

School of Creative Arts Programmatic Review



**Report of Programmatic Review Process
held on
Monday 30th Nov and Tuesday 1st Dec 2009**

**Including School Response to panel
recommendations**

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Programmatic Review: Introduction

Programmatic Review is a quality review and self study process whereby a provider conducts a critical evaluation of its programmes (or all programmes within a department/school, or all programmes within a field of learning), and produces a self evaluation report (SER). It comprises a critical evaluation of all aspects of each programme – its strategy, learning outcomes, modules, assessment, resources etc. Such a comprehensive review shall take place at least every five years, in keeping with current best practice.

Programmatic Review involves engagement in a process of self assessment, with inputs from experts and stakeholders, leading to an SER. Review of this report is by external peers, and results in a set of recommendations and clear actions based on interaction with the review group.

Programmatic Review is part of a continuous improvement which all providers of programmes should embrace and embed within their organisations. It is intended to be a positive, supportive and open process. It results in a five year plan for the provider in respect of the specific provision under review and which therefore will feed into the strategic plan.

School of Creative Arts: Summary

Background

In May 2009, with the expiry date of the Level 8 programmes imminent, and on the recommendation of HETAC, the School of Creative Arts revalidated all 6 existing undergraduate programmes, and a new undergraduate degree was also validated. This was in order to avoid major structural changes being part of the current Programmatic Review Agenda.

The changes made to the Approved Course Schedules during the re-validation process also reflected a move towards Modularisation and Semesterisation. The School revalidated all the Undergraduate programmes for a further five years.

In this respect, the current Programmatic Review differs from the conventional model, as the School did not seek to re-validate its suite of Undergraduate programmes as part of the Review process.

This Programmatic Review was the second for the School of Creative Arts; the first Review took place in 2005.

Suite of Undergraduate Programmes

Department of Art and Design Head Dept: Liam Doona	Department of Film and Media Head Dept: Dr. Kevin Rafter
BA Hons in Visual Communications Revalidated May 09	BA Hons in Animation Revalidated May 09
BA Hons in Visual Arts Practice Revalidated May 09	BA Hons in Film & Television Production Revalidated May 09
BA Hons in Photography Revalidated May 09	BA Hons in Model Making, Design & Digital Effects Revalidated March 08
	BA Hons in Design for Stage & Screen New: Validated March 09

For Level 9, HETAC accredited courses at the Institute, the School did not seek revalidation at Programmatic Review for its 4 Masters programmes; two were validated in 2008, and the remaining two programmes are being re-evaluated as part of a wider review of taught Masters across the School. The review is scheduled to take place in 2010.

Suite of Postgraduate Programmes

Department of Art and Design	Department of Film and Media
MA/MSc in Digital Media Validated Spring 08	MA in Broadcast Production Validated Spring 08
MA in Visual Arts Practices Validated 2005	MA in Screenwriting Revalidated 2005

Staff of the School produced a self-evaluation report prior to Programmatic Review, and the Registrar then convened an external peer review panel, which met on 30th November and 1st December 2009. The following report identifies the findings of this panel.

School of Creative Arts Mission Statement

Against the backdrop of the Institute's strategic plan, the School of Creative Arts has agreed a mission statement for 2009 to 2013:

The primary goal of the School of Creative Arts is to sustain and develop an internationally recognised creative and learning community, focused on contributions of teaching, research and professional practice, to foster across disciplines, collaboration and experimentation and prepare its students for art, design and media futures which are rewarding, demanding and complex.

The School of Creative Arts has framed this mission statement against the national objective of creating a Smart Economy, as outlined in the Framework for Sustainable Economic Renewal, published in December 2008. The Smart Economy is a high-productivity economy which has central to its vision, 'Ireland as an Innovation Island' driven by a spirit of cultural innovation.

In realising its mission statement and playing a key role in delivering on the Smart Economy agenda, two core strategic objectives have been identified for the School of Creative Arts for 2009-2013. These objectives are:

- To be the institution of choice for those seeking an education in the creative arts
- To enhance our reputation nationally and internationally as a centre of excellence in teaching and research

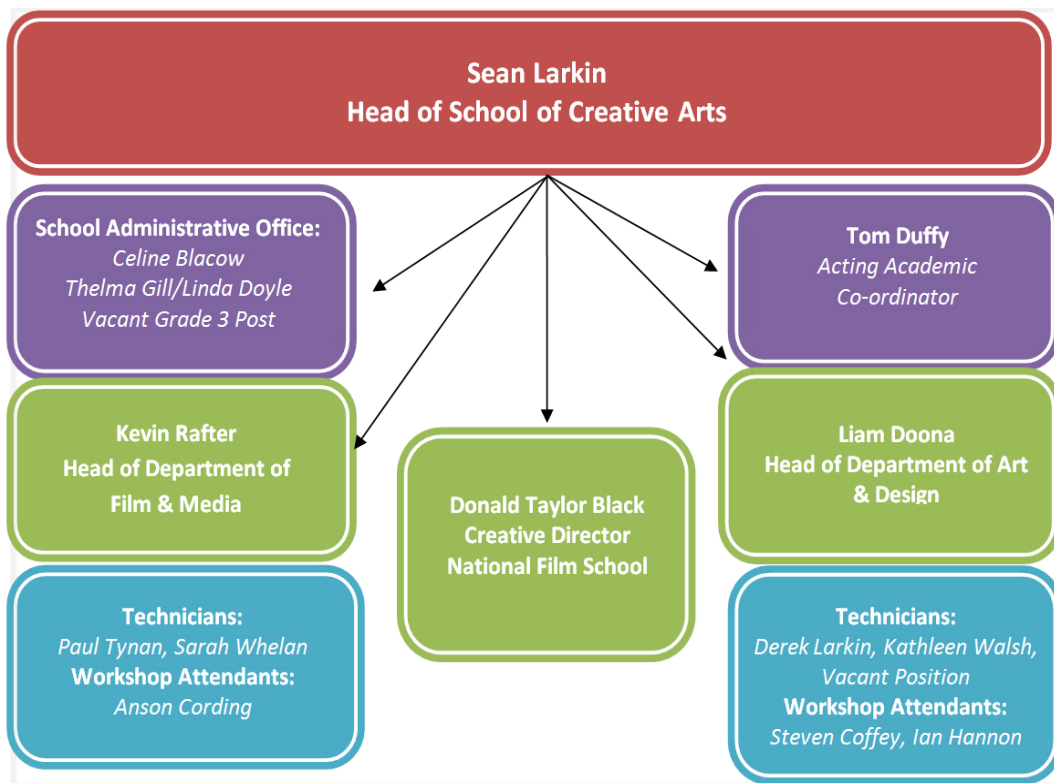
During the discussions, which shaped the Programmatic Review process in the School of Creative Arts, particular attention was paid to three headings, which would best assist in realising the core objectives.

- Protection of existing – and development of new – undergraduate and postgraduate programmes
- Full utilisation of existing and new campus facilities
- Encouragement of the academic and practice-based research interests of all staff

The thinking in this document remains in place, irrespective of the bleak economic environment pertaining at the time the material was researched and written.

The difficult financial situation may delay the full implementation of some practical elements but many actions, arising from this report, can still be undertaken with sufficient goodwill, flexibility and creativity.

School Structure:



Analysis of Learner Profile and Target Learner Groups

The School of Creative Arts has undergone considerable change since the last Programmatic Review report was published in June 2004. The School has developed its range of undergraduate and postgraduate programmes. All undergraduate programmes are now offered at BA (Hons) level. There has also been an increase in the number of Level 9 MA postgraduate programmes. This growth in programmes has led to a marked increase in the student population attached to the School – up by 37% between 2004 and 2009. The 911 students in 2009/10 comprise 809 undergraduates and 102 postgraduates.

