

## Parts 2-6

### Institution-led QA – Annual Information

Parts 2-6 are completed annually with information pertaining to the reporting period (i.e. the preceding academic year only).

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#### Part 2: Institution-led QA – Annual

Part 2 provides information relating to institution-led quality assurance for the reporting period.

##### Section 1: Quality Assurance and Enhancement System Developments

**1.1** The evolution of quality assurance and enhancement systems in support of strategic objectives in the reporting period.

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

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

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

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

##### First Year Orientation

First Year Matters (FYM), is IADT's enhanced orientation programme for incoming first years, and was successfully lead by the Access Office in September 2018. The First Year Matters (FYM) programme is

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an all-institute initiative that supports and facilitates the successful 'settling in' of all of our incoming first year students. First Year is a time of change and for many can be challenging. The aim is that we help all students to feel welcome, to engage successfully with their studies and to make lasting friendships. IADT's retention rates in first year are excellent, and it is clear that First Year Matters offers genuine benefits to incoming students.

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

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

### HEAR/DARE Scheme

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

### Community Mentoring

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

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

### Student Retention Scheme

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

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

### Policies and Procedures

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

The new policies developed included the following:

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

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

**1.3** The schedule of QA governance meetings.

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

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

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

Title of Committee	Meeting dates during 2018-19
Academic Council	1 <sup>st</sup> October 2018 5 <sup>th</sup> November 2018 3 <sup>rd</sup> December 2018 7 <sup>th</sup> January 2019 4 <sup>th</sup> February 2019 11 <sup>th</sup> March 2019 13 <sup>th</sup> May 2019 17 <sup>th</sup> June 2019
Teaching & Learning Sub-Committee	3 <sup>rd</sup> October 2018 31 <sup>st</sup> October 2018 5 <sup>th</sup> December 2018 9 <sup>th</sup> January 2019 6 <sup>th</sup> February 2019 6 <sup>th</sup> March 2019 10 <sup>th</sup> April 2019 15 <sup>th</sup> May 2019 18 <sup>th</sup> June 2019
Quality Enhancement Sub-Committee	10 <sup>th</sup> October 2018 7 <sup>th</sup> November 2018 12 <sup>th</sup> December 2018 23 <sup>rd</sup> January 2019 20 <sup>th</sup> February 2019 13 <sup>th</sup> March 2019
Programme Validation Sub-Committee	9 <sup>th</sup> October 2018 11 <sup>th</sup> December 2018 12 <sup>th</sup> February 2019 12 <sup>th</sup> March 2019 30 <sup>th</sup> April 2019

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

## Section 2: Reviews in the reporting period

### 2.1 Internal reviews that were completed in the reporting period.

#### Programme Validation

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

#### **New Programmes Approved and Validated in 2018-19:**

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

#### **Changes to existing Programmes Approved in 2018-19:**

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

## 2.2 Profile of internal approval/evaluations and review completed in the reporting period.

Number of new <b>Programme Validations/Programme Approvals</b> completed in the reporting year	12
Number of <b>Programme Reviews</b> completed in the reporting year	12
Number of <b>Research Reviews</b> completed in the reporting year	0
Number of <b>School/Department/Faculty Reviews</b> completed in the reporting year	0
Number of <b>Service Unit Reviews</b> completed in the reporting year	0
Number of <b>Reviews of Arrangements with partner organisations</b> completed in the reporting year	0

## 2.3 Profile of reviewers and chairs internal approval/evaluations and review for reviews completed in the reporting period.

<b>Composition of Panels</b>	<b>%</b>
Internal	0
National	93
UK	7
EU	0
Student	0
Other	0
Internal	0
Similar Institution	35
Different Institution	0
International	7
Other (Industry)	50

### Section 3: Other Implementation Factors

**3.1** A description of how data is used to support quality assurance and the management of the student learning experience.

Information is gathered through a number of sources including Management Information Systems for example Banner, Agresso and CMIS; through Committee meetings; External examiner annual reports and Programme Boards. The Institute also conducts an annual ISSE Survey to obtain feedback from our students. The information collected from these sources is used for a variety of purposes which include:

- Day-to-day financial management and monitoring of budgets
- CAO and Direct Entry reporting
- Persistence/Progression and Completion rates
- Award classification rates
- Updating and development of policies & procedures
- Examination/Assessment statistics
- Monthly Sub-Committee minutes and Annual Reports are reported back to Academic Council. Academic Council is appointed by the Governing Body and assists in the planning, co-ordination, development and overseeing of the educational work of the Institute and to protect, maintain and develop the academic standards of the programmes and the activities of the college
- Programme Boards prepare an Annual Report for Academic Council, which are presented to the Committee at the beginning of the academic year.

