Statement](#) 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.

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.

External Examiners

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 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 for the purpose of assessing the standard of the programme and/or the standard of student performance. The External Examiner Procedure outlines the role of the External and is available from [here](#) on the IADT Website.

Assessment of Learning

As stated in section 2.1 above the Institute's Marks and Standards sets out to define a fair and consistent policy for the assessment of all learners in IADT, see [here](#).

Academic Integrity Policy - this policy, outlines academic integrity, the definitions, consequences and avoidance of plagiarism and other academic misconduct. It is linked to the [Learning, Teaching and Assessment Statement](#) the [Learner Charter](#) and the [Student Handbook](#). The Academic Integrity Policy is available from [here](#).

Other Supports and Information for Students and Staff

The Institute Library provides information and guides for students and staff, including academic integrity - see [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. The policy + procedure 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. This policy is under revision, and the current version of the policy is available on the IADT website under policies and procedures or [here](#).

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

The Administrative Procedures & Regulations for Examination & Assessment is available to view [here](#), and a detailed Standard Operating Procedures (SOP) document was developed by the Exams Office is used in conjunction with this procedure and the following policies Marks and Standards Policy, IADT Assessment Appeals Policy and Procedures, and Academic Integrity Policy.

3.0 Learner Resources and Support

Related IADT Policies & Procedures

- [IADT Quality Framework](#)
- [Learner Charter](#)
- [Student Handbook](#)
- [Code of Practice for Students with Disabilities and Disclosure of Disability](#)
- [General Disability Support Service Reasonable Accommodations Procedures](#)
- [Policy + Procedures for the Protection of Children and Vulnerable Adults](#)
- [Policy, Procedures & Guidelines for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities](#)
- [Supplementary or Alternative Admissions Route for Students with a Disability or Specific Learning Difficulty](#)
- [Active Consent Policy](#)
- [Gender Identity & Gender Expression Policy](#)
- [Virtual Learning Environment Policy](#)
- [Student Fees](https://iadt.ie/wp-content/uploads/2025/04/Student-Fees-and-Charges-Policy-V3.0-2025.pdf)<https://iadt.ie/wp-content/uploads/2025/04/Student-Fees-and-Charges-Policy-V3.0-2025.pdf> and [Charges Policy](#) (revised 2025)
- [Student Fees and Charges Procedure](#) (revised 2025)
- [Library Collection Development Policy](#)
- [Library Institutional Repository Policy](#)

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. All of these resources work together to provide students with 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, 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) those listed above.

Academic and Student Affairs

Academic + Student Affairs at IADT deals with the administration of the student life cycle, from Admissions to Conferring. The Academic + Student Affairs Office provide services and support to applicants, students and graduates of IADT related to admissions, registration, fees and grants, student records, examinations, deferrals, educational verification etc.

Student Experience

Providing a high-quality 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. The Institute works very closely with IADT's Student Union to ensure the 'Student Voice' is central to all our activities. The IADT team works collaboratively across the departments below on all aspects of the student journey.

IADT provides a coherent support structure for its students; students are considered at every level of the organisation. Our Student Experience Team offers a wide range of supports for students. As a result of the pandemic, some services were moved to online delivery, and every effort was made to ensure that the students continued to receive a high-level service delivery. All services in place can be delivered in person and through a hybrid model, if required.

Student Health Centre

Student Health provides confidential, timely and easily accessible Nurse and GP led services with an 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 works alongside their own GP to ensure they get the health care needed 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. GPs are available on and off campus five days per week during the academic year. Students are typically seen within 1-2 days of requesting an appointment unless extremely urgent when they will be seen on the 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 about the Health Centre is available from the IADT website or [here](#).

Student Counselling

The IADT Student Counselling Service's primary purpose to facilitate psychological support to all registered students. Secondary functions include engagement with internal and external stakeholders, advocacy work, facilitation of wider wellness engagements and innovating wrap-around support options for students.

The student counselling model is that of short-term solution-focused one-to-one counselling support to students, with up to 6 sessions per student per academic year. The Student Counselling Service is available for free and is fully confidential. IADT offers Student Counselling support within a suite of wider Student Support offerings in acknowledgement that the student's learning experience is influenced by their level of wellbeing and overall psychological state; as well as their social, financial and personal circumstances. Additional information about this service is available [here](#)

Careers Centre

IADT Careers offers confidential one-to-one advice, support, and information about career choice and planning. IADTCareers work with students and graduates across all disciplines and provides a range of information, services and supports, including one-to-one online and face-to-face sessions, group workshops and seminars.

The IADT [#CareersHub](#) is a platform for Students and IADT Graduates, to book an appointment, request a CV review, search opportunities, access psychometric tests, access the GoinGlobal Portal or to register for an event. The IADT Careers Office also issues a weekly Jobs Newsletter outlining employer profiles and job opportunities, and also includes and showcases relevant jobs on LinkedIn and other targeted sites, as well as internship and placement opportunities, and upcoming events.

Workshops and seminars cover topics such as 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 etc.

IADT Careers collaborates with IADT Departments and functions internally as externally with employers, GradIreland, AHECS (Association of Higher Education Careers Services), etc, and represents IADT at various events.

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](#) are available from the IADT Website.

Additional information about the Careers Centre is available from the IADT website or [here](#)

Disability Support Service

The Disability Support Service aims to promote inclusion, advocacy, and active participation in college life. The service is committed to providing equal access to education for IADT students with a range of disabilities such as Dyslexia, ADHD, Autism, medical 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. The service is funded by the Higher Education Authority's Fund for Students with Disabilities (FSD).

In order to register with the service, students will need to provide evidence of their disability, i.e. a report from a relevant professional. The Disability Officer will carry out a needs assessment to determine the reasonable accommodations and supports that will be put in place for students during their time in IADT. Examples of accommodations include a notetaker, personal assistant, 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 who may be facing challenges but do not have a diagnosis of a disability are also very welcome to attend the service to avail of general supports.

More information about the Disability Support Service is available on the IADT Website here: [Disability Support Service - IADT](#)

Student Learning Centre

The Student Learning Centre (SLC) is operated by a Chartered Psychologist, an Assistant Psychologist and a Maths tutor. All staff work for the National Learning Network (NLN), part of the Education Support

Service of the Rehab Group. The service is supported externally by a Principal Educational Psychologist, and the psychology team in the NLN Education Support Service.

The service offers support to all students across the IADT campus including those registered with the Disability Support Service. The ability to attend the Student Learning Centre without being registered with the Disability Support Service contributes positively to students not feeling “othered”. Appointments vary from straight forward academic support and time management sessions to addressing the more complex support needs of our neurodivergent student population using evidence-based best practice. Our work includes supporting both students and academic staff. With students our aim is to help them develop a growth mindset and increase their self-efficacy, encouraging them to recognise their strengths and to reach out regularly for support in the areas they find challenging. The goal of our service is to build both practical academic and psychological skills to enable students to achieve academically and flourish in their chosen course. This work takes a person-centred approach and involves building a scaffold of support around the student in collaboration with the student, SLC staff, academic staff and other Student Experience and faculty supports.

SLC staff also support lecturing staff and faculty staff at both an individual and systemic level to best support the neurodivergent students on their programmes as well as other students registered with the Disability Support Service. This work involves both confidence building and sharing best practice on working with a neurodivergent student population using best UDL practices. We work with the Head of Teaching and Learning to work with staff on a systemic level to promote and provide theoretical underpinnings for an embedded UDL approach to teaching. All of this positive collaborative work in turn has a positive impact on student retention. See [Student Learning Centre](#) for further details.

Assistive Technology

The Assistive Technology (AT) service empowers students to attain equal access to education at IADT. Coordinated by the Student Services Manager, the AT service collaborates with the Disability Support Service, the Student Learning Centre, and the Access Office to support students with disabilities in IADT. Outside of student services, the AT service partners with ICT, Academic Schools, and Teaching and Learning to provide necessary supports.

Notably, IADT consistently has one of the highest percentages of students with disabilities in Ireland, Most students with disabilities at IADT use AT such as laptops, mobile devices, and AT software, requiring ongoing support. Examples of AT include Grammarly pro, voice recognition, screen readers, and literacy support software. AI is also playing an increasing role with the pros and cons that entails. Students have commented that the assistive technology and services are invaluable.

In 2022 and 2023 and continuing currently, the service began providing Apple laptops in addition to the Windows laptops already available. This was facilitated by the FSD underspend grant and had continued using funding from NTUTOR. Universal Design for Learning (UDL) principles guide the provision of AT in IADT. The AT service and Student Services work with ICT, educational technologists, Teaching and Learning, the Library, and Academic Faculties to support the implementation of UDL across the institute. For further information on Assistive Technology, please see the IADT website [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. More information is available from the IADT Website [here](#).

Community Outreach

The Access Service runs an outreach programme targeted at students attending second level schools in the local area and at mature students. The programmes on offer include the following:

- Creative Arts Summer School
- Community Mentoring
- Traveller Outreach Projects

More information is available from the IADT Website [here](#)

HEAR and DARE Scheme

IADT is part of the HEAR and DARE national admissions schemes. The HEAR scheme allocates reduced points places to eligible school leavers under 23 years old for school leavers from socio-economically disadvantaged backgrounds. Mature and FE students have different admissions routes. Information on the scheme is available [here](#). The DARE national admissions scheme can allocate reduced points places to eligible school leavers under 23 with disabilities. Information on the scheme is available [here](#).

Student Assistance Fund

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

1916 Bursary

The purpose of this bursary is to encourage participation and success by students who are most socio-economically disadvantaged and who are from groups most under-represented in higher education. More information is available from the IADT website or [here](#).

First Year Focus 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 Focus programme (previously known as First Year Focus) is run over the first four weeks of the Autumn term and is co-ordinated by the Students' Union and the FYF 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 – Moving On Programme

Final Year Matters - Moving On (FYMMO) is a cross-institute initiative supporting students in their penultimate and final years as they transition from undergraduate into the world beyond IADT. The programme is supported by the National Forum for the Enhancement of Teaching in Ireland and is led by members of academic staff, student services, management and the Students' Union. A holistic programme, FYMMO supports professional and personal growth for all students. It is complementary to the First Year Focus programme, which fosters belonging in first year students. FYMMO focuses on who students have become over their time in IADT, and where they want to go. You can access the FYMMO webpage from [here](#)

Dublin Learning City

Dublin Learning City is a partnership that is collaborating to advance Dublin as a learning region, as defined by UNESCO. The Project achieved the UNESCO Dublin Learning City Award in 2021. This exciting project is a [Programme for Access to Higher Education \(PATH\)](#) initiative that is funded by the Higher Education Authority (HEA). Dublin Learning City is Co-Chaired by IADT and Marino Institute of Education (MIE) as the lead partners, along with University College Dublin (UCD), Trinity College Dublin (TCD), National College of Art and Design (NCAD) and the Royal College of Surgeons in Ireland (RCSI). We also work in partnership with Dublin City Council, City of Dublin Education and Training Board (CDET) and Dublin Dun Laoghaire Education and Training Board (DDLETB). For more information refer to the Dublin Learning City website [here](#)

Institute Library

The Library supports the teaching, learning, and research activities of the Institute by providing access to print books and journals, a comprehensive suite of databases comprising ebooks and journal articles, the IADT institutional repository, a film streaming service, an online learning platform, and open access peer-reviewed academic journals.

Located on Levels 1 and 2 of the Atrium Building, the Library maintains both collaborative spaces and individual, silent study areas. In addition to the PCs and Macs on Level 1, laptops and MacBooks can be borrowed from the self-issue kiosk for use in the Library.

The Library team support students and staff to navigate and utilise information resources by providing both classroom and online research skills seminars throughout the academic year. The Library produces a regular newsletter, sent electronically to all staff and students, that features updates on all new resources, events and services. The Library has developed a full range of support guides and videos, including the [Library 101 LibGuide](#) which can be embedded in programme pages on Blackboard and Teams. Further details can be found [here](#). The Library produces a regular newsletter, sent out electronically to all staff and students, that includes updates on all new resources, events and services.

ICT Services

Technology is at the heart of IADT, and information communication technology is a vital part of staff and student life here at IADT.

Information Services Division (ISD) oversees the maintenance and development of Institute information and communication technology (ICT) facilities including general computing facilities for staff and students, data and phone networks, email facilities, printing and Management Information Systems (MIS) throughout the campus. It also provides Audio Visual, Educational Technology and Project Management support to all areas of the Institute. ISD developed a Strategic Plan, adopted in 2019 - Driving Innovation, Collaboration + Creativity on our Digital Campus which identified six strategic areas of importance, all of which are integral to the student learning and experience:

1. Reliable, Resilient + Stable Digital Campus
2. Digitally Transformed Campus
3. Customer Service for a Digital Campus
4. Enabling and Supporting the Teaching + Learning Environment
5. Trusted Digital Campus
6. Driving a Digital Campus through People, Culture + Capability

Physical resources available to students on campus include circa 650 workstations and printing and reprographic devices and applicable audio-visual equipment in teaching spaces. Standard and programme specific software is available via workstations or online. Blackboard and Microsoft Teams are IADT's Virtual Learning Environments (VLE). These support and complement teaching and student learning at IADT. The Educational Technologist is a member of the Teaching and Learning Sub-Committee IADT provides a number of software and virtual supports to staff and students. A high-end virtual PC lab was also 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 number of additional specialist teaching spaces were also put in place where staff can deliver online teaching from; these rooms have a multi-camera set-up primarily aimed at programmes that 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. Two Education Technologists assist both staff and students in using and accessing the relevant education technologies.

More information about the IADT Information Services, including access to ICT FAQs and User Guides are available from the IADT website, [here](#), and Information Services Policies and Procedures are available from the IADT website [here](#).

International Office

Established in 2021, the International Office is continuously building its services for international learners. The Institute recognises that international students face additional challenges and barriers while studying in Ireland, including distance from family and potential cultural and language barriers. Individual guidance and assistance is provided to every international student and the International Office also manages all tasks relating to the management, development and reporting responsibilities relating to the Erasmus programme (incoming and outgoing) and Traineeships. The International Office works closely with the Admissions Office, to ensure that queries and applications from international students are managed in an integrated and consistent manner.

International Admissions: <https://iadt.ie/study/international-students/>

IADT International Student Hub: <https://iadt.ie/for-students/international/>

Current Campus Infrastructure

The following table outlines the teaching and study facilities and student social spaces on campus and in Dún Laoghaire town

Building Name	Size	Accommodation
Quadrangle building (18th C) Incorporating: <ul style="list-style-type: none"> • Roisin Hogan House • Student's Union 	7375 sq.m	Teaching, technical spaces, the Student Union facility and a small amount of office spaces
Atrium (1998) Incorporating: <ul style="list-style-type: none"> • Library • Student Health Centre 	5,134 sq.m	Teaching building, also houses the Library the student health centre and office space
Carriglea (2004) Incorporating: <ul style="list-style-type: none"> • Student Experience • Staff Canteen 	2614 sq.m	Tiered and flat classrooms with maximum capacity of 60 students each along with 40 seater computer labs, a staff common room and a range of staff office space
Media Cube (2007)	1,029 sq.m	Campus gateway building, funded by Enterprise Ireland, and is used as the IADT Enterprise Centre
National Film School (2013)	1,339 sq.m.	Two specialist television studios, a radio studio along with a range of ancillary control rooms, workshops and stores. Teaching spaces, offices and necessary plant and equipment rooms.
Backlot	299 sq.m	Teaching studio along with a range of facilities to comply with staff transport and welfare requirements.
Digital Media Building Incorporating <ul style="list-style-type: none"> • Restaurant 	7,208m ²	Four story building, containing 19 state-of-the-art digital design studios, advanced computer laboratories, classrooms, seminar rooms, and the main campus restaurant
Campus Grounds Incorporating: <ul style="list-style-type: none"> • Landscaped grounds • Soccer pitch 	9.5 ha	Contemplative spaces and walking spaces for students, staff and residential neighbours. International standard all-weather soccer pitch
Carnegie Library Located in Dún Laoghaire town	665m²	Developed in collaboration with DLR County Council, this is a dual aspect building offering staff accommodation, meeting rooms and research spaces. In addition, the old library offers a dedicated events space for music, cultural, community and IADT events .

4.0 QA of Research Activities and Programmes

Research Profile

Research activity at IADT spans the creative industries and the disciplines that inform and shape their development. These include film, media, animation, heritage, art, design, cultural institutions (including museums and galleries) and creative technologies. Research also extends to the broader disciplinary fields that support understanding of these sectors, including management (with particular emphasis on arts and cultural management), entrepreneurship, marketing, applied psychology, cultural studies and the humanities.

Research at IADT encompasses fundamental, applied, practice-based and practice-led methodologies, reflecting the distinctive character of research in the creative industries. Practice-based and practice-led research forms a particularly significant component of the Institute's research profile and is frequently undertaken in collaboration with industry, cultural organisations and commercial partners.

This diverse research ecosystem supports both staff research activity and postgraduate research programmes, contributing to innovation within the creative industries while addressing wider societal, cultural, and technological challenges.