	2004	2009	% increase
Student Population	666	911	37%

School of Creative Arts: student numbers 2004 & 2009

The growth in student numbers testifies to the strength of the offering from the School of Creative Arts. The downside, however, is that this expansion has coincided with a reduction in current and capital investment in the third level sector. At all levels of delivery, from the classroom to administrative and technical support, the School has been under huge pressure to adjust to a new scenario of increasing numbers and declining resources.

Membership of Programmatic Review Panel

Professor Alan Livingston	Chair
Dr Diarmuid O'Callaghan	Registrar Institute of Technology Blanchardstown Dublin
Professor Ian Montgomery	Dean of Faculty of Art, Design and the Built Environment University of Ulster, Belfast
Ms Orla Flynn	Acting Head CIT Crawford College of Art & Design, Cork
Mr Alain Ayers	Postgraduate Programme Director Camberwell College/University of the Arts London
Ms Sarah Glennie	Director Irish Film Institute, Dublin
Professor Robin MacPherson	Director Skillset Screen and Media Academy Edinburgh Napier University, Scotland
Ms Mary McCarthy	Director National Sculpture Factory, Cork
Mr Hugh Sullivan	Education Officer Union of Students in Ireland, Dublin

For IADT

Mr Jim Devine	President, IADT
Dr Annie Doona	Registrar, IADT
Mr Sean Larkin	Head of School of Creative Arts, IADT
Dr Kevin Rafter	Head of Dept. of Film & Media, IADT
Mr Liam Doona	Head of Dept. of Art & Design, IADT
Mr Donald Taylor Black	Creative Director, National Film School
Ms Laura Devlin	Cross Institute Administrator, IADT
Also present were Programme Coordinators and staff members, representing undergraduate and postgraduate programmes across the School of Creative Arts.	

The Registrar of IADT attended the two day process in an observer/advisory capacity, and to provide guidance and information around IADT processes and procedures.

The IADT Cross Institute Administrator recorded the two day process, and subsequently drafted a report of the proceedings, in collaboration with the Panel Chair.

Timetable for Programmatic Review

Monday 30th November 2009:

9.00-10.00am	Initial meeting of Panel	Main issues and School Overview documentation
10.15-11.30am	Meet IADT Executive	Institutional context
11.30-12.30pm	Tour of Facilities	
13.30-15.00pm	Meet School Management, Programme Coordinators, Working Group Chairs	Over view of programmes and School development
15.30-16.15pm	Meet Student reps	Student Feedback
16.15-17.00pm	Meet External Stakeholders	Industry/Stakeholder Feedback
17.15-18.00pm	Private Panel meeting	
18.00-18.30pm	Summary of Day 1	Feedback to School from Day 1

Tuesday 1st December 2009:

9.15-10.15am	Main Issues for Phase 2	Programme Documentation
10.30-13.00pm	Review of undergraduate programme validation panel reports. Postgraduate SWOT analysis	
14.00-15.00pm	Panel meeting	
15.00-15.30pm	Overall Summary	Feedback to Senior IADT Management

Documentation provided for Panel

1. Volume 1: Institute Overview
2. Volume 2: School Overview
3. Programme Validation Reports and Responses
4. Sample Programme Document (BA Honours in Visual Communications)
5. Staff CVs

Monday 30th November 2009

Private Panel Meeting to Identify Issues

The Chair observed the Programmatic Review process was taking place in the context of a possible amalgamation of IADT and NCAD, as outlined in the McCarthy Report, and the Higher Education Authority's review of Higher Education in Ireland

- The Chair noted the background expertise of the Panel members, a combination of Art and Media knowledge, pertinent to the School of Creative Arts
- The Panel considered the documentation provided, in the context of the School's Strategy for delivering programmes and critical supports
- It was noted the School's Strategy included augmenting staff PhD levels
- The Panel noted the professional quality of the documents, which revealed an awareness of national issues and challenges at industry level
- The Panel also noted that the School document, while broad and descriptive, could better reflect a consolidation strategy over the next 5 years, more evidence of substantial student consultation, and more analysis of retention data to anticipate supports needed
- The Panel felt that the School document would have benefited from more self reflection and evaluation

Following discussion, the Panel identified some issues and queries they wished to pursue with the School teams. These included;

- a) Commitment to Modularisation and roll out of Modularisation across the School
- b) Growing student numbers against fiscal pressure
- c) Support for Research Staff, and comparative low levels of administration support in the School
- d) Level of engagement with Industry/Community; mechanisms to form links
- e) Swot Analysis of MA in Visual Arts Practice – potential area of concern is an over reliance on expertise of individuals, and off site support
- f) Opportunities for programme development
- g) Potential amalgamation of IADT and NCAD
- h) School policies development – who drives what in relation to national/international agenda
- i) Evidence of the Student Experience in the School document, including engagement of students in qualitative procedures
- j) Cultural Partnerships
- k) Diversity of student recruitment
- l) Perception of National Film School within IADT, in particular students' understanding of the added value of the Film School

In response to the above, the Registrar provided the following background information on some of the issues raised:

Modularisation:

A Steering Group across IADT was established to progress the implementation of Modularisation. Overall the response by the School of Creative Arts staff was positive, and all programmes are now modularised and semester ready.

Student Numbers:

Rapid growth in the School was acknowledged, and while this brings financial constraints, the Registrar outlined plans for a number of capital projects which to date are still moving forward, including the new National Film School building and a multi-purpose hall.

Research Support:

- A Steering Group was established as part of the Programmatic Review process, to consider the implementation and development of Research across the School
- The Registrar confirmed that a system of designated Research days is operational across the School
- The issue of Admin support across the Schools is being reviewed at Institute level

Industry/Community Links:

- A process of Community Initiatives has been initiated by the Institute; e.g. the School of Business and Humanities has developed a project working with local schools and disadvantaged areas in the neighbourhood
- The Access Office (via Dormant Accounts Funding) has developed a number of projects with the School of Creative Arts, which will be rolled out over the coming year.

MA SWOT Analysis:

It was noted cuts in funding could impose constraints on programmes such as the MA in Visual Arts Practice, which utilises international staff and visiting lecturers in delivering the programme.

Opportunities for programme development:

Given the current financial crisis and the national embargo on public sector recruitment, the IADT Institute Strategy document, 'Creating Futures', is under regular review by the Executive, to identify priorities in terms of moving forward.

Proposed Amalgamation of IADT/NCAD

The proposed amalgamation of IADT and NCAD arose out of the McCarthy Report, commissioned by the Government in July 2009. To date a set of broad principles have been agreed between the two Institutions.

Institutional Context

- The President of IADT gave a presentation, outlining IADT Strategy in relation to programming, student experience, access, infrastructure, governance, growth, and risk assessment
- This was followed by a presentation from the Head of the School of Creative Arts, summarizing the School's perspective; mission, focus, research, and dialogue with industry
- A question and answer session ensued with members of School management and staff, and the Institute Chairs of the Quality Enhancement Committee and the Teaching and Learning Committee. Issues discussed included:

Modularisation

The Head of School outlined the background for such a move:

- A decision was taken to introduce Modularisation from Sept 2009, via the 'Big Bang' approach
- Working groups were set up in the School to address issues
- Student demand for opportunities to experience a wider range of modules. The USI Education Officer on the Panel was pleased to note student expectation was one of the drivers towards Modularisation
IADT model not simple pick n' mix, but rather grown organically, making way for the advent of cross Institute formalised collaboration.
- The Chair of the Teaching and Learning Committee confirmed the approach to IADT modularisation was fundamentally curricular cohesive, with practice on the ground aligned to the curriculum structure. This approach ensures the core programme narrative remains in place through all stages of delivery
- Acknowledging the danger with modularisation of assessment overload, staff noted a focus on continuous assessment as students became practitioners, and were confident this could be successfully developed over a period of time without over assessing
- In September 2009, a suite of diverse Electives was introduced to Year 2 across all programmes, and these will be evaluated at the end of the first year of roll out

Embedded Awards

In relation to growing numbers, the Panel noted the School and Institute strategy was to move towards Level 8 provision in undergraduate programmes.