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

- Programme Board meetings
- Talks by the President
- Academic Council & subcommittee meetings (student and staff representatives)
- Governing Body meetings (student and staff representatives)
- Central Management meetings
- Faculty Meetings

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

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

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

**A GDPR**

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

**B Clear Information recorded on Banner**

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

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

**For a Leave of Absence (full year deferral)**

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

**For Modular Deferrals**

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

These include:

Enrolment Status	Code	Note
Registered	RG	This means that the student is fully registered and has paid all due fees

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

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

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

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

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

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

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

### 3.3 A description of other implementation issues.

#### Mature Student Writing Week

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

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

#### Consent framework

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

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

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

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

#### Disability Support Service

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

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

#### College of Sanctuary

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

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

## Part 3: Effectiveness and Impact

**Part 3 provides information relating to the effectiveness and impact of quality assurance policy and procedures for the reporting period.**

### 1. Effectiveness

Evidence of the effectiveness of QA policies and procedures during the reporting period.

IADT has well established Quality Assurance structures, policies and procedures, which continue to be effectively implemented across the Institute.

The **Academic Council** is the body which has responsibility for the direction, implementation, and review of the quality systems and initiatives within the institute. Academic Council works to enhance the teaching and learning experience in IADT and to operate its responsibility “to protect, maintain and develop the academic standards of the programmes and the activities of the college”. The various Sub-Committees of Academic Council work to ensure the quality assurance agenda is a key element in all programme related activities.

#### Quality Enhancement Sub-Committee

The Quality Enhancement Sub-Committee’s main function is to facilitate an integrated approach to academic quality, including IADT’s policies, procedures and systems and is the central forum for monitoring and improving standards of academic quality. The key successes for 2018-19 for this Committee were identified as:

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

### Teaching and Learning Sub-Committee

The Teaching and Learning Sub-Committee has delegated responsibility to uphold the standards set through the National Qualifications Framework and ensure that examination/assessment procedures are fair, consistent and compliant. The Committee aims to support and develop teaching and learning, including the scholarship of learning and teaching, at IADT. Continual staff development remains a key component of the work of the Committee and continues to enhance teaching at IADT

Key successes for the committee included:

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

### Teaching and Learning Strategy

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

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

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

### Lunchtime Bites Series

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

### Programme Validation Sub-Committee

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The role of the Programme Validation Sub-Committee (PVC) is related to ensuring quality within the suite of programmes offered by the Institute. It deals with reports from Programme Board meetings, reviews recommendations for new programmes via internal validation, and proposals for minor changes in programmes, i.e. change of module credit weighting etc., to continue to refine the programme offering.

The Programme Validation Sub-Committee key successes for 2018-19 were:

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

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

### *Amendments to Existing Programmes*

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

## Programmes Boards

A Programme Board exists for every Programme of study at IADT leading to an award. Each Programme Board is a Sub-Committee of Academic Council, and reports annually to Academic Council. The functions of a Programme Board includes monitoring the implementation of a programme of study & to review annually the structure, content, entry requirements, curriculum and assessment strategies of the programme, to ensure the maintenance of academic and professional standards for the programmes/disciplines concerned, ensuring they conform to benchmarks and sectoral conventions determined by QQI and the criteria contained in the National Framework of Qualifications.

Each Programme board meets three times per year and membership consists of the Programme Co-ordinator, each full-time member of academic staff teaching on the programme, part-time members of academic staff teaching on the programme and student representative(s).

All programme boards presented their Annual report to Academic Council at the beginning of the academic year. From the reports, the Academic Council identified a number of key items that were common across programmes and are currently working with the relevant members of the management team to address these items.

## 2. Impact

Evidence of the impact of QA policies and procedures during the reporting period.

The Institute has an established quality framework which defines the institute's commitment and approach to quality assurance across all aspects of the academic lifecycle. IADT is committed to maintaining a documented policy for quality assurance that is made public and informs strategic management. All internal stakeholders are invited to be part of its development, implementation and review. Inclusive and participative structures and processes are in place which also make provision for the involvement of external stakeholders.