Research Policies

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

IADT Research Policy - The IADT Research Policy was substantially revised in 2025. It outlines the guiding principles, expectations, and obligations associated with research at IADT. The policy affirms the Institute's commitment to fostering a dynamic, inclusive, and high-quality research environment that aligns with national and international standards of good practice. Research at IADT is rooted in the Institute's core values and its commitment to meaningful societal contribution through knowledge, creativity, and innovation. The Institute is committed to the sustainable and structured development of academic and creative research, offering a range of supports to help research-active staff to strengthen and enhance their research activity, outputs, and impact. The **Research Policy** (revised 2025) is available from the IADT website [here](#).

IADT Good Research Practice Guidelines 2025-29 - This document was developed during 2024-25 and outlines guidelines for good research practice across all disciplines and domains at IADT and supports IADT's broader research policy framework. It is informed by the HEA Principles of Good Practice in

Research within the Irish Higher Education Institutions (2022) and other relevant frameworks, policies and procedures. The **Good Research Practice Guidelines** (new) is available from the IADT website [here](#).

IADT Ethics Policy - IADT's Ethics Policy covers everyone carrying out research within the Institute, staff or postgraduate 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 at IADT with its staff or students. All researchers undertaking 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 a Research Ethics Committee (IREC) which oversees good practice in ethical research and develops the Institute's ethics policies and procedures, chaired by a nominee of the Executive (independent of the Research Office). 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 IADT is committed to fostering innovation, creativity, entrepreneurship, and adaptability among its students, faculty, and staff. The Institute recognises and encourages the principle that intellectual property developed at IADT should be used for the greatest public benefit. The Intellectual Policy, revised in 2025, sets out the principles and rules that govern the creation, ownership and commercialisation of intellectual property developed by personnel participating in programmes carried out using IADT facilities, know-how, confidential information and/or IADT IP. The Policy is intended to provide support and guidance regarding commercial exploitation, ownership and income from IP and regarding the use of IADT facilities and resources to ensure that the development of IP is mutually beneficial for personnel and IADT. This IP Policy also forms part of the regulations of IADT which govern the conduct of Students and Staff.

The **Intellectual Property Policy** (revised 2025) is available from the IADT Website [here](#)

The Institute also has a number of associated forms in relation to IP, patents, non-disclosure, inventions etc. These can be found included in the Intellectual Property Policy document.

Library Institutional Repository Policy - This policy outlines the institute's Institutional Repository and Open Access to Research Policy. IADT is committed to open access (OA), providing, supporting and maintaining the IADT 'Illustro' Institutional Repository for the worldwide dissemination and long-term preservation of research and creative outputs. This policy is aligned with the National Principles for Open

Access Policy Statement Ireland and with the European University Association guidelines. The document is available via the IADT website [here](#)

5.0 Staff Recruitment, Development and Support

Related IADT Policies and Procedures

- [Staff Training, Learning and Development Policy](#)
- [IADT Dignity and Respect Policy and Procedures for Bullying and Harassment](#)
- [IADT Dignity and Respect Policy and Procedures for Sexual Misconduct](#)
- [Equal Opportunities Policy](#)
- [Equality, Diversity & Inclusion Policy](#)
- [Learning, Teaching and Assessment Statement](#)

The department leads and contributes to a number of strategic action plans across the Institute, and a full range of HR Policies and associated documents are in place (available from the [IADT website](#)). All HR processes and policies take account of Equality, Diversity and Inclusion (EDI).

Recruitment and Selection

The Institute of Art, Design + Technology (IADT) ensures that all recruitment and selection processes are conducted in accordance with employment legislation, the QQI Core Statutory Quality Assurance Guidelines, and the QA indicators relating to the assurance of recruitment and appointment processes.

Recruitment and selection are strategically aligned with the [IADT Strategic Plan](#) and support the appointment and retention of a qualified, competent and diverse staff cohort capable of delivering high-quality teaching, learning, research and professional services.

All recruitment processes are transparent, fair and consistently applied, with clearly documented, objective selection criteria and evidence-based decision-making. Records of selection decisions are maintained, and feedback is provided to candidates who attend interview, in line with QA requirements for accountability and continuous improvement.

IADT is committed to equality of opportunity and inclusion. Selection processes are designed to mitigate bias and ensure equitable treatment of all candidates. Reasonable accommodations are provided at all stages of recruitment to support candidates with disabilities.

Candidates are provided with clear and accessible information on role requirements and selection processes, and all candidates are treated with respect and professionalism to ensure a positive recruitment experience.

All staff involved in recruitment and selection, including Selection Board members and chairs, receive appropriate training (including equality, unconscious bias, governance, and data protection) to ensure compliance with best practice and QA standards.

Conflicts of interest are identified, declared and managed in accordance with Institute policy. All recruitment information is handled confidentially and in compliance with data protection legislation. Recruitment and selection processes are proportionate, cost-effective and subject to ongoing review, ensuring continued alignment with institutional strategy and compliance with QA indicators.

Promotion supporting Equality & Diversity:

IADT is committed to embedding EDI in all recruitment and selection processes as a core element of its quality assurance framework and in support of the objectives of our current strategic plan.

Recruitment and selection processes are designed to attract, appoint and retain a diverse and competent workforce and are conducted using objective, transparent and consistently applied criteria, ensuring that decisions are based solely on the persons ability to perform their role. All candidates are treated fairly and equitably throughout the process.

In line with best practice, the institute ensures that:

- EDI statements are included in all candidate information booklets and job advertisements.
- We actively encourage and promote flexible working where appropriate within the Institute.
- Interview panels are appropriately constituted, including gender balance, and are provided with comprehensive documentation on equal opportunities, selection board governance etc.
- Standardised, weighted criteria, scoring frameworks and interview questions are applied consistently across all candidates.
- Selection boards are briefed by HR or the Interview chair before every interview process.
- Feedback is provided to candidates who attend interview.

IADT recognises that diversity enhances institutional effectiveness and quality. All staff involved in recruitment are expected to demonstrate self-awareness, actively challenge bias and engage constructively with EDI considerations throughout the recruitment process.

In support of evidence-based quality assurance and continuous improvement, the HR department in collaboration with the EDI office has undertaken exploratory work on the Core MIS system to assess the

capacity to capture and monitor recruitment related equality data across the nine grounds in line with the Employment Equality Acts 1998-2015 and our commitments under public sector duty.

Data Protection and GDPR

All personal data obtained during recruitment and selection processes is processed lawfully, fairly and transparently in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Acts 2018. IADT ensures that recruitment data is collected solely for specified and legitimate purposes, limited to what is necessary, securely stored, and retained in line with approved retention schedules. Access to recruitment data is restricted to authorised personnel only, and candidates are informed of their data protection rights, including rights of access, rectification and erasure. These arrangements support compliance in terms of governance, accountability and the protection of candidate information within recruitment and appointment processes.

Training for Recruitment and Selection:

The Institute of Art, Design + Technology (IADT) is committed to providing a safe, inclusive and respectful environment that supports high-quality teaching, learning and professional practice, and enables all members of the Institute community to achieve their full potential. In support of the IADT Strategic Plan and the Institute's quality assurance framework, IADT assures itself of the competence of staff through fair, transparent and consistently applied recruitment, selection and development processes.

This commitment is articulated through a suite of Institute policies, including the Dignity and Respect Policy, Equal Opportunities Policy, Equality, Diversity and Inclusion (EDI) Policy, and the Staff Training and Development Policy, which together promote dignity, equity, professional competence and continuous improvement.

Staff competence and development are further supported through structured access to training, CPD, postgraduate study and international mobility, including Erasmus+ staff training opportunities, and through dedicated annual investment in staff training and development aligned to institutional priorities. These arrangements demonstrate a systematic, institution-wide approach to assuring staff competence, dignity and respect at work and study relating to governance, staff capability and quality enhancement.

Teaching + Learning Support

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 endeavour to provide a learning and teaching ecosystem ensuring students thrive in their learning environment and leave with adaptable and agile knowledge, skills and competencies.

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 and attendance at conferences on teaching and learning
- Managing the delivery of the modules such as: -
 - o Certificate in Learning and Teaching (15 ECTS)
 - o Certificate in Assessment and Evaluation (15 ECTS)
 - o Certificate in Technology Enhanced Learning (15 ECTS)
 - o 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 Statement - this statement provides a foundation and framework for learning in IADT. The Statement can be downloaded [here](#).

Staff Training and Development Policy - IADT, through its Staff Training and Development policy, provides 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

Related IADT Policies and Procedures

- [Procedure for the Development & Approval of Programmes](#)
- [Procedures for the Quality Assurance of Collaborative Provision](#)
- [ICT Acceptable, Appropriate User Policy](#)
- [GDPR Information](#)
- [Records Management, Retention and Destruction Policy](#)

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 current General Data Protection Regulation (GDPR) is in force since 2018 and 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](#).

IADT also has Policies and procedures related to record management and retention, available via the [Corporate Policies and Procedures](#) page on the website 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.

IADT also has in place an **ICT Acceptable/Appropriate Usage Policy** and other policies related to related areas, the purpose of this policy is to provide a reliable computing and networking service. Access to communication devices for staff, students and alumni requires cooperation 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 from the IADT website via the *Information Services Policies + Procedures* page [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 the annual Irish Survey of Student Engagement: (StudentSurvey.ie) 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, as applicable 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

StudentSurvey.ie

The StudentSurvey.ie 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 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

7.0 Public Information and Communication

IADT provides information in a variety of formats to various audiences in order to assure staff, students, external stakeholders and the public of the quality of its activities, and to ensure accountability and transparency. With regard to public information, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) states: 'A successfully implemented quality assurance system will provide information to assure the higher education institution and the public of the quality of the higher education institution's activities.' The associated standard states that institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to-date and readily accessible, and the guidelines emphasise that the information is useful for prospective and current students as well as graduates, other stakeholders and the public.

IADT Website

Programme Information is published on the Courses Section of the IADT Website, and kept up-to-date with accurate and relevant information for prospective students.

- [Undergraduate Programmes](#)

- [Postgraduate Programmes](#)
- [Certificates / Micro-Credentials](#)

Information for current students is also published throughout the year, and accessible via the website, and Blackboard, including class timetables, examination timetables, student support services, student policies and procedures, academic calendar, Student Handbook and Learner Charter etc.

IADT publishes all annual reports relating to governance and quality, including the Annual Quality Report (AQR), which is the annual report about internal quality assurance provided to QQI. The AQR template was developed in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) upon which QQI's Core Statutory Quality assurance guidelines are based.

The outcomes of all quality reviews are published to the Institute website. These include institutional review and programmatic review reports, as well as the response of the Institute or Faculty/Department.

A summary of quality assurance-related information published on the Institute website and is as follows:

- [Annual Quality Reports](#)
- [IADT Annual Reports](#)
- [Outcomes of Programme Validations and Programmatic Review](#)
- [Institutional Reviews](#)
- [Governing Body Minutes](#)
- [Governance Statements](#)
- [Policies and Procedures](#)
- [Financial Statements](#)
- [Audit + Risk Committee Minutes](#)

The IADT website is also utilised to keep internal and external audiences informed of [News and Events](#) and an optional newsletter is available for subscription as desired.

Internal Communication

In addition to public documents and information available via the website, there are other mechanisms and platforms used by the Institute. Microsoft Teams and SharePoint is increasingly used and supported across the Institute to share information and support collaboration between teams and staff and students as applicable. The President's Office also issues periodic update emails and conducts staff briefings to keep staff aware of key news and developments and strategic priorities of the Institute. Such staff briefings are also conducted at Faculty level. A staff Intranet named "Orchard", launched in 2023, further supports internal communications for staff.

Marketing Office

The IADT Marketing Office was established in 2016 to enhance the dissemination of public information by creating, leading and implementing an integrated marketing strategy that actively promotes the breadth and depth of courses and highlights the student experience. Best practice informs the production of all communication materials and assets are audited annually to ensure consistency across all media. Our information to students and prospective students is managed through the Marketing Office, in which our School Liaison role is a key element. Key marketing KPIs, including student numbers, course enquiries, web and social media analytics are tracked and presented quarterly to the Management Team and Governing Body.

8.0 Monitoring and Periodic Review

Related IADT Policies and Procedures

- [Programmatic Review Policy](#)
- [Policy on Committee Membership & Terms of Reference](#)
- [Programme Boards Terms of Reference and Procedures](#)
- [External Examiner Procedures](#)
- [Procedure for the Development & Approval of Programmes](#)
- [Outcomes of Programme Validations and Programmatic Review & Institutional Reviews](#)

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.

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 to improve educational quality. [Programmatic Review Policy](#) outlines the purpose, objectives and steps involved in conducting programmatic reviews. As part of preparing for Programmatic Reviews, programme teams conduct self-evaluations of their Department / Faculty and provide a report in addition to the programme documents.

Similar to the Programme Validation process, an external validation panel is organised, and the panel conducts a site visit, prepares a Programmatic Review Report, and makes recommendations to IADT following review of the programme documents and meeting with the programme teams. All final Programmatic Review Reports plus a copy of the faculty response are published on the IADT website: [Programmatic Review and Programme Validations](#).

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.

Programme Boards

Programme Boards play a key role in the on-going monitoring and periodic review of programmes. Their function is to monitor the implementation of programmes of study as defined in the Programme Document and Approved Programme Schedule. Each Programme Board is a Sub-Committee of Academic Council and reports annually to Academic Council. The Programme Board is responsible for the effective management, operation, and review of the Programme. The Programme Board operates within the framework of regulations set down by the Academic Council and quality assurance procedures as outlined in the [Programme Boards Terms of Reference and Procedures](#).

Programme Board membership consists of representation from students as well as academics staff. The Programme Board is an essential forum for many of the decisions that relate to the effective implementation and delivery of the relevant programme of study. The Board:

- Reviews annually the structure, content, entry requirements, curriculum, assessment methodologies and resources of the programme of study, to ensure its continued academic and professional coherence and relevance, and to maintain academic and professional standards.
- Reviews statistical information pertaining to retention, attrition rates, progression etc.
- Reviews any suggested changes to the programme. Major changes will be submitted to and approved by the Programme Validation Sub-Committee (PVC) prior to their implementation, while minor

changes are recorded in the Minutes of the Programme Board and PVC meetings at which they were agreed and are incorporated in the Programme Description.

- Updates the Programme Description annually, maintaining a record of the evolution of the programme of study since its inception.

The Programme Board prepares an annual report for the Academic Council focusing on the areas that have formed the agendas for the Programme Board, which incorporate priorities, recommendations, and areas for improvement. These are then collated into a Composite Programme Board Report which is presented and responded to by Academic Council.

External Examiners

External Examiners play an important role in the overall quality process. External Examiners 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 external examining system assists the Institute in the comparison and benchmarking of academic standards across awards, ensures that the assessment process is fair and fairly operated in the marking, grading and classification of student performance and provides the Institute with informed and appropriate points for the comparison of academic standards. The [External Examiner Procedure](#) (since revised) outlines the role of External Examiners at the Institute. The aim of this procedure is to create a reference document that gives clear and concise information for IADT Staff and prospective and appointed External Examiners.

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 [Policy on Committee Membership & Terms of Reference](#)

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	0
QA bodies	0

1. Type of arrangement	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 https://iadt.ie/courses/applied-psychology/
Date of accreditation or last review	16/09/2021
Date of next review	30/04/2027

2. Type of arrangement	PRSB
Name of body:	Marketing Institute of Ireland (MII)
Programme titles and links to publications	Graduates of the BA (Hons) in Arts Management and BBus (Hons) Business Management programmes are eligible to take the Marketing Institute of Ireland (MII) Qualified Marketer Exam https://iadt.ie/courses/arts-management/ https://iadt.ie/courses/entrepreneurship-management/
Date of accreditation or last review	31/08/2020
Date of next review	31/08/2025

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.