- In response, the President of IADT explained the Institute are strategically looking at the instigation of embedded awards
- IADT also has links with other targeted institutions in the Further Education sector, i.e. Ballyfermot, which facilitates students moving on to IADT degree programmes

Diversity of Student Population

IADT staff responded to a query about the social/ethnic mix of the student population:

- The Chair of the Quality Enhancement Committee noted the availability of data from feeder schools, and affirmed the Institute is conscious of meeting the challenges of inclusion
- The Registrar informed the Panel that IADT has above average statistics for mature students, and has good supports in place for students with learning disabilities. In relation to the latter, a connection between students with dyslexia and their representative numbers on Arts programmes was noted
- It was noted that students at the Institute are recruited from all over Ireland, and the pattern of recruitment from ethnic minorities is in line with sector norms. IADT, as part of its Strategic Plan, aims to improve diversity of its population
- The recent achievements of the ERASMUS Charter (2008) by IADT has already reaped benefits in terms of student exchange, and will lead to an increased international presence on campus in future years, as well as greater opportunities for staff exchange and collaboration

Financial Constraints

The Panel noted it would not be prudent to conduct the Review without acknowledging constraints imposed on delivery of programmes by the current economic recession. In response, the President of IADT acknowledged it had been necessary to review contact hours, flexible learning modes and teaching and learning strategy at the IADT, all which have an impact on delivery

Research

The Chair asked staff about the Institute strategy for developing Research based programmes, and their benefit to the economy:

- Staff acknowledged outcome measurement was an issue
- The School aspiration was to further develop practice based Research
- The next phase for the School is to consider taught and practice based Research, and to reflect on the specifics. The aim is to develop this cohort, and feed into Smart economy when the Market recovers
- In response to a query about collaborative Research and how this links to a Knowledge transfer, staff told the Panel this was at a preliminary stage at Level 9
- The Chair of the Teaching and Learning Committee informed the Panel there were collaborative projects in the area of Teaching and Learning Scholarship, and IADT staff are encouraged to attend conferences and share best practices

- In response to the T & L Chair's comments, the USI Education Officer on the Panel noted the IADT's progressive views on Teaching and Learning, and noted USI would espouse such priorities
- Noting there were huge opportunities for Research development, the Chair asked Staff how Research is driven at the Institute. IADT currently has a Research Strategy in place. The Panel were told there are 7 PhD staff members in the School, and 7 people are currently completing their Doctorates. The School hopes to develop its Research culture and Strategy more fully

Tour of School Resources and Facilities

Accompanied by the Heads of Departments of Art and Design and Film and Media, the Panel were guided around the School of Creative Arts, to view resources and facilities available to students. Opportunities arose during this session for informal interaction with a number of staff and students within the facility.

Programmes & School Development

The Panel met with the School Management Team, Programme Coordinators, and Working Group Chairs. The following issues were discussed;

1. Modularity & cross Institute collaboration
2. International aspirations
3. IADT and Schools/Community projects
4. Links with Industry
5. Research
6. Proposed amalgamation of IADT/NCAD
7. National Film School

Modularity

The Chair queried the team about academic 'buy in' to the introduction of Modularisation. Despite initial anxieties, staff reported mainly positive responses to the process, due to a number of factors;

- No imposition of specific modular system on the School
- An IADT Steering Group in tandem with a School sub group developed the modular system, designed to instigate a model of best practice
- Alignment of credits will ensure consistency
- System will allow more choice for students
- The maintenance of block delivery and greater coherence of modules
- Flexibility of structure
- Students' reaction was positive. The School had been block delivering in previous years, so learners were used to the system. Staff felt this system was easier for students to manage with its mixture of short, fat modules, together with long skinny modules delivered over a longer timeframe.

The Panel were informed a Steering Group was set up by the Institute, to examine issues around modularity. Considerations to the fore included an awareness of learning outcomes, and the need to develop consistent Teaching and Learning strategies across the Institute.

The suite of Electives newly introduced into Year 2 across all programmes is rolling out for the first time this year. There has been a positive response from students. Staff will 'crunch' numbers after first year of roll out.

Staff also noted the introduction of Modularisation would increase the amount of administration necessary to maintain records.

International Aspirations

- The Head of School informed the Panel there was a healthy representation of international students registered on programmes
- Staff also noted there were more ways to embed an international focus than crossing borders; introducing multi cultural contexts into modules could have the same effect
- There is a diverse profile of staff across the School
- An international dimension can be provided by international networking, study trips to key cultural cities, studio visits and opportunities to meet international curators and other visiting lecturers at IADT
- Staff were confident that what is on offer at IADT is on a par with their European peers in the field
- It was noted IADT have an input every year to the Scenofest event in Prague
- The Creative Director of the National Film School cited links with prestigious international groups, such as CILECT (International Association of Film and Television Schools). The National Film School is also a partner in the Engage Project, which is funded principally by the MEDIA programme of the European Community

IADT and Schools/Community Projects

The Chair noted the political imperative of IADT links to schools and community projects, which gave the Institute an opportunity to demonstrate social/corporate responsibility.

The Creative Manager of the FIS Project at IADT outlined aims and functions of the programme;

- FIS is a self funded project, with 480 schools taking part in projects
- Some of the successful projects include the FIS Bookclub.com., and Digital Creator (the digital version of ECDL)
- In 2009/2010, some 98,000 pieces will be assessed by FIS
- The aim is to introduce school children to using Media as a communication tool
- Staff cited the Film School Project as a great opportunity for young people to get involved with Film and Television
- Some 10% of IADT Creative Arts students work on the CREATE project (agency for Collaborative Arts)

Links with Industry

- While always open to opportunities, School efforts to develop links with Industry were currently undermined by financial constraints caused by the economic recession
- There is an Industry related module embedded in Year 3 of all programmes, which provides students with an opportunity to engage with a live Industry standard project brief
- The School enjoys Alumni contacts with Film Industry representatives

Research

The Chair asked the School about the culture of Research at IADT:

- Staff in the School are involved with an NDRC project in Applied Research
- The Teaching and Learning Committee are looking at ways to deliver online collaborative projects
- Staff in the School felt there was potential to engage in Research, and further develop the IADT Research Strategy across the Institute
- There is a need for discussion among staff in the School as to how Research interests could be 'clustered'
- The GRADCAM fellow at IADT informed the Panel about the Graduate school's commitment to building Research capacity in Ireland

Proposed amalgamation of IADT/NCAD

In response to a query about the proposed amalgamation, staff noted national economics may play a part in the way forward. However, while caution was the way to proceed, the School felt confident of their particular strengths, and would have something to offer in any proposed merger

National Film School

The Panel had some queries about the position of the Film School within the School of Creative Arts. There is a lack of clarity about the role of, and the value added to the School of Creative Arts by the National Film School. The Panel noted the word 'National' within the IADT brand, and felt some reflection was needed on how the Film School might create opportunities to maximise its profile at both national and international level. The issues of Marketing and Promotion could be reviewed by the Film School.

