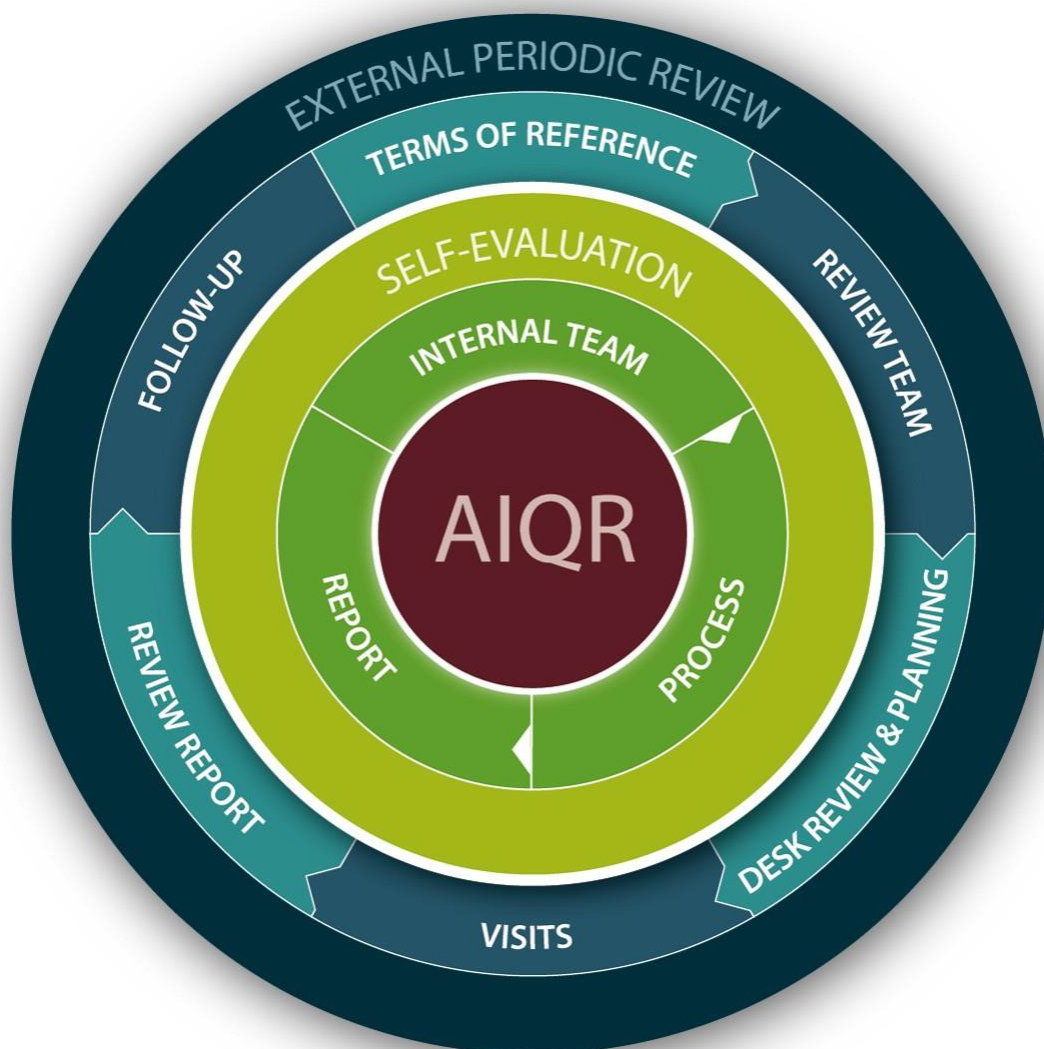


Institute of Art, Design and Technology, Dún Laoghaire

Annual Institutional Quality Assurance Report 2019

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



The Cyclical Review Process

Part 1

Overview of internal QA governance, policies and procedures

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

1. Overarching Institution Quality Policy

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

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

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

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

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

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

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

IADT's Quality Assurance Infrastructure is composed of four inter-related elements:

- Statutory Provisions
- National Policy and Standards
- International Policy and Standards
- IADT established policies, procedures and guidelines

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

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

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

2. Quality assurance decision-making fora

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

IADT operates with a structure of:

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

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

Academic Council and Sub-Committees

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

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

- **Programme Validation:** the role of the Programme Validation Sub-Committee (PVC) is related to ensuring quality within the suite of programmes offered by the Institute. They deal with reports from Programme Boards (see details below), review recommendations for new programmes via internal validation, and proposals for minor changes in programmes, i.e. change of module credit weighting etc., to continue to refine the programme offering.
- **Academic Planning, Co-ordination and Review:** this Sub-Committee deals with all relevant matters of a cross-Institutional nature to ensure the effective and efficient provision of programmes and academic support services and to report and make recommendations, as appropriate, to Academic Council. Areas of consideration include, but are not limited to the planning of the calendar of academic delivery and related events, open days and examinations co-ordination.
- **Research and Development:** the role of the Research and Development Sub-Committee is to foster a culture of collaborative research and development, innovation and technology transfer in the context of the Institute's strategic plan.
- **Student Experience:** this Sub-Committee was established in 2012 in response to a consideration of institutional oversight of student wellbeing and student administrative policy issues. The remit

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

- **Teaching and Learning:** this Sub-Committee's remit includes the upholding of the standards of knowledge, skill and competences to be acquired by our learners, to ensure that the Institutional procedures that are established for students are fair, consistent and compliant with Higher Education standards. With an overall remit in the areas of teaching, learning and assessment, the Committee aims to document and review existing practice, develop staff training and research and disseminate best practice.
- **Quality Enhancement:** the main function of the Quality Enhancement Sub-Committee is to facilitate an integrated approach to academic quality, including institutional policies, procedures and systems. The Committee is central to both Programmatic and Institutional reviews, including our Delegated Authority review. They provide guidance to the Academic Council on issues of quality, provide an advisory audit function of the academic quality system to ensure compliance with standards, monitor and review cycles within the Institute to ensure compliance via periodic review of programmes, quality manual reviews etc. It is the central forum for monitoring and improving standards of academic quality and is guided by the approach outlined in the Institution's Quality Framework and by relevant policies and procedures.

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

Programme Boards

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

Institute Committees

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

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

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

The Committee is responsible for:

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

Confirmation of QA Policy and Procedures

1. Programme Design and Approval (ESG 1.2)

Links and/or text relating to the institution-wide quality assurance policy and procedures for the design and approval of new programmes.

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

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

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

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

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

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

2. Programme Delivery and Assessment (ESG 1.3)

Links and/or text relating to the institution-wide quality assurance policies and procedures for the ongoing delivery and assessment of programmes.

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

These can be broken down as follows:

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

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

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

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

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

- General requirements for assessment and awards
- Responsibility for assessments
- Alpha grading system
- Progression arrangements
- Award classifications
- Compensation
- Borderline cases
- Appeals
- Repeats

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

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

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

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

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

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

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

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

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

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

Annual Institutional Quality Assurance Report

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

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

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

3. Research Quality (ESG 1.2, 1.3, 1.4, 1.9)

Links and/or text relating to any specific quality assurance procedures for the design, approval, delivery, assessment and monitoring of research programmes, if they exist.

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

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

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

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

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

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

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

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

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

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

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

4. Student Lifecycle (ESG 1.4)

Links and/or text relating to the institution-wide quality assurance procedures that are encompassed by the student lifecycle.

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

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

Also published are:

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

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

Information on the Portfolio Assessment process is available on the website at <http://www.iadt.ie/study/portfolio-guideline> and IADT also operates a Portfolio Appeals Policy which is available [here](#).

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

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

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

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

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

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

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

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

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

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

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

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

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

5. Teaching Staff (ESG 1.5)

Links and/or text relating to the institution-wide quality assurance procedures for assuring the competence of teaching staff, including staff recruitment and staff development.

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

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

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

Staff Training, Learning and Development Policy – it is IADT policy to prioritise investment in Staff Training, Learning and Development initiatives which support the Institute to implement strategic and operational plans. While recognising that the primary responsibility for self and career development lies with the individual staff member, the Institute endeavours to provide appropriate support, guidance and encouragement to each employee to maximise the opportunities for such development. The policy objectives are to:

- Provide support to staff, within such financial resources as may be available, to maintain and develop necessary competencies critical to the efficient and effective implementation of IADT strategic and operational plans
- Enable staff to maintain and develop the required skill sets to deliver their role and meet the professional and personal challenges which naturally arise from changing regulatory, legislative, environmental and Institute priorities to include those captured in Institute's Strategic, Operational and Team Development Plans
- Ensure, where possible, that all staff benefit from training and development opportunities offered annually subject to the priorities and provisions set out in the policy.