Type of arrangement	Total Number
Joint research degrees	0
Joint/double/multiple awards	0
Collaborative programmes	7
Franchise programmes	0
Linked providers (DABs only)	0

1. Collaborative provision	Collaborative programme
Name of body (/bodies):	IADT + George Brown College, Canada
Programme titles and links to publications	MA Design for Change Link to additional information: http://www.iadt.ie/courses/design-for-change/
Date of last review	26/06/2023
Date of next review	25/06/2028

2. Collaborative provision	Collaborative programme
Name of body (/bodies):	IADT + Sound Training College, Dublin
Programme titles and links to publications	BA (Hons) in Creative Music Production https://iadt.ie/courses/creative-music-production/
Date of last review	01/06/2022
Date of next review	31/05/2027

3. Collaborative provision	Collaborative programme
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Name of body (/bodies):	Sheridan College, Canada
Programme titles and links to publications	MA 3D Animation
Date of last review	26/11/2023
Date of next review	25/11/2028

4. Collaborative provision	Collaborative programme
Name of body (/bodies):	Erasmus Mundus - Joint Masters programme
Programme titles and links to publications	Kinoeyes MA in Film (fiction) KINOEYES KEM The European Movie Masters https://iadt.ie/courses/kinoeyes-erasmus-mundus-joint-masters/ http://www.kinoeyes.eu/
Date of last review	15/01/2020
Date of next review	30/01/2025

5. Collaborative provision	Collaborative programme
Name of body (/bodies):	Loras College, USA
Programme titles and links to publications	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. https://www.loras.edu/academics/study-abroad/ https://iadt.ie/study/international-students/
Date of last review	31/08/2020
Date of next review	24/08/2025

6. Collaborative provision	Collaborative programme
Name of body (/bodies):	EU University for the Film & Media Arts
Programme titles and links to publications	EU Universities of the future initiative Erasmus agreement, Project Agreement, Horizon 2020 Grant Agreement 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 https://www.filmeu.eu/
Date of last review	01/11/2020
Date of next review	01/11/2023

7. Collaborative provision	Collaborative programme
Name of body (/bodies):	IADT, UCD & NCAD consortium
Programme titles and links to publications	Creative Futures Academy (Human Capital Initiative (HCI)) https://iadt.ie/study/creative-futures-academy/ https://creativefuturesacademy.ie/
Date of last review	30/01/2023
Date of next review	31/03/2025

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	8
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1. Articulation agreement	Articulation agreement
Name of body (/bodies):	Blackrock Further Education Institute (BFEI)
Programme titles and links to publications	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. https://www.bfei.ie/
Date of agreement/arrangement or last review	31/08/2016
Date of next review	31/08/2021
Detail of the agreement	A number of progression pathways will apply to students of BFEI. (Agreement is ongoing)

2. Articulation agreement	Articulation agreement
Name of body (/bodies):	Bray Institute of Further Education (BIFE)
Programme titles and links to publications	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. https://www.bife.ie/
Date of agreement/arrangement or last review	31/08/2016

Date of next review	31/08/2021
Detail of the agreement	• A number of progression pathways will apply to students of BIFE. • (Agreement is ongoing) See also 7 (Kildare Wicklow ETB Agreement)

3. Articulation agreement	Articulation agreement
Name of body (/bodies):	Dundrum College of Further Education (DCFE)
Programme titles and links to publications	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. https://cfedundrum.com/
Date of agreement/arrangement or last review	31/08/2019
Date of next review	31/08/2024
Detail of the agreement	A number of progression pathways will apply to students of DCFE. (Agreement is ongoing)

4. Articulation agreement	Articulation agreement
Name of body (/bodies):	Sallynoggin College of Further Education (SCFE)
Programme titles and links to publications	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. http://www.scfe.ie/
Date of agreement/arrangement or last review	31/08/2017
Date of next review	31/08/2022
Detail of the agreement	A number of progression pathways will apply to students of DCFE. (Agreement is ongoing)

5. Articulation agreement	Articulation agreement
Name of body (/bodies):	Dún Laoghaire Further Education Institute (DFEI)

Programme titles and links to publications	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. https://www.dfei.ie/
Date of agreement/arrangement or last review	31/08/2016
Date of next review	31/08/2021
Detail of the agreement	A number of progression pathways will apply to students of DCFE. (Agreement is ongoing)

6. Articulation agreement	Articulation agreement
Name of body (/bodies):	Stillorgan College of Further Education (SCFE)
Programme titles and links to publications	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. https://stillorgancollege.ie/
Date of agreement/arrangement or last review	31/08/2017
Date of next review	31/08/2022
Detail of the agreement	A number of progression pathways will apply to students of DCFE. (Agreement is ongoing)

7. Articulation agreement	Articulation agreement
Name of body (/bodies):	Kildare Wicklow ETB
Programme titles and links to publications	BA(Hons) Immersive Media Production https://iadt.ie/courses/immersive-media-production/
Date of agreement/arrangement or last review	23/08/2023
Date of next review	23/08/2028

Detail of the agreement	MOA with Kildare Wicklow ETB and City of Dublin ETB for the National Tertiary programme BA (Hons) Immersive Media Production with Bray Institute of Further Educations and Ballyfermot College of Further Education.
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8. Articulation agreement	Articulation agreement
Name of body (/bodies):	City of Dublin ETB
Programme titles and links to publications	BA(Hons) Immersive Media Production https://iadt.ie/courses/immersive-media-production/
Date of agreement/arrangement or last review	23/08/2023
Date of next review	23/08/2028
Detail of the agreement	MOA with Kildare Wicklow ETB and City of Dublin ETB for the National Tertiary programme BA (Hons) Immersive Media Production with Bray Institute of Further Educations and Ballyfermot College of Further Education.

Annual Quality Report
Institute of Art, Design + Technology
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2024-2025

**PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT**
Guidelines on Completing Part B

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

1.1.1 IADT's strategic objectives

In 2023/24, IADT adopted the Strategic Plan (SP) and engaged with the HEA towards a final text of the IADT-HEA Performance Agreement (PA). These documents, taken together and read alongside other HEA engagement (ELEVATE, TSAF) and key documents (e.g. CINNTE recommendations, FilmEU materials) provide a set of objectives and actions for the period 2024-28. The Strategic Plan has 78 actions across its six priorities and four fundamentals, and there are 33 indicators in the Performance Agreement. A number of additional documents (e.g. TSAF and TU Rise funding) contain a range of formal deliverables linked with indicators, agreed with the HEA as part of the project approval process. In some cases, the PA measure or the SP action has been formulated with the indicator or deliverable in mind. Additionally, the agreed project plans for TSAF and TU Rise contains a large number of 'critical supporting actions' akin to milestones or progress indicators. Further material is found in, for instance, the [Climate Action Roadmap](#), [CINNTE Implementation Plan](#), etc

IADT Strategic Plan 2024-28

The Strategic Plan, available from <http://strategy.iadt.ie>²², sets out IADT's priorities, supported by core and embedded fundamentals: student experience, people and organisation, EDI and belonging, and strategic finance, "*To support the realisation of our vision, we have developed six strategic priorities or pillars on which the implementation of our strategy is built. Each priority is of equal significance*". (IADT, 2024, p34)

²² IADT Strategic Plan 2024-28: Full Report (PDF Version) available from the following URL: https://detail.ie/iadt/IADT_Strategic_Plan_2024-2028_Full_Digital.pdf



The six priorities are:

1. Education
2. Sustainability
3. Partnerships
4. Research
5. International
6. Transformation

The Strategic Plan also outlines 4 underpinning fundamentals which will help enable the delivery of our strategic priorities.



The implementation of actions specified in the Strategic Report, aligned to these 6 priorities commenced in Academic Year 2024-25. This report outlines a number of key developments and updates, and where feasible, includes reference to the applicable Strategic Plan Action Number or Underpinning Fundamental where relevant.

(The first Progress Report to Governing Body was made September 2025)

IADT Strategic Plan Design wins 2 Institute of Designers of Ireland Awards

IADT's Strategic Plan 2024-28 'Towards a University for the Creative Industries' was recognised at in 2024's IDI Awards winning in two categories.

- Winner of Editorial & Print Design Award: IADT Strategic Plan 2024-28 Publication
- Winner of Design for Screen Award: IADT Strategic Plan 2024-28 Campaign Website

Read more from: <https://iadt.ie/news/idi-awards/>

IADT Performance Agreement 2024-28

Alongside the Strategic Plan, IADT's Performance Agreement with the Higher Education Authority was negotiated during 2023-24 and was formally adopted in 2024-25. The Performance Agreement sets out commitments, in the form of performance objectives aligned to transversal themes of impact and supported by a range of relevant indicators, to growth in student numbers, developing research and innovation capacity, extending access and participation, and supporting EDI, sustainability, and community engagement.

<https://hea.ie/assets/uploads/2024/11/IADT-Performance-Agreement-2024-2028.pdf>

CINNTE Institutional Review

2024-2025 saw the conclusion of the IADT CINNTE Institutional Review Process, with the submission of a follow-up report, submitted to QQI in February 2025. This document outlines how the Institute of Art, Design and Technology (IADT) addressed the recommendations made by the Review Team in the [CINNTE Institutional Review Report 2023](#) and identifies the specific actions that were undertaken to fulfil the recommendations. At the time of submission, many of the actions were completed, and the rest were in progress, or planned. The CINNTE recommendations were included among other documents to support the development of the objectives and actions in the Strategic Plan and Performance Agreement for the period 2024-28.

The [IADT CINNTE Review Follow-up Report February 2025](#) is published on the IADT Website and all CINNTE related reports are available together via the following [link](#) on the IADT website.

Objectives and Key Results

IADT agreed to adopt an **Objectives** and **Key Results** (OKRs) framework to strengthen strategic planning, alignment, and performance reporting. This methodology provides a clear articulation of what the Institute aims to achieve and how progress will be measured. This approach allows multiple actions and indicators to be brought together under unified goals while avoiding duplication or conflicting sets of performance measures.

Following a facilitated workshop in August 2024, a set of initial Objectives was developed, drawing on commitments previously approved by bodies such as the Governing Body and the Higher Education Authority. Each Objective has an assigned sponsor from the Executive team to oversee progress and coordinate discussion, though delivery of Key Results will involve broader teams across the institution. Further refinement of Key Results occurs as project teams and functional groups develop their work, including through the “laddering” of detailed objectives under broader institutional goals.

To support consistent monitoring and reporting, OKRs are managed through a dedicated information system, overseen by the Planning and Strategy Office. This system enables data to be updated, tracked, and filtered across a range of organisational priorities, providing accessible, organisation-wide visibility.

A structured reporting cycle ensures ongoing oversight and transparency. The Executive review Key Results monthly and undertake a fuller quarterly review, with progress reported twice yearly to Governing Body, and annual reporting to external partners, including the HEA, will continue.

This structured approach aims to support clarity, alignment, and transparent progress tracking across the organisation’s strategic priorities.

Partnerships and Research

In line with 3rd pillar of the Strategic Plan, IADT continued to broaden and deepen connections and partnerships, with academia and industry. For example, during 2024-25 new partnerships were established with [Eisner Amper](#); [National Institute for Bioprocessing Research and Training](#) (NIBRT); [Newpark Academy of Music](#) and consolidation and extension of current partnerships with [EuroFound](#); [Dun Laoghaire Rathdown County Council](#) (DLRCC).

In addition, IADT established a strategic partnership with Maynooth University to develop collaborative postgraduate research opportunities. In September 2024, IADT and Maynooth University formalised a Memorandum of Agreement to collaborate on postgraduate research. This partnership leverages Maynooth’s strengths in Arts and Humanities with IADT’s expertise in practice-led creative and

technological sectors. The agreement enables co-supervision of PhD and Masters by Research students, providing new Level 10 (doctoral) pathways and expanding opportunities for interdisciplinary research in fields such as Media Studies, Music, English, History, Psychology, Modern Languages, Celtic Studies, and Design Innovation. (See more in section 2.0: Research Activities and Programmes)

Alignment with IADT Strategic Objectives:

- **Strategic Plan Action 3.1** *We will create new partnerships with institutions, specialists and industry experts aligned with our vision to become Ireland's university for the Creative Industries.*
- **Strategic Plan Action 3.2:** *We will consolidate and extend current partnerships locally, regionally, nationally and internationally to identify mutually beneficial opportunities in the context of our vision for the Creative Industries.*
- **Strategic Plan Action 4.8:** *We will grow our post-graduate research offering up to and including PhD level (Level 10).*

TrustEd

TrustEd Ireland was Launched in September 2024. Minister for Further and Higher Education, Research, Innovation and Science, Patrick O'Donovan TD launched TrustEd Ireland, a groundbreaking international education mark (IEM) designed to guarantee the quality of education received by international learners in higher education (HE) and English language education (ELE) institutions in Ireland. TrustEd Ireland aims to reinforce and protect Ireland's reputation as a premier global education destination.

Further to the launch in September 2024 IADT submitted a Confirmation of Application for TrustEd Ireland authorisation to QQI and was subsequently approved to apply in the first round of applications.

Process

The IEM Steering Group, led by the Assistant Registrar and Senior International Lead, met monthly between September and December 2024. Sections of the IEMAS application were assigned to members of the Steering Group to draft and take back to the Steering Group. IADT attended the weekly information sessions provided by QQI and provided feedback to the Steering Group with relevant information and updates. Steering Group meetings were held on a fortnightly basis between January and March 2024, with subgroups meeting alongside, to further refine various sections of the IEMAS application.

As well as drafting the application, the IEM Steering Group had the additional role of championing the TrustEd application project within IADT and in doing so ensuring that the needs of international learners are considered and represented across all areas of the Institute. Activities of the group included:

- Reviewing the principles of the HE Code of Practice.
- Using the HE Code of Practice as a benchmark, auditing IADT's policies and procedures which relate to international students and identifying areas of good practice and areas where improvements or clarifications were required in order to better support IADT's international students.
- Implementing amendments to policy and procedural documents and developing new policy and procedural documents, aligned with the expectations of the HE Code of Practice, and getting them approved via IADT governance structures.

The draft IEMAS was reviewed and agreed by all members of the steering group in February 2025, in advance of its submission to Academic Council for feedback. The IEMAS application was considered by Academic Council at its meeting on 10 March 2025 and final edits to the application were made subsequent to that meeting. The application was signed off for submission by the President of IADT on 24 March 2025.

[In February 2026, IADT was authorised to use [TrustEd Ireland Quality Mark](#)]

Alignment with IADT Strategic Objectives:

- **Strategic Plan Action 5.5** “*We will apply for the International Education Mark (IEM), which ensures that learners are protected and receive a quality, consistent learning experience, and develop our internal structures and processes to support the advancement of our international goals.*”

IADT Organisational Structure Review

Crowe Ireland was appointed to conduct a comprehensive review of the Institute's organisational structures. This initiative is part of IADT's commitment to its Strategic Plan 2024-28, “Towards a University for the Creative Industries”, which aims to support the institution's ambitions to achieve university designation.

IADT wished to receive evidence-based recommendations on matters such as the following:

- The appropriate number of academic units and the optimal size of such units (number of staff, number of programmes/students supported);
- The configuration/grouping of disciplines and fields of study into several academic units;
- The size, configuration and relationships of other functional areas within the organisation;
- Management and senior management roles appropriate to the above recommendations, including the leadership competencies associated with these roles; and
- Consequential changes with respect to governance, reporting, and coordination.

Process

Throughout the review, they worked closely with IADT Leadership, engaging regularly with all staff and stakeholders. They engaged with stakeholders through both formal and informal methods to ensure that feedback was considered in shaping the future of the organisation.

Crowe held a briefing/workshop with the Executive on 28 May 2025, recommending an organisational model with the majority of changes being related to the evolution of Executive and Management Team/Academic Management level roles. The final report, formal recommendations and presentation to Governing body, and communication to staff and students were scheduled for early in Academic Year 2025-26.

Alignment with IADT Strategic Objectives:

Strategic Plan Action 3.1 *We will undertake a whole of organisation review of the allocation of resources to support the implementation of our vision to be Ireland's university for the Creative Industries, to increase efficiency and effectiveness and we will engage with staff to identify opportunities for continuous improvement and process efficiencies. .*

1.1.2 Development, Improvements, Enhancements,

Semesterisation

Academic Year 2024-25 saw the commencement of the second stage of implementation of Semesterisation in the Institute.

In February 2024, Academic Council approved the proposed 3 phase implementation plan, summarised below.

- **Stage 1 (2023-24):** Review all undergraduate programmes and update any to semesterised format and revalidate as necessary. Create a semesterised Academic Calendar for AY 24-25. Plan necessary changes to programmes and modules on Student Information System (Banner) and identify Policies and Procedures that require revision, and communicate plans to students before the end of AY 2023-24.
- **Stage 2 (2024-25): Pilot Phase -** Run undergraduate programmes in semesterised academic calendar and format. Pilot Semesterised Exam Boards, and monitor and review to identify any challenges or issues. Commence revision of necessary Policies and Procedures.
- **Stage 3 (2025-26):** Semesterisation will be officially launched, with 3 formal Exam Boards (Semester 1, Semester 2 and Repeat/Autumn)

In advance of the commencement of the new academic year, information was formally circulated to students by Departments about the introduction of a semesterised calendar for Academic Year 2024-25.

[Academic Calendar dates](#)³ and information about [semesterisation](#) was published on the IADT website.

³ This page is updated annually. Therefore, information displayed will be current, not displaying dates from the reporting period 2024-25

The Inaugural Semester 1 Exam Boards took place in February 2025, and Semester 2 Exam Boards in May 2025. Throughout the year, Registry and Academic Teams monitored the progress, implications and impacts of the semesterised calendar, which contributed to the necessary modifications required (e.g. to Marks and Standards, see below) and to support the implementation of Stage 3: Official Launch of Semesterisation, from September 2025. A full review of the Semesterisation pilot is scheduled for completion in 2025-26.

Marks and Standards

Marks and Standards was reviewed and initial revisions made during 2023-24 identify required changes for a semesterised format. It was agreed that for academic year 2024-25, the existing Marks and Standards would remain in situ, for the pilot phase of Semesterisation, to facilitate how proposed changes would work, and to ensure no students were disadvantaged during this time. Following the Spring and Summer Exam Board sessions, Marks and Standards was reviewed again and revised to implement changes required following review of experiences during the pilot semesterised year. A final review and revision of Marks and Standards was carried out by Registry, following the final Exam Board (Autumn/Repeat) of the academic year 2024-25, incorporating all learnings across the 3 Exam Boards, and other implications identified during the academic year. This version approved and published and commenced at the beginning of the new academic year 2025-26.

Alignment with IADT Strategic Objectives:

- **CINNTE Recommendation 13, Action 13.3** *Implement Phase 2 of Semesterisation. ”*
- **Strategic Plan Action 1.4** *“We will introduce a common semesterised academic calendar and a common curriculum framework”*
- **Strategic Plan Action 4.5** *“We will review all research policies to ensure they remain relevant and reflect best practice and provide relevant training where appropriate”*

Campus Developments

Digital Media Building

In May 2025, Minister for Further and Higher Education, Research, Innovation and Science James Lawless TD opened the new [Digital Media Building](#) in IADT. This new building in the Dun Laoghaire campus, is a four-storey facility spanning 7,208m², containing 19 state-of-the-art digital design studios, advanced computer laboratories, classrooms, seminar rooms, and the main campus restaurant. It will provide enhanced facilities for existing students, including a 600-seater restaurant. This new building will increase IADT’s student capacity and will allow significant expansion in growth areas programmes such as design, 3D animation and visual effects, enterprise and technology.