Student Feedback

The Panel met with representatives from the IADT Student Union and student class representatives from each programme. The Panel initiated the discussion by asking students to express their point of view on the student experience at IADT, in relation to the following issues. Student responses included:

Student/Tutor communication

- Tutors were available for a casual chat to discuss issues, which could then be formally addressed at programme boards if necessary
- Class representatives told Panel a Complaints Book was available, which could be presented to tutors. This approach worked well for students who were not comfortable with a more direct, one to one approach
- Group discussions also took place among students, who would then approach tutors about their concerns
- A group e-mail system was also in operation for class discussion of issues
- Students felt there was a reasonable mix of ethnicity and backgrounds represented at the Institute, and overall expressed satisfaction with the programmes
- Programme Boards meet (with student representation) three times each academic year. Students noted feedback was not formal enough, and could benefit from being more structured

Work/Industry

- Students felt their programmes of study were proficient in preparing them for the world of Work/Industry. For example the Film programme is a practical, industry based course, with many of the tutors working in the industry
- Many well known Animators have visited IADT, as guest speakers on the Animation programme
- Students felt the Visual Arts programme is open to more career options than being a practising artist or gallery curator
- Students felt more talks/lectures from visiting professionals would be helpful

Professional Development

- Students felt Work Experience was important to gain real life experience of practicing their discipline
- Students would like to see visiting lecturers from disciplines outside their own area. The students do more Reflective Practice work in Year 3 of their programmes, and tutors alert classes to practitioners giving talks in galleries

Resources/Facilities – an area of concern

- There was an overall feeling that availability of resources and facilities on programmes was reduced. With the overall perception being less space, fewer hours, less facilities and fewer tutors, students felt the reputation of IADT could be undermined
- Space was an ongoing concern – in one programme alone, the intake of first year students increased from 50 last year to 67 this year

- Students perception was that the Photography programme, renowned for its use of Analogue methods, was moving towards Digital Photography as a result of the higher running costs for Analogue
- Students reported a temporary part time Photo lab technician had only recently been put in place, after the full time permanent technician resigned. Consequently, students sometimes found themselves trying to run facilities with tutors
- The Photography students felt that the project in Year 2 has been cut back this year
- Students noted there seemed to be less material available this year on the Model Making programme, and again an emphasis on going digital
- Students were of the opinion that studio access time had been reduced, which produced the negative effect of students opting to work from home, and students felt their overall college experience was being dulled, with the campus not being fully utilised. Consequently, students felt an important part of their learning experience – the Collaborative Process, and the 'buzz' of a full studio – was being eroded, and are of the opinion the driver behind the reductions is financial considerations
- Communication channels in relation to changes on campus appeared to be on an ad-hoc basis, with no formal transfer of information

Modularisation

- Initially some adverse reaction in Year 2, as modularisation was not what students had signed up for
- Some students unclear about what's involved in Modularisation, while others feel work is now more structured and manageable
- In relation to the roll out of Modularisation, it was noted the communication chain from IADT management to the student population could have been better

Erasmus opportunities

- Students noted there is no dedicated international office at IADT
- It was noted better dissemination and guidelines around the Erasmus process would be helpful for staff and students
- The Panel Chair suggested the Student Body could engage in discussions with IADT staff to identify issues and processes

Assessment

- Methods sometimes perceived as arbitrary, with marking being perceived as quite subjective at times
- Students occasionally felt where panel feedback was the norm that feedback came from people not specialised in a particular module
- It was noted students get an opportunity to meet External Examiners in Year 4, the final year of study

Industry/Stakeholder Feedback

The Panel met with 3 representatives from Industry:

1. Mr Peter Feeney, Head of Public Affairs Policy, RTE
2. Mr Mike Fitzpatrick, former Director of Limerick City Gallery of Art
3. Mr. Kenneth Redmond, Arts Officer, Dun Laoghaire Rathdown Co. Council (DLRCOCO)

Mr Feeney noted IADT and RTE enjoyed a good relationship over the years, and noted the importance of the IADT Film School. He cited the positive feedback that RTE film makers have provided on IADT students and graduates.

Mr Fitzpatrick noted the MA in Visual Arts programme at IADT filled an important gap, and said the programme is very focused. The possibility of offering the programme at doctorate level was mooted, but it was noted cost would be a factor in the current fiscal climate.

Mr Redmond told the Panel that DLRCOCO had a residency programme based at IADT, in Creative Writing. The Council has had a good relationship with predominantly the IADT School of Business and Humanities over the years, but is keen to develop further links with Creative Arts. The Council is running a Studio Mentorship Award, to address a professional development deficit.

On possible improvements for the Institute, the stakeholders noted:

- The Institute could do more to promote its activities
- More applied Research and the Practical application of Industry standards are important aspects. RTE needs good training and skills, theoretical and hands-on
- Current relationships with Industry could be more explicit, i.e. a Joint Conference
- While IADT is seminal to the Arts scene in Ireland, there was potential growth for applied learning and dynamic collaboration
- Potential for more proactive engagement with working world
- Potential for IADT to play a key role in DLRCOCO Arts Development Plans. The Council currently takes two interns a year from the School of Business and Humanities, and could take more from the School of Creative Arts

Private Panel Meeting to review first day of Process

The Panel reviewed the information gleaned from the various groups they spoke with, and noted the following impressions at the end of the first day of the Programmatic Review process:

Strategy

- A more structured overall School Industry Strategy would be helpful. While individual connections existed, there was a danger of links being lost when staff members left the Institute
- It was noted the School could avail of more opportunities to work more closely with local partners, e.g. DLRCOCO

Modularisation

- Could have a positive effect of allowing staff to draw on expertise across Schools
- As the Modularisation process in the School of Creative Arts was a 'work in progress', the Panel noted the need for IADT staff to continue communicating this roll out to students
- The introduction of Electives across programmes in Year 2 and the proposed review of these after the first year of roll out was welcomed

Research

- Research coherence is an issue across the School
- The informal mechanism in practice within the School for allocation of Research days was noted, and the Panel felt a formal, structured approach might be more appropriate
- The Panel were of the opinion that the relationship between Research and Teaching and Learning should be strengthened, and demonstrated in a clear structured manner
- The Institute should consider the range of opportunities for Research, not all of which should necessarily lead to PhD. Status

Marketing

- The Institute profile could be enhanced, and should be strategically prioritised to get the message across to relevant opinion formers
- The Internationalisation of the Institute should be tackled at Strategic level – slightly fragmented at present
- The Internationalisation of IADT programmes in a universal and pedagogical context would help to enhance the reputation of IADT

Film School

- The Panel felt the position of a National Film School within the IADT organisation currently did not make branding sense. From an outsider's perspective, there was a lack of clarity about the Film School's identity, and its relationship to the School of Creative Arts

Communications

- The Panel noted while there were formal communications structures in place, occasional breakdowns between staff and students occurred, which may be due to ad hoc transmission of information in some areas

Convergence

- Regarding the Institute's espousal of the Convergence of Enterprise, Creativity and Technology in the Strategic Plan, the Panel noted programme isolation mitigated against this aspiration, and felt the introduction of shared modules and the development of Research links across the Institute would enhance this Convergence

Initial Feedback to Institute

The Panel relayed their initial impressions to the IADT President, Head of School of Creative Arts and Heads of Departments, adding these may change during the second day of the process. Questions the Panel would consider on the following day included:

- a) The School's process for responding to the Programme Validation Conditions and Recommendations of Summer 2009
- b) Ownership of responding to these Conditions and Recommendations
- c) Tracking mechanisms for ensuring identified issues are addressed
- d) Response of the School of Creative Arts to issues raised in the current Programmatic Review