The Staff Training, Learning and Development Policy can be downloaded [here](#).

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

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

Equal Opportunities Policy – Equity and fairness are fundamental and core to the institute. We provide equal opportunities to our students and staff. We embrace diversity and promote an inclusive environment that is respectful of others and free from discrimination and harassment. We are committed to positive action initiatives to address imbalances.

Our culture is one that promotes equality, diversity and inclusion. We are committed to developing a fulfilling and progressive work and learning environment, one that strengthens and promotes the values of the Institute to ensure that IADT students and staff support, value and respect each other. We work to promote a positive culture within our institute by sustaining the values that we cherish, while also encouraging and facilitating openness and responsiveness as we evolve.

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

6. Teaching and Learning (ESG 1.4, 1.5, 1.6)

Links and/or text relating to the institution-wide quality assurance procedures for assuring the quality of teaching and learning.

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

The Teaching and Learning Sub-Committee supports teaching and learning in IADT by:

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

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

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

The full strategy can be downloaded [here](#).

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

Quality Framework – as stated in Section 1 of IADT’s Quality Framework, the Institute values:

- Creativity, innovation, engagement and entrepreneurship amongst our students and staff
- The contribution of all staff members across IADT to achieving our goals
- A commitment to lifelong learning, diversity and inclusion

- A commitment to progression, quality improvement and high standards

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

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

7. Resources and Support (ESG 1.5)

Links and/or text relating to the institution-wide quality assurance procedures for assuring funding and resources for learning, teaching and research. Also, links and or text relating to the quality assurance procedures for learning resources and student support.

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

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

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

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

- Health Centre <http://www.iadt.ie/services/institute-student-services/health-centre>
- Disability Support Services <http://www.iadt.ie/services/institute-student-services/disability-support-services>
- Learning Development centre <http://www.iadt.ie/services/institute-student-services/learning-supports>
- Careers Centre <http://www.iadt.ie/services/institute-student-services/careers-advisory-service>
- Student Counselling <http://www.iadt.ie/services/institute-student-services/student-counselling>
- Access Centre <http://www.iadt.ie/services/institute-student-services/access-social-inclusion>
- Assistive Technology <http://www.iadt.ie/services/institute-student-services/assistive-technology-services>
- Students Finance <http://www.iadt.ie/services/institute-student-services/student-finance>
- Alumni information is provided through the Graduate First Destination Surveys. This survey provides information about what our graduates are doing one year after they finish their studies. <http://www.iadt.ie/services/institute-student-services/careers-advisory-service/graduate-destination-surveys>

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

- **Quality Framework document** available to download [here](#)

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

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

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

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

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

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

8. Information Management (ESG 1.7)

Links and/or text relating to the institution-wide quality assurance procedures for collecting, analysing and using relevant information about programmes and other activities.

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

IADT also has a Freedom of Information Officer and our website details information on this [role](#).

There are six sections to our policies and procedures in this area, namely:

- [General Information about IADT](#)
- [Information on Functions + Services provided](#)
- [Information on Decision Making](#)
- [Financial Information](#)
- [Procurement Information](#)
- [Disclosure Log + Other Routine Publications](#)

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

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

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

9. Self-evaluation and Monitoring (ESG 1.9)

Links and/or text relating to the institution-wide quality assurance procedures for self-evaluation and internal monitoring.

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

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

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

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

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

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

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

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

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

10. Stakeholder Engagement (ESG 1.1)

Links and/or text relating to the institution-wide quality assurance procedures for the involvement of external stakeholders in quality assurance.

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

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

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

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

Finally, with due regard to the ongoing monitoring of quality assurance for the suite of programmes offered by the Institute, IADT has appointed a number of External Examiners. They are required to use their expert judgement to consider and comment on:

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

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

11. Engagement with Other Bodies (ESG 1.1)

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

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

These include, but are not limited to:

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

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

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

Chartered Institute of Management Accountants (CIMA)

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

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

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

12. Provision and Use of Public Information (ESG 1.8)

Links and/or text relating to the institution-wide quality assurance procedures for the provision of clear, accurate, up-to date and accessible public information.