Before the end of the academic year, the Institute used the building for activities and events, including the launch of the 2025 Graduate Exhibition: On Show, and the building was fully incorporated into the scheduling and timetabling of classes for commencement from academic year 2025-26.

IADT Business Process Review

AQR 2025 outlined a body of work undertaken during 2023-24, where IADT appointed PwC to review Institute Business Processes. In September 2024, a Project Support Officer was appointed to implement the findings and recommendations of the PwC Process Review Report

Recommendations ranged from process standardisation, staff training and upskilling, automation, technology enablement, improved ways of working and data-driven decision making.

Following a period of exploration and familiarisation of the report, and consultation with key stakeholders and subject matter experts, an implementation plan was developed and presented to Staff in November 2024.

Strong engagement and collaboration from key stakeholders across the Institute was instrumental in driving progress and supporting successful process improvements. Below is a list of some achievements achieved during the 24-25 academic year:

- Initiated Staff Diversity Data project in collaboration with EDI and HR Departments
- Investigated auto-transfer of grade/assessment results to Banner
- Procured new room booking system
- Commenced process of automating external booking requests for Institute facilities
- Reviewed portfolio requirements and developed a guide for prospective students
- Reformed process of capturing photos for student ID cards
- Commenced process of securing a dedicated non-teaching space for staff meetings
- Engaged external consultant to develop an app for processing timesheets
- Commenced development of standardised results collation process
- Explored automated options for recording student attendance and capturing relevant data

1.1.3 Specific Changes to IADT's QA System

Policies and Procedures

During 2024-25 a Policy Officer was appointed (See section 2.0 for more information)

New and Revised Policy and Procedure Documents

The following Documents were approved during the reporting period

- [Access, Transfer and Progression](#) (revised)
- [Business Continuity Policy](#) (new)
- [Dignity and Respect Policy and Procedures for Bullying and Harassment](#)⁴ (new)
- [Dignity and Respect Policy and Procedures for Sexual Misconduct](#)⁵ (new)
- [English Language Policy](#) (new)
- [Good Practice Research Guidelines](#) (new)
- [Intellectual Property Policy](#) (revised)
- [Learner Charter](#) (2025-26)
- [Linked Provision Framework Policy](#) (new)
- [Linked Provision Procedure 1: Considering and establishing a linked provision relationship](#) (new)
- [Linked Provision Procedure 2: Approving the Quality Assurance procedures of linked providers](#) (new)
- [Marks and Standards Policy](#)* (revised)
- [Data Protection Notices](#) (revised)
- [Protected Disclosures Policy](#) (revised)
- [Research Policy](#) (revised)
- [Right to Disconnect Policy \[Staff\]](#) (new)⁶
- [Student Fees and Charges Policy](#) (revised)
- [Student Fees and Charges Procedures](#) (revised)
- [Student Handbook](#) (2025-26)
- [Travel and Subsistence Policy](#) (revised)
- [Treasury Management Policy](#) (revised)⁷

**Refer to 1.1.2.1 for more information*

Published Policies and Procedures are available on the IADT website from the following page:
<https://iadt.ie/about/iadt-policies-procedures/>⁸.

Alignment with IADT Strategic Objectives:

⁴ Replacing Mutual Respect Policy

⁵ Replacing Mutual Respect Policy

⁶ Internal access via Staff Intranet - Copies may be requested via quality@iadt.ie

⁷ Internal access - Copies may be requested via quality@iadt.ie

⁸ Note, links included above are correct at the time of submission of the report, but documents are replaced on approval of new versions. If any links are broken, please check the [Policies and Procedures Page](#) for the new version, or contact quality@iadt.ie.

- **CINNTE Recommendation 2, Action 2.3** “*complete the development of a schedule for review of policies and procedures.* ”
- **Strategic Plan Action 4.5** “*We will review all research policies to ensure they remain relevant and reflect best practice and provide relevant training where appropriate*”

As part of IADT’s HR Excellence in Research process, the HR team commenced a review of how institutional policies and practices align with the 20 principles of the *European Charter for Researchers*. (Due to be completed 2026).

1.2 Update on Planned QA Objectives identified in Previous AQR

No.	Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable	Update on Status Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.
1	Completion of CINNTE Review process <i>(See AQR 2025, Section 1.1)</i>	Complete <i>See Section 1.1 of AQR 2026</i>
2	Commence Phase 2 of Semesterisation Plan <i>(See AQR 2025, Section 1.1)</i>	Complete <i>See Section 1.1.2 of AQR 2026</i>
3	Review of organisational structures at IADT.	Review Complete <i>See Section 1.1 of AQR 2026</i>
4	TrustEd Ireland IEMAS application	Complete <i>See Section 1.1.1 of AQR 2026</i>

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

The following are the meeting dates for significant academic governance bodies, including Governing Body, Academic Council, Quality Enhancement Sub-Committee and other Sub-Committees of Academic Council.

Body	Meeting dates
Governing Body	<ul style="list-style-type: none"> • 11 Sept 2024 • 13 Nov 2024 • 11 Dec 2024 • 8 Jan 2025 • 12 March 2025 • 29 April 2025 • 14 May 2025 • 11 June 2025
Academic Council	<ul style="list-style-type: none"> • 7 Oct 2024 • 4 Nov 2024 • 9 Dec 2024 • 13 Jan 2025 • 10 Feb 2025 • 10 Mar 2025 • 7 April 2025 • 12 May 2025 • 16 June 2025
Quality Enhancement Sub-Committee	<ul style="list-style-type: none"> • 9 October 2024 • 20 November 2024 • 17 December 2024 • 22 January 2025 • 21 February 2025 • 9 April 2025 • 14 May 2025
Teaching + Learning Sub-Committee	<ul style="list-style-type: none"> • 7 Nov 2024 • 4 Dec 2024 • 29 Jan 2025 • 26 Feb 2025 • 2 Apr 2025 • 14 May 2025
Academic Planning, Co-Ordination and Review (APCR) Committee	<ul style="list-style-type: none"> • 15 Oct 2024 • 19 Nov 2024 • 17 Dec 2024 • 21 Jan 2025 • 4 Mar 2025 • 8 April 2025

Research + Development Sub-Committee	<ul style="list-style-type: none">• 21 November 2024• 14 January 2025• 20 February 2025• 25 March 2025• 29 April 2025• 9 June 2025
Student Experience Sub-Committee	<ul style="list-style-type: none">• 24 October 2024• 12 December 2024• 6 February 2025• 10 April 2025

1.3.2 QA Leadership and Management Structural Developments

During Academic Year 2024-25, a number of senior roles became vacant due to retirement or secondment, and were replaced or are in the process of being recruited for as applicable. These included:

- Head of Department of Entrepreneurship
- Secretary / Financial Controller
- 2 Senior Lecturers
- Head of Teaching and Learning
- Capital Development Manager

2024-25 also saw the development and establishment of new units and appointment of roles, to support the ambitions and objectives outlined in the Strategic Plan 2024-28.

Governance Unit

A new Governance Unit was created in 2025, comprising a **Governance Lead** (appointed February 2025) and a **Policy Officer** (appointed April 2025). These positions have been funded by the HEA's Technological Sector Advancement Fund (TSAF). See section 2.0 for more information.

Planning & Strategy Office (PSO)

In addition to the leadership and management changes noted above, another significant development was the establishment of the Planning and Strategy Office, (funded under TSAF). The following appointments were made during 2024-25.

- Programme Co-leads
- Project Support Officers
- Events Officer
- Alumni Officer
- Sustainability Lead
- Community Engagement Lead
- Communications Officer
- Project Manager

Academic Planning Office (APO)

Also, during the Academic Year 2024-25, the Academic Planning Office (APO), led by the Head of Teaching and Learning, was established, incorporating the following new roles which were appointed during the year, including:

- Tertiary Programme Development Co-ordinator
- LifeLong Learning Officer
- Future Programme Development Officer
- Teaching & Learning Assistant Officer

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
Organisational Structure Review	Review complete	N/A
TrustEd	Complete	Link to QQI announcement
Programmatic Review - Postgraduate Programmes	Ongoing	IADT Validation and Programmatic Review Reports

Programme Validations / Programmatic Reviews 2024-25	Event	Date of Validation
Certificate Strategic Company Development Creative Professionals [L9, 20 ECTS] (Micro-Credential)	Micro-Credential Validation	15 October 2024
Certificate in Creative Pathways for All (ID Course) [L6, 10 ECTS] (Micro-Credential)	Micro-Credential Validation	16 October 2024
BBus (Hons) Business + Psychology [L8, 240 ECTS]	Programme Validation	10 December 2024
BA (Hons) Games Design [L8, 240 ECTS]	Programme Validation	16 January 2025
Cert in Teaching + Learning for Creative Industry [L9, 15 ECTS] (Micro-credential)	Micro-Credential Validation	23 January 2025
"Pathfinder" BA (Hons) Film (Joint European) [L8, 180 ECTS] Evaluated through QQI European Approach	QA of Joint Programme based on the European Approach	27-28 January 2025
MA in Sound [ReSound] European Joint Masters (EMJM) [L9, 120ECTS]	Programme Validation	31 March 2025
Certificate in International and Sustainable Finance [L9, 20 ECTS]	Micro-Credential Validation	06 May 2025
Certificate in Financial Services Strategy, Technology and Innovation [L9, 20 ECTS]	Micro-Credential Validation	06 May 2025
Certificate in Financial Services Management, Governance and Risk [L9, 20 ECTS]	Micro-Credential Validation	06 May 2025
Certificate in Electronics for Creatives [L9, 10 ECTS]	Micro-Credential Validation	06 May 2025

Special Purpose Award in Portfolio Drawing Skills [L6 10 ECTS]	Micro-Credential Validation	12 May 2025
Special Purpose Awards in Portfolio Preparation for Animation [L6 10 ECTS]	Micro-Credential Validation	12 May 2025
Special Purpose Award in Portfolio Preparation for Art & Design [L6 10 ECTS]	Micro-Credential Validation	12 May 2025
Special Purpose Award in Portfolio Preparation for Film, TV & Photography [L6 10 ECTS]	Micro-Credential Validation	12 May 2025
Creative Pathways for All: Work Readiness [L6, 10 ECTS]	Micro-Credential Validation	12 May 2025
ACCESS IADT Foundation Programme [L6, 20 ECTS]	Micro-Credential Validation	12 May 2025
Certificate in Business + Interculturalism [L7, 20 ECTS]	Micro-Credential Validation	13 May 2025
Certificate in Digital Marketing [Level9, 20 ECTS]	Micro-Credential Validation	13 May 2025
MSc Cyberpsychology [Level 9, 90 ECTS]	Programmatic Review	8 July 2025
MSc/MA User Experience Design [Level 9, 90 ECTS]	Programmatic Review/ Programme Validation	24 July 2025

Validation/Review Reports, where applicable, are published via <https://iadt.ie/about/iadt-policies-procedures/programme-validation-reports/>

1.4.2 Expert Review Teams/Panels⁹ involved in IQA

Guide:

As the external QA agency responsible for oversight of institutional IQA system, QQI collects and makes a range of data available, including diverse data relating to internal QA processes through the AQR. The criteria for the engagement of peer reviewers (both internal and external) is part of the internal institutional-led QA process. The information in this section provides data and transparency in relation to peer reviewers/evaluators and their involvement in institutional-led internal QA systems.

Please delete guide text before submission.

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

Guide

Details in respect of review/evaluation processes that concluded during the reporting period should be set out below.

Please use whole numbers rather than percentages.

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	14				12	2	
<i>of those:</i>							
On-site processes	9				8	1	
Desk reviews							
Virtual processes	5				4	1	
Average panel size for each process type*	5						

* excluding secretary if not a full panel member

⁹ QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

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

Guide

Details in respect of the composition of the panels convened by the institution for review/evaluation/approval processes that concluded during the reporting period should be set out below. Panel composition should be represented as whole numbers rather than as percentages.

'Similar institution' denotes an institution with a similar scope and mission - for an IoT, this might be another IoT or a university of applied science, for example.

Please delete guide text before submission.

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	14	8	6		9	4		1		4	1
Secretary											
Academic/Discipline Specific	26	14	12		20	4	1	1		5	
Student Representative	2		1		1			1			
QA	8	2	6								
Teaching & Learning	6		6								
External Industry /Third Mission	8	3	5			8					

2.0 IQA System – Enhancement and Impacts

Governance and Management of Quality

Admincontrol

IADT began using Admincontrol (board portal software) in September 2024. The portal has now been rolled out to all Governing Body sub committees (Aduti & Risk, EDI Recruitment & Selection), Academic Council and the Executive Management team. This effectively manages all board meetings and papers for the Governing Body, Academic Council and their various committees.

Governance Unit and Policy Officer

A new Governance Unit was created in 2025, comprising a Governance Lead (appointed February 2025) and a Policy Officer (appointed April 2025). The governance team work to ensure that IADT continues to achieve regulatory compliance whilst fostering and implementing good governance practices across the Institute. The team have been working with the Governing Body, its Secretary and Committees regarding committee governance, regulatory reporting, policy improvements, risk management, audit coordination and other relevant matters. Amongst other key governance projects, they are currently developing frameworks for risk management and internal control for the Institute, its departments and functional areas.

The Policy Officer focuses primarily on supporting the development of Policies in the areas of Corporate, Human Resources, GDPR and Privacy Management Information, Estates, Finance, and Information Services. During 2024-25 the Policy Officer commenced work on developing a Policy Management Framework along with a policy schedule and update calendar. They work closely with the Senior Quality Officer, who supports the development of Academic, Student and Quality policies and procedures. The Quality Framework is scheduled for revision and will incorporate changes resulting from the development of the Policy Framework.

Programmes of Education and Training

Tertiary Programmes

The first IADT Tertiary programme: BA (Hons) Immersive Media Production, developed with developed with Bray Institute of Further Education (BIFE) [Kildare Wicklow ETB] and Ballyfermot College of Further Education (BCFE) [City of Dublin ETB] commenced in September 2023. Information about the Programme, is available from: [IADT](#) / [BIFE](#) / [BCFE](#).

New Tertiary programme: Bachelor of Business (Hons) in Business + Psychology

This is the second level 8 tertiary degree on offer from IADT and further education partners. This is a 2 + 2 degree, where the first two years are delivered in our partnering further education institutes: Bray Institute of Further Education, Ballsbridge Central Campus - City of Dublin FET College and Ballyfermot Southwest Campus - City of Dublin FET College. The latter two years are delivered on the IADT campus. The programme

was co-developed with our Further Education partnering Institutes, and was validated in 2025 to run from September 2025. This course is not available through the CAO, potential students can apply to it via one of our partnering institutes. The Tertiary students are full IADT students and have full access to the same services, facilities and supports as all IADT students.

Students have the option of completing the first two years on one of our partnering institutes. The programme is structured to provide options for exit awards at all stages i.e. a level 6 after two years in further education, level 7 in third year. The overall award is a level 8 honours degree after four years. In third year (first year on IADT campus), students will be given the option to complete work based learning or Erasmus/Erasmus+ for a full semester. Information about the programme can be found at the following:

- [IADT](#)
- [City of Dublin FET College, Ballyfermot](#)
- [Bray Institute of Further Education \(BIFE\)](#)
- [City of Dublin FET College, Ballsbridge](#)

Micro-credentials

During 2023-24, IADT developed a process for developing and approving short programmes (between 5-20 ECTS). The Programme Development + Approval Procedure was updated and approved by Academic Council in October 2024 to incorporate the new Micro-Credential Process. A new Programme Descriptor document template was finalised and the establishment of a Micro-Credential Validation Committee (MVC) was provided for, as a mechanism to approve micro-credentials submitted for validation.

The first IADT Micro-Credentials were developed and validated during 2024-25. The new process was monitored and reviewed, and Registry submitted a review report to PVC in February 2025 on the experience to date. Overall, the review verified that the timeframes and volume of documentation for writing and reviewing are reduced (in comparison to the standard programme development and approval procedures), providing a shorter, more flexible and streamlined process, while maintaining the quality assurance of the process. Some recommendations were made to further improve the process. By the end of the year, the Institute had validated a total of 15 Micro-Credentials programmes. The process continues to be monitored and revised as required.

Pathfinder Joint BA in Film

The **Pathfinder Joint International BA in Film** is the first joint undergraduate practice-based degree programme developed within the FilmEU alliance, embodying its commitment to cross-institutional collaboration and innovation. This pioneering programme provides students with a comprehensive education in filmmaking, combining traditional techniques with modern innovations and encouraging interdisciplinary and cross-cultural learning. Designed to meet the dynamic needs of the global screen industries, Pathfinder offers extensive opportunities for academic mobility and international engagement, equipping students with the skills, adaptability, and perspectives necessary to excel in a diverse and global media landscape.