Tuesday 1st December 2009

Private Panel meeting to identify follow-up Issues

The Panel reflected on the previous day's process, and identified some issues to follow up with the School:

- Regarding the Programme Validation processes in the School in Summer 2009, the Panel noted the absence of a plan/template in the Programmatic Review documentation on how the School was dealing with issues identified last Summer
- The Panel felt more information on Level 9 structures could have been included in the documentation, i.e. a policy on taught Masters. The only information on Level 9 in the documentation was a SWOT analysis
- The Panel noted the Research Methods module across all programmes, and were curious to know how this has progressed from being one shared module
- The Panel noted the academic year for the MA in Visual Arts (Jan – Dec) was out of synchronisation with the rest of the suite of programmes
- The large number of modules on undergraduate programmes was noted, and the potential this brought for over assessment of students and heavy workload for a small amount of credits

Outline questions for discussion with the School management were agreed as follows:

1. School mechanisms for addressing issues identified at Programme Validation process in Summer 2009
2. Teaching and Learning Strategy and coherence across modules
3. Level 9 provision and Research capacity in Creative Arts

School mechanisms for addressing Issues identified at Programme Validation Process in Summer 2009

- It was noted some structural issues needed to be resolved as soon as possible, such as Conditions which had been put on programmes after Programme Validation in summer 2009.
- In relation to the point above, the School cited the problem of Space as being a crucial issue, which they felt needed to be addressed at Institute level
- The School acknowledged resolution of some issues was behind schedule. These would be considered at the first programme board of the year, which was taking place the following week (w/c 9th Dec 09).
- Staff confirmed ownership of resolving issues lay with the individual programme teams, and action on issues would be documented in programme board reports. The School confirmed they used a programme board template document to record and track any issues
- The Panel Chair noted that for Quality Assurance purposes, a timeline was needed on the resolution of issues
- While acknowledging the School had representatives on all Institute committees, the Panel felt a Quality Assurance team at school level would be of benefit

Teaching and Learning Strategy

- The Panel Chair noted the School needed to ensure the Teaching and Learning process was inclusive, engaging School staff as well as students
- While informal opportunities existed in the School to share Best Practice processes, a more formal structure was necessary to ensure the student experience is consistent and fair across the School. The School responded they were working towards this end, with briefings, tutorials and feedback, ensuring a clearer message to students

Level 9 Programmes and Research Capacity

- Noting all Level 9 programmes at the Institute have generic transferable skills, the Panel queried the School about finding opportunities for offering strong programmes, which would meet the changing demands of Industry
- The School responded that up to now, programme development had been organic, but acknowledged they were now at a transitional stage, and future programmes would develop as part of an overall Level 9 Strategy
- Staff explained they used the National Framework of Qualifications template in developing a coherent matrix of key modules, which could be delivered across programmes
- Staff noted the potential for a complementary suite of programmes, using in house staff expertise
- Staff felt programmes were responding to the external demands of Industry; for example, the MA/MSc in Digital Media, a cross School collaboration, used high quality visiting lecturers, and attracted students from diverse backgrounds, including experienced, Industry based people returning to Education to up-skill and retrain.

The Panel split into two at this point, to focus on programmes on offer in the two departments; Film and Media, and Art and Design.

Meeting of Panel Members and Dept. of Film and Media

For the purposes of this session, Professor Robin MacPherson acted as Chair.

Assessment/Module Workload

The Panel had previously noted the large number of modules, and noted the potential for over assessment of students, and/or a heavy workload for modules with a small amount of credits attached. The School responses included:

- Students were provided with an assessment schedule, enabling them to plan their workload ahead
- Some modules involved team activity, so some of the workload was spread
- Learning Outcomes and Assessment were looked at together
- Students received feedback from staff on a regular basis
- The number of modules was not an issue for student on the MA in Broadcast Production for example, as most of the cohort was recruited from an undergraduate modular system. However, when the student workload was too heavy, the issue was addressed and 2 smaller modules were absorbed into a larger module, and Learning Outcomes modified accordingly
- Staff felt the modular system was of benefit to students in dealing with the workload, as it allowed them time to get projects in place and have time for reflection. Reflection time is important, allowing for student collaboration. The students now also have a clearer pathway
- Student input is still about the same as under the pre-modular system, but deadlines are more evenly spread across term, avoiding the 'bottleneck' problem of the previous system
- There was a pluralistic approach to Assessment across the School. At Programme Validation in Summer 2009, the programmes and modules were reviewed, and Assessment/Learning Outcomes were subsequently streamlined for delivery

Student Capacity/Resources

- The School acknowledged there were issues around student numbers, staffing and facilities, and the resolution of some of these was outside control of School
- The School suggested that 95% of their space problems could be resolved on campus, with a re-distribution of available space across the three Schools
- It was noted there was a Space Planning and Utilisation Group in existence at the Institute, but progress was slow
- Storage for materials was also an issue, and this sometimes encroached on available studio space
- The Panel noted these issues had been brought up at earlier sessions by student representatives, who felt the dearth of space and facilities was leading students to work more from home instead of on campus
- School staff felt the current fiscal climate did not auger well for imminent resolution of these issues
- Assuming Government funded capital projects were still on target, staff noted the earliest date for any new buildings on campus was three years away; a resolution needed to be found as soon as possible for Space issues
- The possibility of off campus delivery was acknowledged by School staff, and this could necessitate a review of the School's suite of programmes

Relationship with Media Cube

- The Panel noted the Media Cube building on the IADT campus was funded by Enterprise Ireland, and companies resident in the Cube must be in the Digital Media area, and have a relationship with IADT. Currently there are companies resident at the Cube that evolved from the School of Business and Humanities and the School of Creative Technologies
- The Panel suggested the School of Creative Arts could partner an enterprise project on a Professional Practice module for example, and the School agreed this was an idea worth considering
- The concept of module clusters was mooted, and the possibility of how they might produce a spin-off company in the Media Cube. This could be progressed further with the IADT Head of Development

School Strategy for Industry Engagement

- Staff told the Panel most personnel in the School are Industry practitioners
- Students are linked with an Industry Project during their studies, and/or a Placement with an Research Industry Focus
- The Film School enjoyed good working relations with people in the Film Industry

Meeting of Panel Members and Dept. of Art and Design

For the purposes of this session, Professor Alan Livingston acted as Chair.

Administration Support:

- Administration support within the School is an issue
- Offsite support for the MA in Visual Arts programme is an area of concern
- The Photography Team were challenged by the incentive to grow
- It was acknowledged that Resources and Facilities need to be managed across the entire School

Modularisation:

- The Introduction of Modularisation was welcomed by staff; this has meant a review of programme operations in the School
- Staff felt a review of the Modularisation system after the first year was essential, and this could be facilitated by a representative from an Institute of Technology where the Modular system was already established
- Staff also cited the need for good, summative feedback on Modules. Staff on the BA in Visual Communications had addressed this issue through their tutorial system
- In relation to the large number of modules on offer, staff identified the danger of creating a dependency culture, with students being micro managed in their chosen modules

Media Cube/Relations with Industry:

- There was a perception among staff that the Media Cube benefited from IADT programmes and students, but the School did not profit. Suggested ways of improving relations between the School and the Cube include Internships for students, and companies based in the Media Cube giving seminars to students
- Staff acknowledged the need for a stronger dialogue with Industry across the School

Research:

- Coordination of Research across the School is required, with the development of a School Strategy and dedicated Research support
- Staff would like more clarity around the role of GRADCAM, its relationship to the School, and the added value it provides

Quality Assurance

- A Quality Assurance Group was set up at School level for the purposes of the Programmatic Review process, and staff would like this group to be maintained

Panel Findings and Recommendations:

The Chair reiterated the earlier observation that the Programmatic Review process was taking place in the context of a possible amalgamation of IADT and NCAD, as outlined in the McCarthy Report, and the Higher Education Authority's review of Higher Education in Ireland

For ease of reference, the findings and recommendations in this section are organised around the issues and themes identified during review

The Programmatic Review Panel (PRP) noted the high quality of the documentation, and the information provided.