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

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

Freedom of Information

The [Freedom of Information \(FOI\) Act 2014](#) establishes three key rights:

- Right of any member of the public to access to records
- Right of any member of the public to amend records containing incorrect personal information
- Right of interested parties to reasons for decisions

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

For more information on FOI, please see the [Freedom of information page](#) on the IADT website

General Data Protection Regulation (GDPR)

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

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

IADT holds and processes personal data about many different types of people such as its current, past or prospective employees, applicants, students, alumni, suppliers, contractors, members of the public, etc. The Institute processes this personal data to carry out its business and administrative functions and to comply with statutory requirements. This personal data is subject to data protection legislation.

The GDPR brings new and enhanced rights for individuals (data subjects) whose data is processed in IADT. Individuals have the right to know what IADT does with their personal data. This information is

Annual Institutional Quality Assurance Report

provided in Privacy notices/statements. These notices and statements are available for students, staff and others on the IADT website or [here](#).

Additional information regarding GDPR including Rules and Processes and FAQs is available on the IADT website or [here](#).

13. Linked Providers (for Designated Awarding Bodies) (ESG 1.1)

Links and/or text relating to the institution-wide quality assurance procedures for assuring engagement with linked providers including the procedures for approval, monitoring, review, withdrawal of approval and appeal for linked providers.

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

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

- An overarching introduction and context
- A short policy section

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

14. DA Procedures for use of QQI Award Standards (IoTs only)

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

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

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

Quality Assurance Policy for Collaborative Provision and the Procedures for the Quality Assurance of Collaborative Provision – these policy and procedures has been aligned to the QQI policies of particular relevance to the areas of:

- Policy for Collaborative Programmes, Transnational Programmes and Joint Awards, Revised 2012
- Policy and Criteria for the Delegation of Authority to the Institutes of Technology to make Higher Education and Training Awards (including joint awards) 2014
- Sectoral Protocol for the Delegation of Authority (DA) by Quality and Qualifications Ireland (QQI) to the Institutes of Technology (IoT)s to make Joint Awards, 2014.

Procedure for the Development & Approval of New Programmes – The purpose of this procedure is to ensure that new programmes leading to awards, up to and including taught Level 9 are fully compliant with Institutional quality assurance protocols and are in keeping with Core Policy and Criteria for the Validation of Education and Training Programmes by QQI. The Procedure is available on the IADT website or [here](#).

Procedures and Guidelines for Research Degrees – this policy states that the standard required for the achievement of a Masters by Research degree will be consistent with those appropriate to Level 9 of the National Framework of Qualifications as determined below. Additional more detailed standards may be published by QQI from time to time. The Procedure is available on the IADT website or [here](#).

15. Collaborative Provision (ESG 1.1)

Links and/or text relating to the institution-wide quality assurance procedures for engagement with third parties for the provision of programmes.

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

Current collaborative provision in IADT is detailed below:

IADT + George Brown College, Canada

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

IADT + Sound Training College, Dublin

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

IADT + FETAC Colleges, Ireland

[The National Plan for Equity of Access to Higher Education 2015-2019](#) sets out five priority goals. The outcome of Goal 4 is:

- To build coherent pathways from further education and to foster other entry routes to higher education.

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

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

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

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

IADT and Erasmus+

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

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

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

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

IADT + NARFU (Northern Artic Federal University)

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

IADT + Viewfinder

VIEWFINDER is a new Erasmus Mundus Joint Master Degree in Cinematography presented by a consortium of partners made up of:

- IADT
- The University of Theatre and Film Arts, Budapest, Hungary (SZFE)
- The Baltic Film, Media, Arts and Communication School of Tallinn University, Estonia, (BFM)

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

IADT + Loras

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

Annual Institutional Quality Assurance Report

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

16. Additional Notes

Any additional notes can be entered here.

Nothing to note.

17. Internal Review Schedule

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

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

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

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

Annual Institutional Quality Assurance Report

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

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

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

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