The programme is a joint English-language bachelor's degree (180 ECTS) over 3 years and delivered collaboratively by four core institutions and associate partners within the FilmEU Alliance across Europe. The primary Joint BA partners include Lusófona University (Portugal), LUCA School of Arts (Belgium), Dún Laoghaire Institute of Art, Design and Technology (Ireland), and NATFA - The National Academy for Theatre and Film Arts (Bulgaria). Additionally, LMTA - The Lithuanian Academy of Music and Theatre (Lithuania) and VŠMU - The Academy of Performing Arts (Slovakia) contribute as associate partners.

The Pathfinder Joint International BA in Film was evaluated by a panel appointed by QQI, and the panel based its assessment on the [QQI Policy on procedures for the Quality Assurance of Joint Programmes based on the European Approach](#), which in turn is derived from the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The Panel Site Visit took place in IADT 27-28 January 2025. The panel found the programme to be in compliance with the standards of the European Approach. The Panel report and Faculty Response are available from the IADT website: [here](#). Information about the programme is available from the [IADT Website](#), and [FilmEU website](#). (The programme commenced in 2025-26)

MA in Sound (ReSound) European Joint Masters (EMJM)

ReSound is a two-year Joint Master's Degree in Sound (120 ECTS) delivered by a FilmEU consortium of IADT Dún Laoghaire in Dublin, Ireland, Lusofóna University Lisbon, Portugal and LMTA Vilnius, Lithuania. The programme focuses on a range of core subjects within the field of sound studies, creation, and production. The programme is structured around three interconnected conceptual pillars: Societal, Skills and Creative. Each of these plays a crucial role in shaping the educational experience and the skills and knowledge acquired by students. The programme was validated in IADT in March 2025, the Panel report and faculty response are available on the IADT website [here](#). Information about the programme is available from the [IADT Website](#), and [here](#). (The programme commenced in 2025-26)

Creative Pathways

The Creative Pathways programme is a new initiative in IADT that aims to provide an opportunity for learners with an intellectual disability to avail of the student experience in IADT for the first time. Students complete the Creative Pathways programme by completing two Level 6 micro credentials in IADT. The programme commenced during 2024-25, and the second level "Work Readiness" was validated in May 2025, for commencing in 2025-26. See **Case Study 3** for more information about this programme.

Research Activities and Programmes

During the reporting period, IADT continued to strengthen the quality, governance, and strategic development of research across the Institute. Significant progress has been made in consolidating the institutional research policy framework, postgraduate research provision, strengthening research infrastructure and reporting systems, and advancing national and international engagement.

Key developments include the substantial revision of the IADT Research Policy (2025) and the introduction of the IADT Good Research Practice Guidelines (2025), which ensures alignment with national standards including the HEA Principles of Good Practice in Research in Irish Higher Education Institutions (2022). The Institute continues to maintain robust governance through its Research Ethics Committee, intellectual property framework, and open access repository practices.

Strategic enhancements include the development of Level 10 doctoral pathways in collaboration with Maynooth University, the expansion of research information management through the Pure Research Information System, and the implementation of the TU RISE-funded Elevate Programme to strengthen institutional research capacity.

IADT has also increased its engagement with national research policy development through participation with Research Ireland, while progressing initiatives aligned with European research policy including Open Research and HRS4R (HR Excellence in Research). Together these developments support IADT's strategic ambition to strengthen research capacity and advance its position as a leading institution for research in the creative industries.

Postgraduate Research Development

Development of Doctoral Provision (Level 10)

IADT continues to progress the development of Level 10 doctoral pathways as part of its strategic capacity building. An Academic Co-ordinator for the Development of Doctoral Provision was appointed to support the advancement of doctoral programmes and the development of collaborative research pathways.

Research Collaboration with Maynooth University

IADT has established a strategic partnership with Maynooth University to develop collaborative postgraduate research opportunities.

Key milestones include:

- Signing a Letter of agreement (2023) to explore postgraduate collaboration
- Organisation of two inter-institutional research colloquia (Maynooth 2023, IADT 2024)
- Signing of Memorandum of Agreement (MOA) formalising Level 9 and Level 10 co-supervision arrangements
- The first two jointly supervised PhD students registered at the beginning of the 2024-2025 academic year

This collaboration represents a key step in strengthening doctoral capacity and supporting IADT's strategic progression towards university designation.

Postgraduate Research Students

New Level 9 postgraduate research enrolments during the reporting period include

- Two Masters by Research students registered in semester One of the 2024-2025 academic year
- One additional Masters by Research student registered January 2025

These students are registered independently of the Elevate Masters by Research Awards, funded by TU RISE, with student commencement due September 2025.

Research Infrastructure and Systems

Pure Research Information System

The Institute continues to develop its institutional research information system (Pure) as a central platform for capturing research outputs, activities, and metrics.

Training sessions are provided by the Research Office to support staff in establishing and maintaining their research profiles. Integration with ORCID allows researchers to import publication data and maintain up-to-date records of their research outputs. During the reporting period significant progress was made in expanding institutional participation:

- 48.8% increase in Pure Profiles to March 2025
- 49 live profiles by March 2025

In addition to creating new profiles, work has been undertaken to ensure existing profiles are complete and accurately reflect staff research activity. The system provides valuable data to support institutional reporting obligations, including those linked to the Strategic Plan and HEA Performance Agreement.

Explore Research at IADT: IADT's Research Portal: <https://research.iadt.ie/>

Research Capacity Development

TU RISE Elevate Programme

IADT SECURED €3.6M UNDER THE TU RISE programme to fund Elevate. Elevate is a major strategic initiative designed to strengthen research capacity and research culture at IADT.

Key developments during the reporting period include:

- Recruitment of research staff including Postdoctoral Researchers and Research Officers
- Development of programme activities in collaboration with Elevate Creation Bridge Leads
- Establishment of the programme management structure
- Official launch of the Elevate programme

The programme supports the development of research expertise, interdisciplinary collaboration and engagement with industry and societal stakeholders.

National and International Research Engagement

Research Ireland Consultations

IADT participated in national consultations informing the development of the new Research Ireland agency (established through the merger of the Irish Research Council and Science Foundation Ireland).

The Institute contributed to discussions on the strategic direction of the national research system and prepared for a campus visit that would showcase research across multiple disciplines. IADT remains actively engaged in national policy discussions shaping the future research funding landscape.

Research Ireland Corporate Plan Workshops

IADT researchers participated in workshops and consultations informing the development of the new Research Ireland Corporate Plan, ensuring representation of the Institute's diverse research practices and disciplinary perspectives.

Human Resources Strategy for Researchers (HRS4R)

IADT has initiated the process to obtain the HR Excellence in Research Award (HRS4R). This initiative supports the implementation of the European Charter for Researchers and strengthens institutional practices relating to researcher recruitment, career development, and working conditions. A cross-institutional working group, co-chaired by the HR Manager and Head of Research, is conducting a gap analysis and preparing the institutional application.

Open Research and Research Assessment Reform

IADT has joined the NORF funded ABOARD project, a national collaboration led by University College Cork and Trinity College Dublin. The project aims to develop a roadmap for incentivising open research practices and aligns with wider developments in research assessment reform, including Ireland's engagement with the Coalition for Advancing Research Assessment (CoARA).

Research Data and Knowledge Transfer

The Institute continues to contribute to national reporting processes through participation in the Annual Knowledge Transfer survey (ADTS) co-ordinated by Knowledge Transfer Ireland.

The Research Office, Enterprise and Innovation Office and Finance Office gather data on:

- Collaborative Research Agreements
- Innovation Vouchers
- Industry Partnerships
- Intellectual Property Activity

These metrics contribute to national reporting on knowledge transfer across Irish HEIs.

Research Culture and Community Engagement

The Institute continues to support the development of a vibrant research culture through events, communications, and training initiatives, including:

- Postgraduate research induction events
- Research information sessions for staff and students
- Institutional research showcase events such as Celebration of Inspirational Teaching, Pioneering Research and Creative Innovation

These initiatives support engagement across departments and promote visibility of research activity across the Institute.

Creative Research Impact Toolkit (CRIT)

During 2024-25, work commenced on developing the CRIT (Creative Research Impact Toolkit) at the Institute of Art, Design + Technology (IADT). CRIT is a resource designed to support creative researchers in planning, capturing, communicating, and monitoring the impact of their research. It provides practical tools and guidance tailored to the creative disciplines, enabling researchers to demonstrate the societal, cultural, and academic influence of their work. By integrating qualitative impact consideration at all stages of the research process, CRIT helps creative practitioners maximize the relevance and reach of their projects beyond academia. This toolkit aligns with IADT's mission to foster innovation and interdisciplinary research within art, design, and technology fields.

Teaching and Learning

Responsibility for the disbursement of SATLE funding to NFETL priority areas, matched to Performance Agreement objectives & IADT Strategic Plan 2024 - 28, rests with the Head of Teaching and Learning in the Academic Planning Office. Focus in 2025 was on strategic planning for TLA delivery inside a new organisational restructuring. In June 2025, IADT Executive approved the development of a multi-annual IADT Educational Model to advance towards university designation, with the allocation of educational staff resources to a new Teaching and Learning Unit a priority.

Staff Continuing Professional Development.

Across 2025, IADT demonstrated significant institutional engagement with teaching and learning enhancement through SATLE-funded activities, capacity-building initiatives, and sectoral dissemination. Six staff completed the pilot Teaching & Learning Certificate for the Creative Arts, marking the first cohort to graduate from this award. A new MA in Teaching and Learning for Inclusive Higher Education was green-lit in March 2025 for development and validation in 2026 with in-built stackable micro-credentials.

Teaching, Learning and Research Showcase

The annual Teaching, Learning and Research Showcase (10-11 June 2025) featured 35 staff presenters representing every academic department, with 80 staff attending across two days. Dr Anna Santucci of the Centre for Integration of Research, Teaching and Learning at UCC was guest speaker.

IADT maintained strong sectoral representation, with staff contributing to multiple national events, including:

- Education After the Algorithm (DCU, Feb 2025) - keynote by Dr P. Gibson
- Embracing Pedagogical Partnership (HEA NFETL @ IADT, May 2025)
- ILTA 2025
- Advance HE Strategic Leadership in TLA (Maynooth University, May 2025)

<https://www.youtube.com/watch?v=3A7yo50cY9s>

Recognition of Prior Learning (RPL)

Dr. Selina Guinness took over as RPL Project Lead for IADT in September 2025. In March 2025, the HCI Pillar 3 National Recognition of Prior Learning Project closed out with a national event: **RPL in 2025: Outcomes**,

Reflections and Next Steps. President David Smith reflected on the success of the RPL process in advancing social inclusion and equity of access to Higher Education in line with EU policy. Chaired by the Head of Teaching and Learning from September 2024, the IADT RPL Steering Group implemented the [five-stage framework](#) adopted by the [National RPL Project](#) team to produce programme-specific RPL learner packs to improve consistency in the implementation and assessment of RPL across our provision, backed by targeted training for Admissions team, Programme Chairs and HODs to close out the project.

<https://iadt.ie/news/recognition-of-prior-learning-welcome-dr-deirdre-goggin/>

AHEAD: The Altitude Charter & Inclusive Learning

IADT supports a high proportion of students with disabilities (28%+); making the early adoption of the ALTITUDE Charter a key objective for 2025. On March 20th 2025, IADT joined AHEAD's national call to action and formally adopted the ALTITUDE Charter. This commits IADT to work collaboratively across the organisation to ensure a universal design approach is embedded in our practices and processes in the years ahead, building on the good work already achieved in this area.

<https://iadt.ie/news/altitude/>

Inclusive Learning:

In line with National Strategy on Education for Sustainable Development (ESD) 2030 Implementation Plan 2.4a, the Academic Planning Office (APO) supported a renewed focus on implementing assessment redesign across programmes. Achievements include revision of programme board reporting templates to ensure trackable distribution of students registered with disabilities across programmes and a new SATLE funded Community of Practice in Inclusive Assessment Design and Support launched in September 2025.

SATLE 2024 – 2025

The Strategic Alignment of Teaching and Learning Enhancement funds issued by the HEA National Forum allow IADT to support enhancement measures aligned to three core national priorities: Education for Sustainable Development; Digital Education and Academic Integrity. Initiatives are tailored to support IADT's strategic plan, and to achieve the objectives and targeted measures set out in Pillars 1 & 3 of our Performance Agreement 2024 - 2028. This strategic direction is subject to oversight by the Teaching and Learning Subcommittee of Academic Council, ensuring strong academic-student partnership. A competitive call for IADT T&L Fellowships (LEPs) in March 2025 resulted in six funded projects, adjudicated by an expert panel with external assessor. The formation of two new Communities of Practice, launched in September 2025 and steered by T&L Fellows, promoted dissemination of good practice across the Institute in the areas of:

1. **Inclusive Assessment Design and Support** (anchored by the Altitude Charter)
2. **Sustainable Pedagogies for Studio** (anchored by National Strategy for Education for Sustainable Development to 2030).

Fellowship projects include:

- An **ICT review & implementation of plain English** to improve access to LMS for **intellectually disabled learners** on Path 4 'Creative Pathways for All', with application across IADT.

- **Standardised Inclusive Rubrics:** to promote clarity in assessment design and supporting tools to embed a compassion-based approach to improve progression rates for neurodiverse learners.
- **Team-Tool:** A Digital Toolkit for Developing Teamwork Skills co-designed in Articulate Rise to help students develop effective teamwork skills - awarded first prize, Digital Education Conference (SETU).
- **The Good Guide to Sustainable Futures** as an Open Educational Resource and teaching pack covering
 - Futures Thinking Sustainable Materials & Methods
 - Digital Sustainability - see <https://pdl.iadt.ie/presentation/the-good-guide/>
- **A Materials Library at IADT:** allowing learners to explore physical material samples, supported by catalogue innovations to integrate QR codes.
- **That Same World** - A pilot workshop for educators to deploy infra-red, ultra-violet and other imaging tools to enhance learner experience of nature with this perceptual data informing creative practice.

In June 2025, IADT was funded to partner on two SATLE projects with Canadian Polytechnics (kick off September 2025):

- Co-DIRECT (with SETU + North Alberta Institute of Technology): Immersive and VR pedagogies for healthcare
- GLOCAL (with SETU + Fanshawe College, Ontario): Key methodologies for Collaborative Online International Learning)

Close out of NTUTORR

The N-TUTORR project was a collaborative initiative funded by the European Union under the National Recovery and Resilience Plan (NRRP) to transform teaching and learning in the technological sector in Ireland.

The project received €40 million in funding to support its goals. It aimed to enhance the student experience, develop the capabilities of staff, and integrate Sustainable Development Goals (SDGs) into education. The project commenced in April 2022 and concluded in December 2024. Strategies: It focused on digital transformation, student empowerment, and creating inclusive learning environments.

IADT was an active partner throughout the project and contributed through institutional leadership, staff engagement, and a range of student-staff partnership initiatives, including a programme of N-TUTORR fellowships and student champion activities designed to pilot innovative teaching, learning, and community-engaged projects. Through these projects, IADT supported experimentation with new pedagogical approaches, promoted inclusive and digitally enabled learning environments, and strengthened student partnership in institutional enhancement activities, contributing to the wider sectoral transformation objectives of the N-TUTORR programme. A selection of projects are available from IADT's Research Portal: [here](#)

The N-TUTORR Final Showcase: titled Transforming Learning, Celebrating Collaboration, took place in November 2024. The event featured strong representation from both staff and students of IADT.

[Find out more here.](#)

LifeLong Learning

A Lifelong Learning Officer, was appointed in November 2024 to review and identify operational efficiencies and improvements across the provision of lifelong learning at IADT, and to investigate further models for expanding lifelong learning provision. A full, comprehensive Lifelong Learning Report was completed and submitted to

Executive in June 2025. The level 6 Portfolio Preparation programmes were validated with a new Access programme also validated to improve pathways into Higher Education for Access cohorts.

Future Programme Development

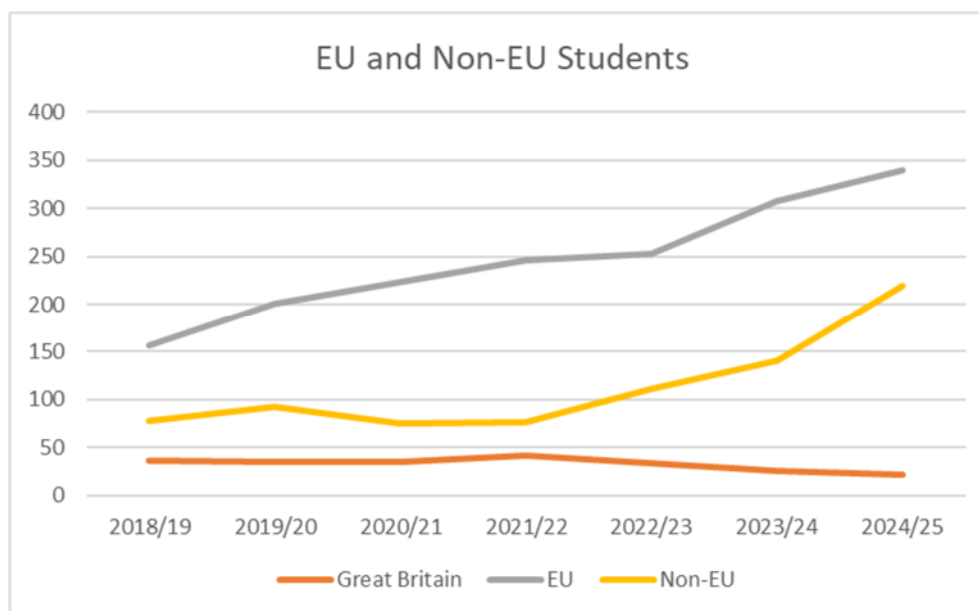
A Future Programme Development Officer, was appointed in February 2025 to identify and map current and future horizons for programme development. As a result of this review, a new IADT Educational Model was approved by Executive in June 2025 to implement a number of process improvements including:

1. The introduction of a curriculum management solution to digitise our programme catalogue and module directory
2. The building out of a Teaching and Learning Unit with educational developers to support and embed enhancement measures across the curriculum in the areas of inclusive assessment design, employability and transversal skills acquisition, and education for sustainable development core competencies.