The PRP acknowledged the positive environment at IADT, and noted Management and staff on the campus should be proud of the Institute's achievements.

RECOMMENDATIONS:

1. Growth and Opportunity

- a) The Institute needs to develop a stronger international reputation and profile, to attract funding and students from outside Ireland. The PRP were of the opinion the Institute should market its strengths more fully to a broad audience, nationally and internationally
- b) The PRP felt clarity was needed on the branding of the National Film School, and the value it has for IADT students and programmes
- c) While the IADT strategy for continued growth brings opportunities, the PRP felt a cultural change was necessary in growing from small to large, to ensure the quality of Institute programmes was maintained

2. Communications

Improved formal channels of communications within the Institute and the School need to be developed on three levels; horizontal (department), vertical (management), and internally/externally

3. Ownership of Programme Validation Conditions and Recommendations

The PRP referred the Programme Validation process of summer 2009 in the School of Creative Arts, which stipulated Conditions for three programmes. The School was required to provide satisfactory responses to the Conditions, in order to continue running these programmes. The PRP stressed the importance of the School recording a clear, unambiguous acknowledgement that these Conditions had been addressed, and brought to a satisfactory conclusion

4. Teaching and Learning

The PRP advised a consistent approach to Teaching and Learning across all modules. They suggested the T & L Strategy needs to be better understood and owned by staff; this could be facilitated by a more evident and coherent approach, in order to facilitate communication

5. Quality Assurance

The PRP recommended the continuation of the School's Quality Assurance Group, which had convened as part of Programmatic Review, to ensure that consideration was given at school level to benchmarking and sharing best practices

6. Research

- a) The PRP felt a forum for debate on future Level 9 provision of Taught and Research Masters within the School would be useful; future provision should be part of an Institute Strategy
- b) The School needs to develop a coherent Research Strategy, and should consider the range of opportunities for Research, not all of which should necessarily lead to PhD. Status
- c) The School should strive to support Research ambitions of staff. At present supports seem fragmented, with ad hoc admin staff available and no designated Postgraduate and Research Office
- d) The designation and implementation of staff Research Days across the Institute and the School should also be reviewed, to maximise value and to ensure that the priorities of research identified within the Institute strategic plan are being met
- e) In relation to GRADCAM (postgraduate school) the PRP suggested IADT ensures it maintains its profile as an equal partner in collaborative projects

7. Modularisation

- a) The number of modules currently on offer may be over ambitious, and have the potential to overburden staff and students; the PRP suggested the School review in 6-9 months time, to highlight any problems
- b) The PRP noted the large number of small modules, and identified a potential for over-assessment. The School may want to consider refining the number of modules at some future date

8. Resources and Facilities

- a) The PRP acknowledged genuine staff and student concern about capacity levels at the Institute, and adequate access to resources and facilities. Maximising available capacity through reviewing Timetabling, Room Allocation and Programme Delivery times would help to ease demand
- b) The PRP suggested a School forum for debating and resolving the issues would be helpful, and this should happen sooner rather than later

9. Admin Support

The PRP felt admin support for programmes within the School (both on and off campus) needs to be reviewed within a wider Institute context

10. External/Industry Links

The Media Cube was perceived as a good model, and the PRP felt IADT could exploit this facility more, to maximise returns for School programmes, staff and researchers.

11. Student Experience

- a) The PRP are of the opinion that adequate student access to resources, facilities and storage space are issues that need to be addressed, in order to maintain a positive atmosphere and learner experience at the Institute
- b) The School needs to develop a more efficient chain of communication between staff and students, particularly around Resources and Space
- c) The benefits of GRADCAM and the Media Cube should be highlighted more by the School to the student population

CONCLUSION

The Chair thanked the IADT President, Registrar, Senior Management and all concerned for their hospitality over the two day process, and concluded by wishing the Institute continued success into the future

Panel signatures

Chairperson

Professor Alan Livingston _____

Date _____

For IADT

Dr. Annie Doona
Registrar _____

Date _____

30 April, 2010 – School Response to Panel Findings and Recommendations:

The School of Creative Arts welcomes the recommendations of the Programmatic Review Panel and thanks the Chair and members of the Peer Review group for their supportive and rigorous engagement with the Institute and School teams throughout the Programmatic Review Process, Monday 30th November and Tuesday 1st December, 2009.

This response is organised around the specific recommendations raised in the Programmatic Review Report document, dated February 2010.

RECOMMENDATIONS:

1 Growth and Opportunity:

- b) The Institute needs to develop a stronger international reputation and profile, to attract funding and students from outside Ireland. The PRP were of the opinion the Institute should market its strengths more fully to a broad audience, nationally and internationally**

The School welcomes the PRG's recommendation in relation to the need to develop a stronger international reputation and profile to attract students from outside Ireland. In keeping with the Irish Government's commitment to positioning Ireland as a location of choice in the International education market (Building Ireland's Smart Economy, December 2008) the Institutes Strategic Plan 2008 -2012, *Creating Futures* has clearly identified the development of postgraduate offerings as an urgent and important challenge to ensure alignment with Government and HEI targets on Internationalisation.

The strategic marketing of the Institute, its programmes and activities is the responsibility of the Institute Executive Team (IET) and the Head of Development. The Development Office coordinates Institute level events such as open days, school visits, recruitment and careers events and fairs and all advertising associated with undergraduate and postgraduate programmes.

The School works closely with the Development Office in a range of marketing activities to promote unique programme offerings and research interests within the School and Institute.

At School level, all Staff in the School of Creative Arts actively engage in a wide range of activities such as School visits, presentations to Post Leaving Certificate Colleges, regular Showcase and Exhibition events nationally and internationally, National TV/Radio/Paper, Publications, Liaison with Access Office in a series of events at community level, Web pages, Industry Competitions and Awards, Conferences /Seminars, Professional Associations, Student Conferences, Industry Competitions, Collaborations with academic and Industry partners.

In today's competitive and changing world of Higher Education, Institutions have clearly identified the development of their postgraduate offering as an urgent and important challenge. Not untypically, many Institutions rely on the realisation of ambitious growth targets as key drivers in their Strategic Plans. However, experience elsewhere would indicate that sustainable postgraduate development requires parallel dynamic and effective marketing strategies for national and international markets.

An indicative marketing task identified by the School as a priority going forward is to build a more effective web presence around the profiling of programmes, research clusters, special projects, showcase events and conferences. Some forward planning work has already commenced but this work will require supports at strategic marketing and implementation level.

b) **The PRP felt clarity was needed on the branding of the National Film School, and the value it has for IADT students and programmes**

The School welcomes the PRG's recommendation in relation to greater clarity on the branding of the NFS and the value it has internally and externally for IADT students and programmes. The Institute has recently secured Government approval for the construction of the National Film School Building on the IADT campus, to be completed in 2011.