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

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

### Programmatic Review for Undergraduate Programmes

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

### Standardised Module Structures

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

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

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

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

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

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

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

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

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

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

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

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

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

### **3. Themes**

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

The Institute embraces diversity and promotes an inclusive environment that is respectful of others and free from discrimination and harassment. IADT established the Athena Swan Steering Group and submitted a gender equality report and action plan for consideration for a Bronze Athena SWAN award. Although the first submission was not deemed successful, a number of commendations were received. The panel report will form the basis for an enhanced action plan, which the steering group will develop over the next year. In addition, the role of EDI Manager was successfully advertised and a new manager joins the management team in early 2020.

Teaching and learning continues as a key focus across the institute, the Teaching and Learning Sub-Committee is completing a Teaching and Learning strategy, which will align with the overall Institute Strategy plan. This Committee's remit includes documenting and reviewing existing practices, the development of staff training and research and dissemination of best practice.

## Part 4: Quality Enhancement

### 4.1 Improvements and Enhancements for the Reporting Period

#### International Collaboration

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

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

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

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

#### Staff Development

Two members of staff participated in the Aurora Leadership Development Programme for Women. Each year IADT nominates one female member of academic staff and one professional/support staff member to participate in the programme. Aurora is a leadership development training programme for women in higher education aimed at supporting women to develop leadership skills and to help institutions optimise the leadership potential of women.

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

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

## 4.2 Quality Enhancement Highlights

Analysis of quality enhancement activities that were initiated during the reporting period and which would be of interest to other institutions and would benefit from wider dissemination.

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

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

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

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

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

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

[https://www.iadt.ie/content/files/Inclusive\\_Assessment\\_Feedback-Full\\_Publication.pdf](https://www.iadt.ie/content/files/Inclusive_Assessment_Feedback-Full_Publication.pdf)

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

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

#### Introduction

The IADT BA (Hons) Animation programme team introduced a 'live brief' assessment strategy for the mandatory 'Towards Professional Practice' module. The module has been running (in evolving versions) for over 10 years. *A key outcome from this module is that students get some real, authentic industry related experience.* Whilst our DL832 Animation BA's 'Towards Professional Practice' module has since its inception envisaged work placement, internship and 'formal' links with industry, the reality has been that such formal linkages have proved (for a variety of reasons) to be difficult to establish and sustain.

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

### **Live briefs**

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

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

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

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

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

### **Assessment of Live brief projects**

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

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

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

As Palloff and Pratt guide in their publication, any student self or peer assessment is 'carefully considered' by the programme team when developing each student's individual assessment and feedback. The student grading through Journals is crosschecked and collated with assessment information, formative and summative, from project presentations, weekly project meetings, client feedback and the assessment of the work itself (both process and product). Many times, the student observations (carefully anonymised) can be fed back to their peers.

### **Results**

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

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

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

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

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

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

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

#### Overview

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

#### Design and implementation

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

The lecturer prepared a document for each student which had four statements in areas related to the weightings and assessment outcomes for this module (research, fabrication & design). After each statement there were nine words, one from each grade band on the lexicon, each student was instructed to complete each of the four statements by circling as many words as they felt described their work to date.

After giving learners time to complete the document, she spent time with each of them discussing the words they had chosen and gave them her own impression of where their work sat in relation to the words on the page. The exercise allowed students to select multiple words and they expressed interest in this approach, it allowed them to openly declare that work could be both 'thoughtful' and 'inexact' at the same time.

#### Aligning the process with UDL principles

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

1. It is designed to provide transparency in assessment and feedback.

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

### **Measuring impact**

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

### **Considerations for further implementation**

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

## Part 5: Objectives for the coming year

Part 5 provides information about plans for quality assurance in the institution for the academic year following the reporting period (in this instance 1 September 2017 – 31 August 2018).

### 5.1 Quality Assurance and Enhancement System Plans

Plans for quality assurance and quality enhancement relating to strategic objectives for the next reporting period.

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

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

### 5.2 Review Plans

A list of reviews within each category (module, programme, department/school, service delivery unit or faculty), as per the internal review cycle, planned for the next reporting period.

#### Programme reviews

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

#### Library Support Services Review

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

### 5.3 Other Plans

Nothing to report

## Part 6: Periodic Review

Part 6 provides information that acts as a bridge between the AIQR and periodic external review.

### 6.1 The Institution and External Review

A description of the impacts of institutional review within the institution.

IADT will be undertaking an external review as part of the QQI's CINNTE programme of reviews in 2022/23

### 6.2 Self-Reflection on Quality Assurance

A short evaluative and reflective summary of the overall impact of quality assurance in the reporting period or, over a more extensive period, in the review.

The process of deliberation and engagement with staff, students and external stakeholders during the Programmatic Review of our undergraduate offerings informs the ongoing development and enhancement of programmes.

### 6.3 Themes

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

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