Information and Data Management

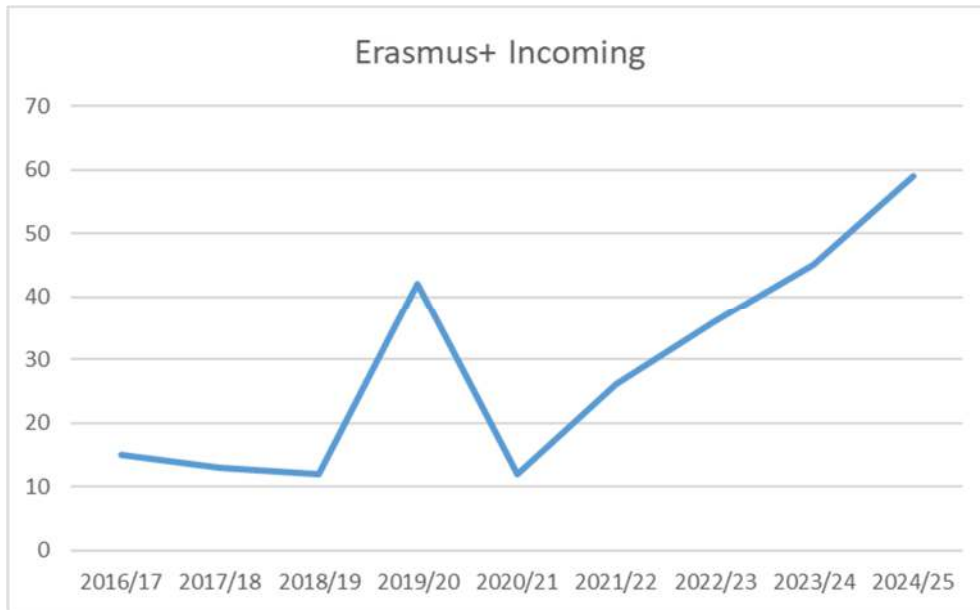
Increases in EU and Non-EU Students

IADT continues to see an increase in the international diversity of our student body (based on self-declared nationality in the HEA SRS returns). This trend has continued in 2024/25, with the number of students who identify as non-Irish increasing for 7 years in a row. A decrease of students from Great Britain has continued post-Brexit.



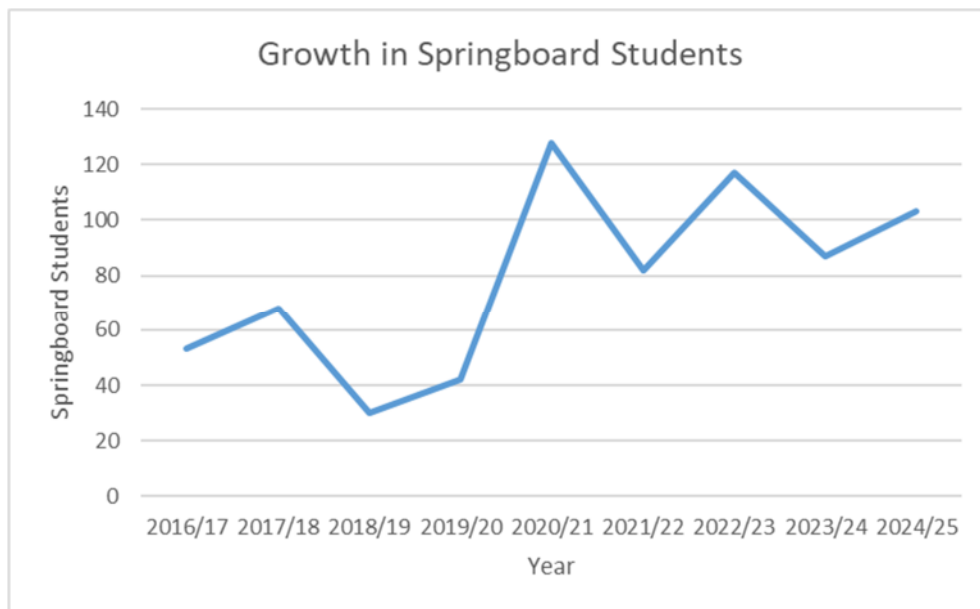
Erasmus+ Incoming Students

IADT's engagement with partner institutions continues to go from strength-to-strength. The number of incoming Erasmus+ students (including Term 1, Term 2 and Full Year) continued its strong growth in 2024/25, hitting a new high for the second year in a row.



Springboard+ Funded Students

We have continued to see variability in the number of Springboard+ enrolments with enrolments increasing on 2023/24. Springboard+ continues to be an important cohort for the Institute.



School's Database

In 2023-24, data on students' schools of origin—drawn from six years of CAO Net Acceptances—was consolidated into a single database. This dataset captures the programme each student enrolled in, whether their school of origin was classified as a DEIS school, and whether the student is currently enrolled in the Institute. This work provided a more coherent foundation for analysing application trends

During the 2024-25 academic year, the system was upgraded to a Power BI platform, providing a more interactive, visual, and user-friendly reporting interface. In addition to Student Services and Marketing, the

enhanced report has now been shared with Heads of Faculty and Heads of Department to support wider institutional insight and decision-making.

Staff Recruitment, Management and Development

During the 2024-25 reporting period, IADT continued to prioritise high-quality staff recruitment, development and support as a core component of its internal quality assurance framework. The Human Resources function, located within the Corporate Services Directorate and operating under the remit of the Vice President for Corporate Affairs during this period, focused on maintaining robust, transparent and equitable recruitment processes, expanding access to staff development and wellbeing initiatives, and advancing key policy and workforce planning work.

In parallel, HR contributed to preparatory activity associated with IADT's wider transformation agenda, supporting organisational readiness for planned changes to executive leadership and governance structures. As part of this transition, it is anticipated that Human Resources will align with a future-focused Vice President for People and Culture role by the end of 2026. The work undertaken during 2024-25 has therefore focused both on sustaining effective staff support in the current structure and on laying a strong foundation for continuity, capability and quality during the forthcoming period of institutional change.

Staff Recruitment, Management and Development

During 2024-25, HR has contributed to Institutional planning associated with IADT's evolving executive and academic leadership structures, arising from the Institute's transformation agenda. This included preparatory HR input into the establishment of three Dean roles and the reconfiguration of the Secretary Financial controller role into two distinct executive functional areas - Chief Financial and Operations Officer and Head of People and Culture. Along with the development of the Vice President of Strategy and Public Affairs.

HR engagement focused on role scoping, governance alignment and workforce planning considerations to ensure clarity of accountability, sustainability of leadership capacity and alignment with national higher education governance norms. These developments are intended to strengthen leadership, enhance decision-making structures and support the effective implementation of strategic priorities. Five of the Six roles are planned to be in place by September 2026 (Head of People and Culture is still at planning stage with the Department).

Enhancing Research Career Frameworks and Staff Development

As part of its commitment to strengthening research culture and supporting staff career development, IADT progressed the submission on an application for the **HR Excellence in Research Award (HRS4R)** during 2024-25 reporting period. Led by the Human Resources team in collaboration with institutional stakeholders, this process involved a structured self-assessment against the European Charter for Researchers and the Code of Conduct for the recruitment of researchers.

The HRS4R application process provided a valuable framework for evaluating existing HR policies and practices relating to recruitment, development, progression and support for research active staff. It also informs the

identification of priority actions to enhance transparency, consistency and career development pathways across the Institute. Application will be submitted in December 2025.

Staff wellbeing and Organisational Health

Supporting staff well-being and organisational health remained a core priority for Human Resources during the 2024-25 reporting period, recognising the integral role that staff well-being plays in sustaining institutional quality, staff engagement and effective performance.

During this period, HR has led preparatory work towards the renewal of IADT's Keep Well mark, due for review in March 2025. This process involves ongoing reflection on existing wellbeing initiatives, staff supports and organisational practices, reinforcing the Institute's commitment to maintaining a healthy, supportive and inclusive working environment.

In parallel to this, IADT maintains its commitment to the Healthy Campus initiative, led nationally by the Higher Education Authority (HEA). We have an established committee which includes staff and students from all areas of the Institute for Healthy Campus and our commitment reflects an integrated, whole of institution approach to health and wellbeing, encompassing physical, mental, social and organisational wellbeing for both staff and students. HR contributes to this agenda through policy development, staff wellbeing initiatives, awareness programmes and alignment of organisational practices with national Healthy Campus Principles.

Engagement with the health campus framework supports a coordinated and sustainable approach to wellbeing, ensuring that staff wellbeing is embedded within Institutional planning, governance and quality assurance processes, rather than addressed through isolated initiatives.

Collectively, the keep well mark renewal process and ongoing engagement with the healthy campus initiative have contributed to strengthening IADT's organisational health, promoting positive workplace culture and supporting staff capacity during a period of institutional transformation and change.

Staff Training and Development

During the Academic year 2024-25, and in response to organisational change that is being currently implemented, the Institute has maintained and strengthened its commitment to Staff training, learning and development. This commitment ensures that staff have the competence, experience and support required to fulfil their roles effectively and to contribute to the quality of teaching, learning, research and Institutional governance. In 2025, the Staff Training and Development policy will undergo a formal review to ensure better alignment across the institution. Consultations commenced with the Academic Futures group, Executive leadership and Central Management groups, along with Finance. This policy is being developed in advance of new probation and performance management policies to ensure alignment between staff development, role expectations and performance review. This integrated policy framework will support staff progression, leadership development and capability building within the Institute.

During the Academic Year 2024/25, the Institute maintained its strong commitment to supporting staff

through high-quality professional development and training opportunities. Our aim is to ensure that every staff member is equipped with the knowledge, competencies, and skills necessary to deliver an excellent learning experience and to contribute to the Institute's strategic objectives.

Building on the foundations laid in previous years, significant progress has been made in further strengthening our training and development structures, including work advanced on the Staff Training and Development Policy. It is expected that the updated policy will come into effect for the Academic Year 2026/27 and will introduce a more robust, centralised process for supporting Level 10 and Level 9 qualification achievement. This process is designed to ensure transparency and equal access to development opportunities for all staff across the Institute.

Overview of Training and Development Activity

Throughout 2024/25, a comprehensive and diverse programme of learning opportunities was offered to academic, professional, technical and administrative staff. These were delivered in multiple formats to support accessibility, including:

- On-campus, face-to-face sessions
- Live online sessions
- Self-paced online programmes
- Online on-demand content
- Funded programmes, including formal qualifications up to and including National Framework of Qualifications Levels 8 and 9, in line with the Staff Training and Development Policy

Training and events continued to span a broad range of themes, including:

- Technical skills and competencies related to Information Technology systems, digital tools, and Institute platforms such as Office 365, Blackboard/The Hub and Orchard (IADT's intranet)
- Legislative, regulatory and governance requirements, including Health and Safety and Equality, Diversity and Inclusion
- Professional effectiveness, leadership, communication skills, problem solving and resilience
- Staff wellbeing, including awareness initiatives, health promotion and wellness activities
- Teaching and Learning, including accredited programmes and workshops that support pedagogical development
- Support for long-term study, conference attendance and professional qualification pathways

Progress and Advancements During 2024-25

Progress this year included:

- Significant expansion of training offerings, with enhanced diversity across health, wellbeing, digital skills, leadership and equality themes.
- High engagement from staff across departments, reflected in consistent participation in multi-session programmes and Institute-wide initiatives.
- Strengthened commitment to Equality, Diversity and Inclusion, demonstrated by the breadth of training offered in this area.
- Improved visibility and accessibility of training opportunities through multiple delivery modes.
- Substantial work completed on the revised Staff Training and Development Policy, which will introduce formalised, transparent and equitable processes for Academic Year 2026/27.

Dignity and Respect Policy and Procedures

In April 2024 IADT commenced process of developing and implementing a number of policies and procedures around dignity and respect for staff and students in IADT. Staff and students were invited to participate in focus groups on the development of Dignity and Respect Policies, to replace the existing Mutual Respect Policies. The following Policies were approved and published during 2024-25

- Dignity and Respect Policy and Procedures for Bullying and Harassment
- Dignity and Respect Policy and Procedures for Sexual Misconduct

Following the rollout of the revised Dignity and Respect Policy in 2024-25, 100% of the Leadership Team and approximately 30% of all staff have completed relevant training.

Looking Ahead

The forthcoming updated policy will support a more structured approach, ensuring that all staff have fair access to development opportunities aligned with organisational priorities. This policy will also enhance data collection and reporting, enabling improved monitoring of participation and impact.

The Institute will continue to invest in staff development as a core strategic priority, recognising that well-supported staff contribute directly to excellent student experiences and to the achievement of the Institute's mission.

Supports and resources for learners:

Library

In 2024-25, the Library added the digitised [Reverend Goff Diaries](#) to [Illustro](#), the IADT institutional repository. Through some TUA funding, the Trevor Scott Papers were inventoried and digitised. The digitised papers will be ingested into Illustro in due course.

The Library developed a 'micro gallery' space and an exhibition of artefacts from the Trevor Scott Papers was mounted.

The Library expanded its access to databases through IReL, Irish Research electronic Library, membership. As well as maintaining access to the eleven NTUTORR-funded databases (including the five databases with Read + Publish Transformative Agreements), access was extended to Project Muse, Springer Compact, and Springer Computing. The full list of database holdings is [here](#). The Library worked with Faculty from across the Institute to establish an [Editorial Board](#) for the [IADT Journal of Research + Creativity](#). The journal will publish work by undergraduate and postgraduate students alongside that of academics, all peer reviewed to standard. A call for papers and creative content was circulated and the first issue will launch on the pilot national Diamond Open Access publishing platform, Diamond Ireland Press, in Spring 2026.

Library staff were active on national and international committees ([Library Association of Ireland \(LAI\) Career Development Group](#), [LAI Library Publishing Group](#), [HEAnet LIR](#), [the Irish Open Access Community of Practice \(IOAP\)](#), and the [IFLA Library Publishing Special Interest Group](#), and on Advisory Boards ([Open Institutional Publishing Association UK](#), [AISHE-J Journal](#), [DBS Applied Research & Theory Journal](#)). Staff also presented at conferences and published journal articles.



Student Experience – Highlights from 2024-25

Access Office

The Access Service is here to assist under-represented students in preparation for and integration into, third level education by providing confidential, personal support. Some of the highlights from 2024-25 are as follows:

- The Sanctuary Scholarship process was updated and promoted, resulting in two IADT Sanctuary Scholars receiving the award.
- The Access Service facilitated a number of school talks and career fairs, and hosted school groups on campus, resulting in engagement with approx. 1781 young people from under-represented groups.
- New ACCESS IADT Entry Route (part of the Performance Funding ‘Open Doors’ project) launched.
- A HEA Traveller and Roma fund was used to facilitate a film project with St Kieran’s Traveller Primary School (Bray) in Semester 1, coordinated by the Access Service in collaboration with IADT TV students.
- The Access Service collaborated with the Marketing Office and IADT students, availing of NTUTORR funding, to create three videos highlighting supports available to students experiencing socio-economic disadvantage.

[IADT Access Student Lanagh Connolly](#)

[IADT Access Student Alex Salaj](#)

[IADT Access Student Chloe Shortt](#)

- The ‘Access & Inclusion On Show’ event in April as part of Dublin Learning City engaged Access students, DEIS linked schools and members of the Traveller community in IADT’s Carnegie Library, Dún Laoghaire.
- The Access Service arranged for Focus Ireland to deliver a confidential one-to-one advice clinic on campus to students experiencing accommodation crisis or homelessness.
- Development work has begun on an IADT Access & Inclusion strategy. Outcomes from focus groups hosted by an external facilitator with staff, students and community/school partners, will be used to inform the strategy.

Assistive Technology

The Assistive Technology (AT) service empowers students to attain equal access to education at IADT.

Coordinated by the Student Services Manager, the AT service works closely with the Disability Support Service, the Student Learning Centre, and the Access Office to support students with disabilities in IADT. Outside of student services, the AT service collaborates with ICT, Academic Schools, and Teaching and Learning to provide necessary supports. IADT consistently has one of the highest percentages of students with disabilities in Ireland, with 12.4% in the last academic term (of 24-25). Most students with disabilities at IADT use AT such as laptops, mobile devices, and AT software, requiring and receiving ongoing support from the AT Service.

Disability Service

The Disability Support Service (DSS) provides equal access to education for all IADT students, including those with a range of disabilities and mental health conditions. The main aim is to promote inclusion, advocacy, and active participation in college life by offering individualised supports and reasonable accommodations to students with disabilities. Reasonable accommodations are put in place to remove potential obstacles and empower a student to access their learning fully. Examples may include: exam accommodations, assistive technology, sign language interpreters, educational support workers and notetakers. The DSS also supports students that have entered college through the Disability Access Route to Education (DARE) scheme.