Based on the success to date of the specialist nature of the disciplines and programmes within the School and wider Institute, the establishment of the National Film School has enhanced the reputation of IADT as the pre-eminent centre of excellence for film and media education and training in Ireland. The NFS Building will provide further opportunities, both tangible and intangible, for:

- Cross -institute collaboration for postgraduate and professional education development.
- Inter-institutional and international networks for collaborative R&D projects/funding through relevant EU Schemes e.g. ENGAGE.
- Increased engagement with the cultural, entertainment and media industries and synergies with FÍS and Media Cube activities.

Phase One of the NFS strategy was the adoption of the NFS "branding". This phase has been concluded with the realisation of **Phase Two** development i.e. the Government's commitment to funding the new NFS Building, which is due for completion in 2011.

As a concept, the NFS provides national credibility, while, the events and projects that it has promoted have benefited students both graduates and staff, as well as deepening our relationship with the industry in general, and the Irish Film Board in particular. At the same time, our membership of CILECT, the International Association of Film & Television Schools, has extended international collaborations and increased our reputation both at home and abroad.

Phase Three, will see the completion and fit out of the new NFS Building. The key task for the School, Institute and the NFS Advisory Board going forward is to prepare a detailed implementation plan for the marketing and management of the new facilities and resources for the NFS.

The School intends to review the branding of the National Film School (internally and externally) and the added value it brings to staff and students. Work will be undertaken with staff and students, both within the School and across the Institute, to ensure that they have the opportunity to contribute to and benefit from the programme of events and initiatives of the National Film School as appropriate.

c) **While the IADT strategy for continued growth brings opportunities, the PRP felt a cultural change was necessary in growing from small to large, to ensure the quality of Institute programmes was maintained**

The School welcomes the PRG's recommendation in relation to the necessity of a cultural change in growing from small to large, and ensuring the quality of programmes and is maintained.

As stated in the School Overview document, the external funding environment will continue to place considerable demands on the School of Creative Arts. This will require a review of structures and arrangements in all areas and teams within the school. The involvement and engagement of all members of staff will be required to assist in delivering the day -to -day activities and strategic objectives of the School.

In responding to these challenges it is proposed that the working groups formed staff for the Programmatic Review continue their work such as; Electives; Research; Teaching and Learning; External Links and Collaboration; Graduate Exhibition; Space Planning and Utilisation; and Quality Assurance Group. These working groups would exist in conjunction with the School Executive and report regularly to the meetings of School staff. This will also ensure greater communication flow within the School.

The format for monthly meetings would also be changed to two standing agenda items; feedback from School working groups and updates on research /professional practice. A schedule of weekly meetings will be built into the academic calendar to facilitate team, programme, working groups, and staff meetings and published in advance of the academic year.

2 Communications:

Improved formal channels of communications within the Institute and the School need to be developed on three levels; horizontal (department), vertical (management), and internally/externally

The School notes the PRG's recommendation in relation to ensuring an in-depth and practical approach to developing improved formal channels of communications within the School and Institute.

Indicative tasks identified by the School of Creative Arts going forward are:

- To introduce enhanced communication structures at programme team, and programme board, cross School and cross Institute level
- To focus on team building skills to manage the different component parts of the Schools business more effectively and deliver a richer and deeper sense of reflection, where debate and ownership of roles and responsibilities within and between programme teams, working groups can be realised more effectively.
- To introduce more effective feedback from working groups and committee members working institutionally will feed into School Staff meetings , programme board meeting , discipline/module team meetings, and School Executive meetings
- To provide a regular schedule of meetings with class representatives to gather and integrate student feedback
- To redesign the chain of communication to bring greater clarity and integration to the role of school, departmental and programme meetings with clear objectives and outcomes for each meeting and keyed to the academic calendar
- To establish a School Research Committee Board of Studies comprising of members who also sit on one other sub-committee of Academic Council relevant to the growth of research within the School (i.e. Research & Development, Quality Enhancement, Library, Teaching and Learning). The Research Committee reports to the School Executive and makes a brief report to the monthly Staff Meeting giving a précis of all relevant developments for the School. It also provides a way of communicating key School concerns back into relevant sub-committees.

3 Ownership of Programme Validation Conditions and Recommendations:

The PRP referred the Programme Validation process of summer 2009 in the School of Creative Arts, which stipulated conditions for three programmes. The School was required to provide satisfactory responses to the conditions, in order to continue running these programmes. The PRP stressed the importance of the School recording a clear, unambiguous acknowledgement that these conditions had been addressed, and brought to a satisfactory conclusion

- Department of Art and Design – conditions completed and brought to a satisfactory conclusion
- Department of Film and Media - remaining conditions to be concluded by September 2010

The Institute in planning for the delivery of the Design for Stage and Screen has planned that this programme would be accommodated in the new consolidated workshop building, being procured under a PPP Process. This building is scheduled for completion in 2012.

Interim measures have been put in place to manage the space requirements for programme until the completion of the building. In 2009, the first year of the programme, space was made available by the cessation of one programme and the relocation of timetabled space on other programmes. In 2010, the Institute has analysed all of its space requirements and has allocated an additional 72m² for the programme by reallocating office space across the Campus, works to complete process will be completed by September 2010. The Institute will analyse the space needs of the programme based on the 2 years of the programme to 2011 and has identified a possible release of further office space (72m²) across the Campus should this be required to accommodate the full Programme.

4 Teaching and Learning:

The PRP advised a consistent approach to Teaching and Learning across all modules. They suggested the T & L Strategy needs to be better understood and owned by staff; this could be facilitated by a more evident and coherent approach, in order to facilitate communication

The School welcomes the PRG's recommendation in relation to developing a consistent approach to Teaching and Learning across all modules.

The School is committed to introduce a Teaching and Learning working group within the School to assist in embedding a programme assessment strategy as required of Assessment and Standards (HETAC, 2009).

Each programme in the School is developing a programme assessment strategy. The programme assessment strategy will be prepared and managed by the programme team and published in the programme handbook. This ensures that assessment is aligned to institutional regulations e.g. IADT Quality Manual 2009. The programme assessment strategy ensures that our assessments are credible, aligned to minimum intended programme learning outcomes and all programmes support effective learning.

This work will be rolled out in the School in September 2010 and the School Management team will coordinate this at cross-institute level via the Academic Management Group meetings, thereby achieving consistency across the three Schools.

5 Quality Assurance:

The PRP recommended the continuation of the School's Quality Assurance Group, which had convened as part of Programmatic Review, to ensure that consideration was given at school level to benchmarking and sharing best practices.

The School fully accepts this recommendation and commits to the continuation of the of the School's Quality Assurance Group, which had convened as part of Programmatic Review process.

The Quality Assurance Group will oversee and facilitate the administration of staff development activities including training, research funding, further study, curriculum development and other such activities as currently funded under the Staff Development Fund. The Quality Assurance Group will, during 2010-2011, draw up guidelines for the allocation of staff development monies to ensure that a specific percentage of funds are allocated to developing and supporting strategic research initiatives.

Processes: The Quality Assurance Group will continue to oversee quality assurance processes such as feedback through external examiner reports and recommendations, and programme board reports.

6 Research:

- a) **The PRG felt a forum for debate on future Level 9 provision of Taught and Research Masters within the School would be useful; future provision should be part of an Institute Strategy**

The School welcomes this recommendation by the PRP for the establishment of a forum to debate future Level 9 provision of Taught and Research Masters within the School. The establishment of such a forum will inform debate on future provision within the School and Institute and be helpful in identifying the infrastructural supports for all level 9 programmes within the School and across the Institute. IADT has clearly identified the development of its postgraduate offerings as an urgent and important challenge. The aim of the School is to develop a robust and sustainable postgraduate development that delivers academic excellence and broadens the student base nationally and internationally.

For the School to capitalise on its current position – and to strengthen its external profile and reputation – growth is vital at postgraduate level in tandem with fostering an enhanced research profile.

Work in this area will be targeted at establishing a national leadership role in specific postgraduate and research areas. Piecemeal development will deliver some positive outcomes but a coordinated approach at School and Institute level is vital to achieve critical mass in terms of postgraduate numbers and research profile.

To reach this position the appointment of a dedicated Research coordinator at School level would assist in validating appropriate taught programmes, oversee the roll-out of a strategic plan for growth in research students and identify appropriate support services and assisting in delegated authority at Level 9 and ultimately L10 would be appropriate.

The School and by extension the Institute is ideally placed to fill a niche in the educational marketplace by building an innovative, knowledge intensive group of postgraduate students who would foster a strong indigenous base in the cultural sector defined in the broadest sense.

b) The School needs to develop a coherent Research Strategy, and should consider the range of opportunities for research, not all of which should necessarily lead to PhD status

As a mechanism for supporting and developing a School (as distinct from an Institute) Research Strategy a Research Committee will be established. The Research Committee will be chaired by a staff member with specific responsibilities for leading and developing the existing research culture within the School.

As described above (Section 2) the Research Committee or Board of Studies will comprise of at least four staff members who also sit on sub-committees of Academic Council relevant to the development of research activities. There should also be representation from the Programme Boards of all taught MA programmes within the School (such person may also be a serving member of a sub-committee of Academic Council).

The indicative responsibilities of the Research Committee are:

- Liaise with sub-committees of Academic Council with regard to research support and development within the School
- Communicate the activities of sub-committees of Academic Council (where relevant) to the School through the monthly Staff meeting;
- Provide a means for improving internal communications between taught MA programmes;
- Identify supervisors for MA taught programmes and for research degrees;
- maintain a record of research activities within the School;
- Identify internal and external Special Projects in development within the School and across the Institute and to communicate these to staff members via the monthly Staff meeting;

- provide a "one stop shop" for research communications within the School with regard to research training events, funding opportunities, deadlines, funding workshops, supervisory training etc;
- In conjunction with the Development Office be the initial point of contact for any student applying to do an MA by Research; to screen and evaluate the quality of an research proposal and to assess the "fit" and supervisory capacity within the School before the Development Office sends a proposal for external review;
- Support and oversee research activities such as Seminars, VL Lecture Series, Staff Research Days, and liaise with cross - Institute Research groups, GradCAM, Brown Bag where appropriate.

c) The School should strive to support research ambitions of staff. At present supports seem fragmented, with ad hoc admin staff available and no designated Postgraduate and Research Office

The School welcomes this recommendation by the PRP for need to support Research ambitions of staff.

In general, research activity within the School and Institute is defined using the criterion that to be research active a member of staff must demonstrate one of the following:

- Success in attracting research funding
- Scholarly and Professional activity (e.g. publishing, conference presentations)
- Supervision of postgraduate students
- Practice based/Practice Led Research Activity
- Collaborative Networks
- Self funding projects

The School supports a range of research approaches amongst staff. Staff who wish to acquire Level 10 qualifications are encouraged to pursue these at other Universities/colleges (GradCAM included) in order to expand the knowledge base at IADT and also ensure the credibility of research programmes.

d) The designation and implementation of staff Research Days across the Institute and the School should also be reviewed, to maximise value and to ensure that the priorities of research identified within the Institute strategic plan are being met.

The School welcomes this recommendation by the PRP that the designation and implementation of staff Research Days across the Institute and the School should be reviewed.

Models looked at elsewhere (The University of the Arts, London) commits itself to research practices in order to:

- Establish effective and influential research leadership
- Support staff at different stages of their research careers
- Ensure the curriculum and pedagogy is informed and developed by the research interests and expertise of staff
- Communicate and disseminate research outcomes
- Build dynamic and enterprising relationships
- Support and maintain areas of national and international expertise and encourage emerging areas

e) In relation to GRADCAM (postgraduate school) the PRP suggested IADT ensures it maintains its profile as an equal partner in collaborative projects

Policy in this area is an issue for the Institute Executive and GradCAM Board of Management. The view of the School is that our continued involvement with GradCAM is of strategic importance to the Institute and to the sector as a whole and the School will work within IADT's structures to ensure that the profile of IADT as an equal partner is strengthened within the collaborative arrangement.

7 Modularisation:

a) The number of modules currently on offer may be over ambitious, and have the potential to overburden staff and students; the PRP suggested the School review in 6-9 months time, to highlight any problems

A review of modularisation in the School of Creative Arts will commence in May/June 2010 and will be led by the working group established under Programmatic Review. All staff will be asked to participate in this process.

b) The PRP noted the large number of small modules, and identified a potential for over-assessment. The School may want to consider refining the number of modules at some future date

It is proposed to review this as part of the overall review of (a) above.

8 Resources and Facilities:

a) The PRP acknowledged genuine staff and student concern about capacity levels at the Institute, and adequate access to resources and facilities. Maximising available capacity through reviewing Timetabling, Room Allocation and Programme Delivery times would help to ease demand.

In responding to this, it is proposed that at School level working group be established to review space planning and utilization within the School of Creative Arts. The work of this group will feed into the Institute Programme

Space Planning and Utilisation Steering Group which reports to the Institute Executive.

- c) **The PRP suggested a School forum for debating and resolving the issues would be helpful, and this should happen sooner rather than later.**

It is proposed to review (a) and (b) together.

9 **Administrative Support:**

The PRP felt admin support for programmes within the School (both on and off campus) needs to be reviewed within a wider Institute context

The Institute is required, under the operation of the Public Service Moratorium, to review all academic and technical supports. While current focus is on academic programmes, a review of administrative structures and arrangements will be undertaken across the Institute in September 2010.

10 **External/Industry Links:**

The Media Cube was perceived as a good model, and the PRP felt IADT could exploit this facility more, to maximise returns for School programmes, staff and researchers.

Action: The School will actively investigate with Manager of Cube facilities a series of planned events to maximise returns for School programmes, staff and researchers. Informal discussions have already taken place re planning for the 2010/11 Academic Year.

11 **The Student Experience:**

- a) **The PRP are of the opinion that adequate student access to resources, facilities and storage space are issues that need to be addressed, in order to maintain a positive atmosphere and learner experience at the Institute**
- b) **The School needs to develop a more efficient chain of communication between staff and students, particularly around Resources and Space**

The School recognises that more work /debate needs to take place at programme level around the management of expectations and new strategies introduced to meet the gap between models of teaching and learning developed historically and those we are now moving into. The removal of Stage 1 VAP to IMMA for six weeks is an example of a very positive response to lack of space on campus. Similarly the design of an offsite post grad matrix acknowledges that better resources can be identified when we work imaginatively.

This type of initiative is indicative of strategies that assist in bridging gaps existing spatial provision and the needs of programmes in the interim period until the completion of the 2 additional building projects in 2012 as part of the PPP process.

c) The benefits of GRADCAM and the Media Cube should be highlighted more by the School to the student population

GradCAM plays a role in the development of a structured forum for staff and student research – one live example of possible collaboration is Dr Maeve Connolly who is currently developing a SoCA seminar for Autumn 2010 with Dr. Elaine Sisson. It will focus on changing professional roles and labour practices in contemporary art and will include GradCAM researchers, year 4 VAP students, SoCA staff and postgraduate students.

A detailed report documenting the achievements of the GradCAM project to the Institute was presented to the Institute Executive, a summary of this will be disseminated to the broader student population via the Institute Web and via the Student Union.