The service is committed to promoting, encouraging and assisting in the implementation of Universal Design for Learning principles, as the first response to ensuring accessibility and an inclusive educational environment for all learners. Highlights from 2024-25 include:

- The DSS application to the HEA's PATH 4 "Inclusive Environment" funding opportunity was approved in May 2025. The proposal includes the following initiatives:
 1. Increasing accessibility of the physical campus
 2. Movement towards a more Neurodiversity friendly campus by increasing disability awareness amongst students and staff
 3. Support the implementation of UD within IADT by committing to the ALTITUDE Charter.
 4. Reviewing and updating DSS policies.
- Ongoing collaboration with the IUA on the DARE and HEAR brand refresh project. The Disability Officer has advised on promotional materials such as the handbooks, flyers and social media plans. The participation included creative design meetings, proofing material ensuring that it is UD friendly and the incorporation of the use of Plain English (NALA) where possible.

Student Counselling

The IADT Student Counselling Service serves to offer short-term evidence-based psychological support to all registered full-time, part-time and certificate students. The primary aim of the service is individual support, with secondary aims of promoting psychological-education, fostering self-awareness, campus health promotion and overall empowering students towards engagement of effective self-regulation and coping resources.

Student Counselling Service Evaluation Survey

Students were invited contribute feedback on a short questionnaire. The survey response rate represents less than 5% of students who engaged with the service during the academic year 2024/25, with interpretation of results to consider this response rate.

Key learnings are as follows:

- Students frequently report preference for in-person supports (one-to-one appointments) rather than online offerings (webinars, module-based information support)
- Students report awareness of Student Counselling received primarily through verbal promotion by their peers, lecturers - rather than visual advertisement (e.g. on The Hub or through email)
- Student feedback reflects positively on the Student Counsellors' therapeutic approach of compassion-led, solution-focused therapy
- Student feedback reports favourable experience with short-term support, preference for ongoing support and awareness of external longer-term mental health support pathways

Student Learning Centre

The Student Learning Centre (SLC) at IADT delivers a comprehensive, psychology-led academic support service that is inclusive, evidence-based, and responsive to student needs. 2024-25 was defined by innovation, collaboration, and a strong commitment to student success. The introduction of three on-demand eLearning modules—covering Academic Writing, Critical Thinking, and Organisation & Time Management—transformed how students accessed support, with over 300 learners engaging independently to build essential skills.

The Centre also strengthened its role in supporting neurodivergent students through a 70% increase in ADHD screenings and the delivery of the UniMAAP programme, a six-week initiative combining psychoeducation with

practical strategies for managing ADHD in academic life. These developments were complemented by a streamlined ADHD referral pathway, ensuring timely access to diagnostic services with the Student Learning Centre providing interim supports.

Beyond individual appointments, the SLC delivered targeted workshops, contributed to orientation programmes, and played an active role in the Teaching, Learning and Research Showcase, promoting the integration of digital learning tools into teaching practice. Student feedback reflected the impact of these efforts: 91% rated the service as good to excellent, and 90% would recommend it to peers—affirming the Centre’s position as a trusted, student-centred resource.

Dublin Learning City

In April 2025, Dublin Learning City participated in an international exchange of learning ideas through the Irish Network of Learning Cities. Learning cities from France, USA, England and The Netherlands together with Irish representation from Dublin, Belfast, Limerick, Waterford and Derry- Strabane all participated in the learning exchange. The event was held in Cork as part of their Festival of Learning. IADT presented an overview of Dublin Learning City activities, with a specific focus on IADT’s Creative Pathway’s level 6 course. The breakout session was attended by Isabelle Kempf, Director UNESCO Institute for Lifelong Learning.

The sixth Dublin Learning City Festival took place from 7th-9th of April 2025. This was the most successful festival to date with over 200 events, demonstrating a diverse programme of in person and online events. Tours, workshops, exhibitions, talks and many other activities that focus on the theme ‘Create, Connect, Change’ were enjoyed by many. Creating meaningful learning communities, Connecting with one another through these communities, and Changing our communities in a positive way through lifelong learning.

Online Resources for Students:

The following online resources we delivered and available to students in 2024-25

- **StudentPad - IADT’s Official Accommodation Website**

Studentpad is an online accommodation search website where IADT students can search for accommodation in the local area. Local homeowners, landlords, Student Halls and Letting Agents can use Studentpad to advertise available accommodation.

- **Goin IADT** - This online platform is centred around enhancing the applicant and student experience by bridging the waiting period between application and enrolment, alleviating fears of the unknown by making friends before students have set foot on campus and generating excitement around starting their course at IADT. Connections are peer to peer, led by students and made on the basis of common interests through the groups they have joined/created e.g. house shares, clubbing, food lovers, LGBTQIA+ etc.

International Office + Internationalisation

Erasmus+ Student Exchanges

During 2024-2025, a total of Sixty-two long-term Erasmus students came to study in IADT; The countries of origin included:

Poland	Italy	Germany	France
Slovakia	Czech	Belgium	Estonia
Portugal	Spain	Netherlands	UK
Norway	croatia	finland	

Areas of study included: Animation, Art, Design for Stage and Screen, Graphic Design, New Media Studies, Film and TV, Arts Management, Photography & Visual Media, English, and Equality Studies, and Applied Entrepreneurship.

During 2024-2025, a total of Fifty-Nine IADT students went abroad to study. The countries of destination were:

Hungary	Finland	Estonia	Spain
France	Germany	Czechia	Italy
UK	Netherlands	Belgium	portugal
Croatia	Polan	Norway	Sweden

Areas of study included: Art, Film, Television, Photography, Arts Management, Entrepreneurship and Management, New Media Studies, Design for Stage & Screen, Creative Music Production and Visual Communications.

During 2024/2025 a total of six Erasmus Student Traineeships took place during the academic year from programmes of study such as: Art, Graphic Design, New Media Studies, Digital Marketing, Film and Design for Stage & Screen, to the following destinations:

Iceland	Netherlands	Spain	Belgium	Germany
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Erasmus traineeship empowers creative arts graduates and students with critical professional experience, intercultural skills, and a robust network, all of which enhance their employability and provide a strong foundation for a successful career in the arts.

Erasmus+ Staff Exchanges

2024/2025 saw another increase in Staff mobilities.

- October 2024
 - Two Visual Communications academics delivered classes in Aalto University in Finland for a week mobility.
 - One Visual Communications academic represented IADT at a City Council of Barcelona event as a panelist for Design
- November 2024
 - One Visual Communications academic attended The Maria Curie-Skłodowska University, To collaborate with the Department of Psychology at Maria Curie-Skłodowska University in Lublin, Poland, in order to integrate diverse tools for future thinking.
- January 2025

- One Visual Communications Academic travelled to Berlin with the Year One Visual Communications class to understand Design studio practice applied to field research while working individually and collaboratively in groups and engaging/interacting with cultural and historical design history artefacts.
- March 2025
 - One Visual communications Academic travelled to Rotterdam with the Year Two Visual Communications class to engage in both independent and collaborative desk & field research activities to generate content (text and image) for an editorial design project, and Apply typographic experiment in response to historical visual culture artefacts.
 - One Applied Psychology Academic travelled to Estonia to participate in a Blended Intensive Program (BIP). Resulting in a possible return BIP to be hosted in IADT in 2025/2026.
 - One Creative Computing Academic travelled to Lisbon to participate in a teaching/training mobility at our FilmEU partner, Lusofona.
- May 2025
 - Two 3D Animation Academics travelled with the first year 3D animation program to the FMX conference and Blended Intensive program hosted by our long term partner, Hochschule Der Median, Stuttgart.
 - One Digital Marketing Academic travelled to teach on the Digital Marketing programme with our new Partner Hochschule Mainz. This partner is proving to be a vital and successful Digital Marketing partner.
 - One Creative Computing Academic travelled to our long term partner in Turkey teach a workshop in Sabanci University
- June 2025
 - One Professional Staff Member travelled to Sofia, Bulgaria to participate in a Library workshop with our FilmEU Alliance members and present at the FilmEU Summit during this same mobility.
 - One Professional Staff Member travelled to Lyon, France to participate in an “Erasmus Staff Week” focusing on Librarians of Tomorrow: Rethinking Services, Reinventing Professions.
 - One Professional Staff Member travelled to our new Partner in the United Kingdom (UAL) to attend their staff week and establish connections, around the area of 3D Animation to begin in the academic year 2026/2027.

FilmEU + Blended Intensive Programme (BIP) short mobility support

During 2024/2025, the International Office supported the mobility of the following students and staff.

Blended Programs Outbound	Students	Academics	Date	Total
DFF Croatia	5	0	September	5
Agora BIP Estonia	3	0	November	3
GD Berlin	31	1	January	32
Film Brussels	5	0	January	5
Design for Film Lisbon	6	1	January	7
Canada - MA Design for Change	10	2	March	12
Graphic Design Rotterdam	21	2	March	23
Applied Psychology Estonia	13	1	March	14
FilmEU Agora BIP LUCA	2	0	March	2
Stuttgart 3D Animation Yr1	18	2	April	20
AV BIP Sofia	3	0	May	3
Total	117	9		126

The International Office worked closely with all the Project Coordinators at host institutions to manage the accommodation, registration and pre-arrival details for the inbound students and staff members.

Ukrainian Students

During 2024/2025 thirty-two displaced Ukrainian students were registered at IADT. This included 13 continuing students from 2023/2024, 19 new inbound first year undergraduates. The students' registrations, learning

agreements and monthly grant allocations were managed by the International Office and Admissions Team.

IADT Representation Overseas

European Association of International Education (EAIE)

Founded in 1989, the EAIE is the European centre for expertise, networking and resources in the internationalization of higher education. The International Senior Lead and International Officer at IADT attended the 2024 EAIE annual conference which took place in Toulouse from the 17th to the 20th of September. The 2024 programme themed 'En Route', invited delegates to explore innovative ways to support the interests of a wonderfully diverse community of students and staff, collaborating creatively with industry or community partners and so much more.

International Credit Mobility Project (ICM)

In July 2024, IADT was approved to receive funding under Erasmus KA171. The project funding was valid from 1st August 2024 and the duration of the funding is 36 months. Work continued on these projects during 2024-25. The project includes:

- **Armenia and Ukraine**

The potential of this project is pedagogical, for reimagination of core disciplines like drawing and design. Maintaining the connections and building on previous collaborations with Yerevan State Academy of Fine Arts in Armenia (Academic + Students Affairs) and supporting mobility from Sumy State University in Ukraine (Enterprise + Humanities and Design Departments). Work continued in 2024-25 to maintain connections and enable mobilities in the academic year 2025-26.

- **Canada**

This project contributes to the further integration of Canadian, Irish and EU educational systems through educational exchange, knowledge transfer and harmonisation of standards. Canadian partners approved for this funding include existing partners George Brown College and Sheridan College, and Seneca Polytechnic. In March 2025, 10 students and 2 professors travelled to George Brown College, Toronto, to work together on a design charette.

NAFSA 2025 Annual Conference and Expo

The NAFSA conference is the largest Higher Education networking conference in North America. In 2023 IADT attended the conference for the first time and subsequently joined the NAFSA Creative Industries MIG Leadership team. The Leadership team is made up of International Office Managers and Directors from CalArts, Manchester School of Art, School of Art Institute of Chicago, Pratt and Berlin University of the Arts. The International Senior Lead was involved in arranging the Creative Industries Business meeting and the Creative Industries Soiree, a networking event for the creative industries in higher education. The International Senior Lead invited the California based visual artist and writer [Farrah Karapetian](#) to present at the business meeting and IADT co-sponsored the Creative Industries Soiree along with UAL, Zurich University of the Arts and MMU. While in the US IADT were invited to visit CalArts and Pasadena Arts Center for campus tours and constructive discussions around possible collaborations in Animation and Design for Film.

Faculty from the UAL, s London College of Communication visited IADT in June and met with the Head of Film and Media and Head of Department of Technology + Psychology for discussions around potential. The International Senior Lead was invited to attend a Partner Experience at UAL which took place in June

Goin IADT

Following on from the successful implementation of the Goin IADT app a decision was made to renew the contract and the app was once more made available to new students. 59 nationalities were represented on it and student feedback was very positive with found it particularly useful to get to know other students before they arrive. The Housing/Accommodation group was particularly useful for new students navigate the accommodation difficulties and helped them to find roommates within the IADT community.

International Student Hub

The International Student Hub was developed on the IADT website as a one-stop shop for all international student-related questions. It contains enhanced information for all international students including a webinar series on all things international students need to know when moving to Ireland such as visa and immigration information, accommodation related queries, opening bank accounts and so on. In addition, using TSAF funding we have developed international student guides with targeted information designed specifically for international students.

International Student Hub

International students are warmly welcomed at IADT. Currently home to over 2500 students and staff, the Dún Laoghaire campus is vibrant and engaging, with outstanding facilities and a warm and energetic atmosphere.

International Admissions

Getting Ready to Come to Ireland - Webinar Series
Take a look at our webinar series to support our EU and Non-EU students who are preparing to move to Ireland:

- Overview of Irish Visas and Immigration
- Finding Accommodation
- Planning your journey to Ireland
- Getting your Irish Residency Permit Stamp 2
- Registering with the Health Centre
- Official Video from TFI - How to Apply for a LEAP Card

About IADT

- IADT Facilities and Resources
- Why Study in Ireland
- Meet our Students
- Meet our Students

International Visas + Immigration

Erasmus

<https://iadt.ie/for-students/international/>

Partnership and Engagement

Community Engagement Officer

A new role, the Community Engagement Officer commenced in July 2025. The position plays an important role in supporting the delivery of projects arising from the IADT's Strategy for Towards a University for The Creative Industries 2024-2028. This new role will facilitate the timely rollout of our systemic pathways for engagement into the future.

Main Goals:

- Develop and implement a comprehensive communications strategy to enhance public awareness of IADT's work at local, national, and regional levels.
- Design and deliver a Community Engagement Roadmap, outlining IADT's approach to community activation, volunteering, and relationship-building.
- Lead the development of a Community Engagement Charter in collaboration with the Local Authority, IADT Students' Union, and other key stakeholders.

Responsibilities will include:

- **Stakeholder & Relationship Management:**
- **Project Development & Funding**
- **Reporting & Evaluation:**

Development of Alumni Programme

The Alumni Officer was appointed in December 2024. The key actions scheduled for the 2024/2025 academic year were:

- Acquisition of a CRM system for alumni contact management
- Adoption of an alumni communications and fundraising plan

Initial research into CRM systems commenced in December 2024. As the process progressed, it became clear that an integrated alumni portal would also be required to effectively support the Alumni Officer and to meet the objectives outlined in the Performance Agreement. Following a procurement process, including market research, a provider was contracted to develop an Alumni CRM system and portal in May 2025, and work commenced throughout the summer period.

In parallel, the alumni communications and fundraising plan was developed. This plan was presented to the Executive Committee in April 2024 and subsequently approved. The plan provides a strategic framework for outreach, relationship-building, and future fundraising activity. Implementation will align with the CRM and portal rollout to ensure coordinated messaging and engagement.

Linked Provision Framework

IADT falls under the definition of a Designated Awarding Body, and as such, IADT recognises its statutory responsibilities in respect of linked providers and commits to meeting those responsibilities. During the reporting

period, Academic Council approved a series of documents related to Linked Provision including:

- IADT Policy on Linked Provision Framework
- IADT Linked Provision - Procedure for considering and establishing a linked provision relationship
- IADT Linked Provision - Procedure for approving the Quality Assurance procedures of linked providers

All Linked Provision Framework documents are available from the IADT Policies and Procedures of the IADT website [here](#)

A third procedure will be developed to document the monitoring and reviewing the QA procedures of established linked providers.

It is hoped that IADT will establish its first Linked Provision relationship in 2025-25.

Public Information and Communication

A Communications Officer was appointed in 2024-25, as part of the Planning and Strategy Office, specialising in internal, external and corporate communications. The role includes supporting the delivery of projects, plans and processes arising from IADT's strategy 'Towards a university for the Creative Industries 2024-2028' and facilitating communications projects across the Institute's functional areas and the timely delivery of news and information across the organisation and its stakeholders.

Internal Communication:

IADT Next

Following on from the success of "IADT Now" that was run during 2023 and 2024, "IADT Next" was developed by the Planning & Strategy Office during the reporting period that will provide staff with an opportunity to familiarise themselves with the progress and impact of all ongoing funded projects and initiatives (TSAF, Film EU, Elevate, CFA, etc), as well as the overall progress of our Strategy & Performance Agreement targets and ongoing engagement with external stakeholders, aligned to IADT's ambition to become Ireland's University for the Creative Industries. A schedule of events was planned to commence in October 2025.

Change Champions Network

A Change Champions Network was established in February 2025 to drive continuous improvement, foster a culture of process efficiency, share ideas, collaborate on key strategic initiatives and support colleagues. Staff (academic and PMASS) from across the Institute joined the group. The Network met regularly and participated in a LEAN / Agile training workshop in June 2025 with DCM Learning.

Sustainability & EDI

The Good Guide

[The Good Guide to Creative Practice for Students](#) was launched on the 1st of October 2024. This guide is designed to equip students with practical principles to embrace ethical, sustainable, and inclusive practices in their creative work.

The launch event welcomed an exciting [line-up of speakers](#) to showcase student work.

- Keynote Speaker: Harrison Gardner, eco-builder and sustainability designer, known for his work on RTÉ One's *Build Your Own Home*, spoke about *Unbuilding yesterday and building tomorrow with the day before*.
- Speaker: Dr Patricia Gibson, IADT lecturer, presented *Towards AI for Good: Critical Perspectives around the Social, Ethical and Environmental impact of AI*.
- Student Lightning Talks: Former and current students shared their perspectives and projects that embody the values of *The Good Guide*.
- Exhibition of Student Work: A selection of projects from the BA in Visual Communication Graphic Design and MA in Design for Change.

What is [The Good Guide](#)? At its core, *The Good Guide* is built around three essential pillars:

- People – promoting equality, diversity, and inclusion (EDI) in creative endeavours.
- Planet – advancing sustainability to minimise environmental harm.
- Tech for Good – raising awareness about the ethical use of technology, ensuring it is accessible to all and harnessed for positive social impact.

The guide simplifies complex ideas and supports your creative education journey, helping you make a positive difference for both people and the planet as you move into your future career.

Smarter Travel Mark

In November 2024, IADT was awarded the Smarter Travel Mark at Bronze level. The Smarter Travel Mark is recognition of Dún Laoghaire Institute of Art, Design and Technology's commitment to changing attitudes and behaviours regarding walking, cycling and public transport usage by implementing measures that facilitate, support and encourage sustainable travel options for our staff, students and visitors.

Achieving the Smarter Travel Mark demonstrates that Dún Laoghaire Institute of Art, Design + Technology prioritises the importance and value of sustainable travel initiatives and the associated environmental benefits. We look forward to implementing further Smarter Travel initiatives to support staff, students and visitors in choosing environmentally friendly transport options.

2.1 Initiatives within the Institution related to Academic Integrity

Throughout the reporting period, IADT continued to participate in the National Academic Integrity Network while exploring new assessment practices and strategies at departmental level to engage with the challenges of increasing AI usage.

Artificial Intelligence Workgroup

During 2024-25, an Artificial Intelligence working group was established and is active in IADT. Terms of reference and guidelines are currently being generated for general use across IADT. Considerations of the working group include academic integrity, leadership, risk, and aligning with third-party software etc.

Programme Boards

The Programme Boards Procedures, Meeting agendas, minutes and annual report templates were revised during 2024-25, to incorporate standing items and sections to specifically consider and address Academic Integrity.

“Several lecturers have added elements of interview and video content to mitigate AI use and staff are sharing success and failure stories so we can learn as a group and develop content and assessment with AI in mind.”

Sample feedback from Programme Board

Teaching and Learning Showcase

Topics at the 2025 Teaching and Learning Showcase incorporated presentations in the area of Academic Integrity, including:

- Designing for Learning: Enabling Academic Integrity and Clarity through Structured Assessment Strategies
- Findings - NTUTORR GenAI: N3 Academic Champion

Resources for Staff

Curriculum Development Framework - Academic Integrity

Equipping staff and students with the tools to ensure honesty, trust and fairness in teaching, learning and assessment in the context of rapid technological advancements. Academic Staff should be aware of guidelines to ensure Academic Integrity, especially in the era of Gen AI (Generative Artificial Intelligence). See the NAIN (National Academic Integrity Network) Principles and Guidelines. To support staff a dedicated section was created on “Orchard” the staff intranet, to provide a selection of tools and resources, including:

Tools & Resources

- MS 365 suite & MS draft coach for MS Word
- Grammarly for MS Word
- N-TUTORR GenAI:N3 Chatbot
- IADT GenAI Guidelines
- IADT GenAI and TurnItIn Webinar

Curriculum Documents

- Academic Integrity Guidelines in Assignment Briefs
- Grading Rubric and Feedback Sheets
- Referencing Style in Assignment Briefs
- Creative Practice - process documentation
- Student Handbooks
- N-TUTORR Curriculum Framework Development Academic Integrity Evaluation Checklist

Link to Existing Policies, e.g.

- Academic Integrity Policy
- Ethics Policy
- Examinations and Assessment Policy

Training

- OpenLearn Academic Integrity courses
- GenAI Guidelines
- AI Mate
- National Academic Integrity Network (NAIN) - Academic Integrity Guidelines and GenAI Guidelines
- National Forum for the Enhancement of Teaching and Learning in Higher Education (NFETL) - Principles of Assessment OF/FOR/AS Learning
- Lectures/guest speakers/webinars

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives	Planned actions and indicators
1	Commence Phase 3 of Semesterisation Implementation Plan Formal Launch (See AQR 2025, 3.1 (2))	Office of Registrar - Strategic Plan Action 1.4
2	TrustEd: Implementation of Recommendations (See AQR 2025, 3.1 (4))	Office of Registrar - Strategic Plan Action 5.5
3	Transformation Programme* <ul style="list-style-type: none"> • Organisational redesign, particularly the Academic departments • Expansion of the Executive Team to include 3 new Dean positions 	Strategic Planning Office - Strategic Plan 2024-25 Priority 6: Transformation
4	Recruitment of a Quality Lead role	HR Office

*Following the Organisation Structure Review carried out in 2024-25, IADT committed to implementing changes through the *Transformation Programme*. The organisational changes are part of the ongoing transformation and change programme within Technological Higher Education. This programme of change has been supported by TUTF and TSAF funding and will continue with the award of TEF funding from 2026 through to end of 2028. IADT's organisational changes will be undertaken to support our strategic ambition to achieve university designation. The changes we are seeking to implement include a revised executive leadership structure, new academic centres, improved research capability, and enhanced support and administrative functions. Taken in the round the changes aim to strengthen academic leadership, streamline operations, and position the Institute for a change in designation, and in time to drive and support future growth.

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Programmatic Review <ul style="list-style-type: none">• Postgraduate• Undergraduate	AY 25-26 AY 25-26	2020
Semesterisation Review	AY 25-26	N/A
Workplacement Review	AY 25-26	N/A

4.0 Additional Themes and Case Studies

4.1 Case Study 1: IADT Faculty of Film, Art + Creative Technologies Connect module

Connect is a first-year interdisciplinary cross-faculty module that runs in semester one and has run for five years. Previously, there was a similar module named 'Intro to FACT' which had been designed by a team of academics in response to a National Forum for the Enhancement of Teaching and Learning (NFETL) Disciplinary Excellence in Learning, Teaching and Assessment (DELTA) initiative and was part of an [IADT application which won a DELTA award in 2018](#). During Programmatic Review in 2020, it was redesigned as the 'Transitional Studies' module, and the following year it was rebranded as the 'Connect' module. This module is delivered online, asynchronously, via the Virtual Learning Environments (Blackboard for content management and Microsoft Teams for live and recorded webinars).

The aim of this module is to:

- Support the transition to level 8 study
- Give students an overview of their chosen discipline
- Enable students to collaborate with and gain knowledge of the other disciplines in the faculty and their place within it
- Enhance students' Critical and Creative Thinking and their communication skills
- Focus on the First Year Experience and help students to get to know each other and the Institute

The Head of Faculty and the Equality, Diversity and Inclusion (EDI) Manager saw this module as a space to include EDI content. A module lead who planned the programme also saw it as a place to include 'Student Success' and to involve the 'Student Experience' team in the delivery. She also saw it as a space to include themes such as community (social belonging), welfare (wellbeing) and education themes (academic focus).

The first iteration of the module included online asynchronous sessions on: EDI (Queer theory and Intersectionality, Race Awareness and Anti-racism, Traveller Cultural Awareness, EDI & Mutual Respect and Consent Plus), Academic Integrity, Neurodiversity, Mental Health, Disability Awareness, Assistive Technology, and an 'Intro to Library'.

A Best Practice [case study](#) on the EDI elements of the Connect module was published by SAGE, the Australian equivalent of Athena Swan.

The module has evolved since its first iteration during the Covid-19 pandemic. The module lead surveyed the students after the second iteration of the module in 2022 and could see that there was room for improvement in how the module met the Aims and Learning Outcomes. The module lead applied for the National Technological University Transformation for Resilience and Recovery (N-TUTORR) fellowship to

redesign the module with student voice; it already included some N-TUTORR themes as content (EDI and Academic Integrity), and since it was online/asynchronous, it aligned with the theme of 'Digital Transformation in Teaching and Learning'. The module lead decided to add the remaining N-TUTORR themes to the module (Employability, Sustainability and Universal Design for Learning).

In the 2024/25 iteration of the module, sessions were run on:

- EDI (Active* Consent, Gender Identity + Expression Training, Active Bystander Training, and Social Class in Ireland, all run by the IADT Dignity and Respect officer, Emma Balfe (They/Them), Onscreen Diversity + Workforce Inclusion with [Adaku Akafor](#), Traveller Cultural Awareness in the Arts with Mary McDonagh.
- Academic Integrity (IADT Lecturer)
- Universal Design for Learning (IADT Lecturer)
- Intro to the Library and Information Literacy (IADT Librarian)
- Sustainability (IADT Lecturer),
- Minding your mental health (IADT Counsellor)
- Disability Awareness ([Creative Pathways for all](#) Academic Lead) + Assistive Technology (IADT Assistive Technology officer)
- Employability (IADT Careers officer)

In the 2024/25 iteration of the module, students were allocated by the module lead into interdisciplinary groups to create a Digital Artefact representing their view of the faculty or N-TUTORR themes. In previous years, they formed self-selected groups during another cross-faculty on-campus (workshop) module in term two.

The assessment of the module involves students being put into interdisciplinary groups via Microsoft Teams:

1. An individual blog post assignment in which students review videos about their courses (created by N-TUTORR fellowship project students). They then interact with students in their interdisciplinary groups. They were also advised to use Grammarly for spelling and grammar.
2. A group Digital Artefact representing a shared view of the faculty or any of the themes covered in the module ([Exemplar Student Digital Artefact](#)).

Strategic Plan

This module aligns with many of the Institute's Education priorities (EDI, Sustainability) outlined in the Institute's [Strategic plan](#) (1.3, 1.5, P2, C1, 2.2, 2.3, 5.5). This module involves a collaborative effort from staff and requires the support of first-year tutors who interact with students on the ground to ensure that students are aware of the requirements for this module.

Links to the Connect module news items:

[Connect module 2024/2025](#)

[Connect module 2023/2024](#)

[Connect module 2022/2023](#)

4.2 Case Study 2: Collaborating to Bridge the Gap: Psychology and Medicine Supporting Neurodivergent Students at IADT

Background

Since 2022, IADT has experienced a sharp rise in students presenting with attentional and executive functioning challenges, often self-identifying as ADHD across Irish and International students. Students reported negative self-regard and increased anxiety due to perceived differences in learning capacity compared to peers. Nationally, the Equal Access Survey shows that 25-31% of new entrants at IADT self-declare a disability, consistently exceeding the National Access Plan target of 28%. In 2025/26, 204 students (31%) declared a disability, with 111 citing learning differences and 114 citing psychological or mental health challenges—categories strongly associated with ADHD traits.

The Collaboration

Partners:

IADT Chartered Psychologist, Student Learning Centre

IADT Medical Director, Generation Health & Student Health GP

Goal: Provide affordable, timely ADHD screening and assessment on campus, reducing long public waitlists and prohibitive private costs.

Model: Psychology-led screening (validated tools + clinical interview) → referral to Student Health for medical work-up (history, bloods, ECG) → care plan including medication where appropriate.

Implementation & Tools

Screening: DO-IT Profiler (Neurodivergence screener), ASRS (Adult ADHD), WURS (Childhood ADHD), WFIRS (Functional Impairment), PHQ-9 (Depression), GAD-7 (Anxiety), AQ (Autism), ITQ (Trauma), plus DIVA-based clinical interview (Diagnostic Interview for ADHD in Adults).

Funding: Reduced cost assessment and additional support for financially disadvantaged students supported by Student Union Hardship Fund and Student Assistance Fund to reduce cost barriers.

Impact & Outcomes

- April 2022-Dec 2024: 26 screenings completed; only 12% progressed via public route, with others waiting >3 years or unable to afford private assessment.
- January 2025: 17 screenings completed; 70.6% diagnosed (12 students) and placed on care plans. Remainder not yet ready to progress assessment.
- Overall: 43 students assessed to date, representing 1 in 6 students (17%) of IADT students.

- Benefits: Reduced diagnostic delays, improved access to medication and psychoeducation in the form of **The University Understanding and Managing Adult ADHD Programme (UniMAAP)**, and enhanced wellbeing.
- UniMAAP is open to all IADT students including our International students. Each session is recorded and transcripts are available making it accessible to all.
- UniMAAP delivered in March and April 2025 and the first four sessions of the next 8 webinar series completed at the end of November 2025. 59 students engaged with our current roll out.

Staff Training

- On the 17th November 2025 Principal Educational Psychologist and Chartered Psychologist delivered a webinar to FilmEU staff across the various FilmEU locations called **Spotlight on Inclusion - Working with Neurodivergent Students in Creative Disciplines** to help staff support their neurodivergent student cohort.

Future Directions

Call for Funding: Higher Education Authority (HEA) and the Health Service Executive (HSE) support needed to sustain campus-based ADHD pathways.

Service Expansion: Include Occupational Therapy and ADHD coaching.

Research Gap: Longitudinal studies on retention, academic success, and wellbeing.

Dissemination

Presented at Psychological Society of Ireland Annual Conference 2025: **'Collaborating to Bridge the Gap - A Campus-Based ADHD Screening and Support Initiative'**. Highlighted as a scalable, cost-efficient model for higher education.

4.3 Case Study 3: Creative Pathways

The Creative Pathways programme is a new initiative in IADT that aims to provide an opportunity for learners with an intellectual disability to avail of the student experience in IADT for the first time. Students complete the Creative Pathways programme by completing two Level 6 micro credentials in IADT. This initiative is funded through the HEA via Path 4 Phase 2 of the National Access Plan. The Creative Pathways programme will run over eighteen months, with 10 students beginning in January 2025. After completing the Learning to Learn module, students were given the opportunity to complete classes in photography, film making, script writing and working with the metaverse, with students showcasing their work in the On Show Graduate Showcase in May 2025.

Highlights of 2024/2025

Community Engagement

A focus group was conducted in June in Dun Laoghaire, where staff from IADT collaborated with individuals with Intellectual Disability and key community stakeholders to develop an understanding about the barriers and opportunities for individuals with Intellectual Disability in higher education. The lessons from this session were instrumental in the development and final drafting of the project plan that was submitted to the HEA.

Creative Pathways Bespoke Open day

On the 23rd of October, IADT hosted an open day to raise awareness and provide information in relation to the new Creative Pathways Programme. After a presentation in the library, attendees were given a tour of the campus. This event was well attended with over fifty attendees, including prospective students, their parents and key workers.

Dublin Learning City Collaboration

On the 8th of April, the Creative Pathways class representatives spoke on behalf of their classmates for the Access and Inclusion On Show event as part of Dublin Learning City. Students' work was also displayed, focusing on their photography project based around "Home".

Community of Practice Event

On the 1st of May, IADT hosted a Community of Practice on behalf of the HEA, welcoming over thirty staff members from colleges and universities availing of Path 4 Phase 2 funding. This community of practice was the second one held for Path 4 Phase 2, and was the first one that was not centrally organised by the HEA directly. During this event, the Creative Pathways students hosted a miniature showcase where examples of their work from their photography assignment were displayed and students were available to discuss their motivation behind each piece. Feedback from attendees and students was overwhelmingly positive.

Student presentations

On the 9th of May, Creative Pathways students delivered their final presentations in front of the class, the project team, key workers and support staff. This gave students an opportunity to review their professional and personal progress throughout the first semester of the Creative Pathways project.

Graduate Showcase

On the 29th of May, Creative Pathways students attended the graduate showcase exhibition opening event in IADT. The Creative Pathways students had a special exhibition of their work in the Atrium, showcasing their photography assessment based around the concept of “Home”.

Research

The project coordinator sits on the research subgroup for the INCLUDE-ID network, representing IADT in multiple research collaborations. A poster produced in collaboration with the INCLUDE-ID network coordinator has been accepted for the European Access Network Conference 2025. This poster examines the importance of cross-institutional collaboration in defining and producing accessible engaging effective programmes in higher and further education for individuals with intellectual disability.

Professional Development

As part of their induction the Project Coordinator completed the UCC micro credential SS6810: Including people with intellectual disability in higher and further education. The project coordinator also worked with the academic lead for Creative Pathways to roll out NALA training, ensuring that relevant staff in the organisation were familiar with producing documents in an “easy read” format to enhance accessibility across multiple services in IADT. A safeguarding seminar was also arranged, with academic and professional staff across the college invited to attend. This seminar was delivered by a social worker, highlighting considerations for individuals with intellectual disability in education in relation to safeguarding.

Planning for 2025/2026

- The Creative Pathways Project coordinator is liaising with the Academic Lead and occupational therapist on developing materials for Work Skills modules
- Continue to develop links with community organisations and employers to identify potential placement options for the Creative Pathways students within the creative sphere
- Work with the Student Experience Manager and multiple academics on the development of the programme
- Ongoing provision of bespoke services to Creative Pathways students
- Ongoing promotion of the Creative Pathways initiative within the IADT community