

Learning, Teaching and Assessment

Information for staff

Teaching and Learning Committee
September 2021

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Who needs to know about this document	Registrar, Heads of Faculty, Heads of Department, Programme Coordinators, all academic staff, Staff Training Learning and Development Officer, HR
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Introduction

This document aims to support lecturers with information about learning, teaching and assessment at IADT. IADT runs programmes that range from level 7 to 9 on the National Framework of Qualifications www.nfq.ie/nfq/en/. Level 7-9 programmes are validated by IADT under delegation of authority from QQI www.qqi.ie. For more information about the levels on the framework see NFQ Grid of level indicators at end of this document.

All programmes have a programme document available from your Head of Department and on the IADT Document store. Every programme document includes:

- Programme learning outcomes. These are matched to the NFQ level and the appropriate [awards standards](#)
- Programme's learning and teaching strategy
- Programme assessment strategy
- Indicative assessment methods for each stage of the programme and the
- Programme schedules.

Each programme has a programme handbook that is updated annually and circulated to students and staff.

Teaching, learning and assessment

Teaching, learning assessment takes place within national and Institute policies and guidelines. The Institute's [Learning Teaching and Assessment Strategy](#) has three key aims:

1. Developing knowledge, skills and competencies
2. Supporting student learning
3. Preparing students for life after IADT.

QQI provides guidelines on assessment including external examining that the Institute must adhere to. At Institute level teaching learning and assessment must implement the following policies all on the IADT website - student policies are [here](#), additional staff policies [available here](#) and the [student handbooks](#).

- IADT Quality Manual
- IADT Learner Charter
- IADT Student Handbook
- IADT Learning, Teaching and Assessment Strategy 2014-2019 (extended to 2021)
- IADT Policy and Strategy for Participation, Equal Access and Lifelong Learning
- IADT Deferrals Policy and Procedures
- IADT Marks and Standards
- IADT Plagiarism Policy 2019-22
- IADT Examination Procedures
- IADT External Examiner Policy
- IADT Appeals Procedures
- IADT ICT Acceptable User Policy
- IADT Protection of Children and Vulnerable Adults

The Institute Complaints Procedure is [here](#).

Glossary of Academic Terms

Academic Council	The body within the Institute with responsibility for the academic quality of the programmes and the qualifications.
Assessment	Assessment is any process that aims to judge the extent of students' learning by comparison with a standard based on the evidence of students' work.
Continuous Assessment (CA)	A way of assessing students during the year so that marks/grades can be accumulated towards end of year results and so that students can get feedback and lecturers can monitor progress.
Credits (ECTS) (Module credits)	Each programme is composed of modules with associated ECTS credits. Full time students follow programmes worth 60 credits each year. Modules are generally 5, 10, 15 or similar credits.
Deferral	Deferral means applying to sit an assessment/exam at the next sitting or taking an entire year off. Deferrals are at the discretion of the Registrar.
Delegated Authority	This is the authority to award degrees delegated to IADT. IADT has delegated authority to award degrees to Level 8 on the NFQ and it can award taught masters degrees at Level 9 on the NFQ. Research masters degrees are awarded by QQI.
Exam Board	The group of people with responsibility for a particular set of assessments/exams. They include Faculty management, Institute Registrar, lecturers and external examiners.
Grade Point Average (GPA)	Grade Point Average is the overall composite number awarded for a year based on the combined grades achieved in all subjects. It is calculated on the basis of grades within modules and the credits for each module. It can be between 0 and 4.
Learner Charter	The IADT document that sets out the mutual responsibilities staff and students at IADT have to each other.
Learning outcome	A statement of student performance/learning at the end of a programme (and module) e.g. At the end of the programme a student will be able to At the end of the module a student will be able to
National Framework of Qualifications	The framework for all qualifications in Ireland www.nfq.ie

Programme assessment strategy	This is a document for teachers, learners and assessors that outlines the principles and practices of assessment in the programme (HETAC, 2009, p. 13). This document is part of the programme validation process and generally in programme handbooks.
Programme Board	The group of people responsible for designing and delivering a particular programme. It is a sub-committee of Academic Council.
Programme Coordinator	The person who oversees each programme and deals with any general issues which might arise.
Programme document	This is the document prepared for the programme. It is validated and then reviewed every five years during programmatic review. Each IADT programme has a programme document.
Programme Handbook	This handbook issued by the faculty with faculty and programme specific information. There is one for each programme and it is revised annually.
Programmatic Review	Every five years each programme is reviewed and updated through consultation with the stakeholders e.g. students, graduates, relevant industry, professional and academic bodies. The revised programme document is validated through standard procedures.
Progression	Moving on from one year to another within a programme.
Qualifications and Quality Ireland (QQI)	The body that oversees qualifications and delegates to IADT the authority to award levels 6-8. QQI replaces both HETAC and FETAC.
Reasonable accommodation	This is a means of adapting assessment to enable students to demonstrate achievement of learning outcomes (HETAC, 2009, p. 54).
Student effort hours	These are the hours that full-time students, on average, are expected to do at programme and module level. A 10 credit module is expected to be about 200/250 hours of student effort. This includes class contact, reading, preparing and doing assessment i.e. any work associated with the module.
Student Handbook	The handbook issued by the Institute in general to all students
Year Tutor	The person who deals with the more specific issues encountered by students in a particular year of a programme.

Managing a module

Each module in a programme has a module descriptor (module specification) that states the aim of the module, its learning outcomes and how the module is assessed in terms of continuous assessment and examinations. Students must achieve the learning outcomes in order to pass the module.

The module descriptor also suggests content, relevant resources, teaching and learning strategies and approaches to assessment. The module descriptor is the essential document when teaching a module.

Modules can be a subject or a project. Managing a module requires a number of different areas of work. There is planning the module, running it for the appropriate length of time, assessment and finally there is evaluation of the module.

It may be useful to develop an academic timeline for the programmes on which you teach. Develop a month by month overview of what happens at programme level, this would give you a sense of how learning, teaching and assessment would fit in for the modules you teach.

Planning a module

Planning is a key skill. It starts with the module learning outcomes. The module learning outcomes are in the programme document. Planning involves:

- Identifying key content and skills for student learning from the module descriptor.
- Designing appropriate assessment for the learning outcomes (constructive alignment (Biggs, 2003, p. 28))
- Organising how the module will run – a scheme, the lessons, formative assessment, student learning activities
- Developing individual sessions/classes i.e. lectures, labs, tutorials, seminars, studio work – you may find the class planning template attached in the appendices useful.
- Identifying the needs of the diverse learners in your classroom and planning how to support them. For more information see [IADT Policy and Strategy for Participation, Equal Access and Lifelong Learning 2014-2018](#)

Library and Learning resources

The Institute Library is the key support for academic learning resources. Please consult the [website](#) for information about opening hours, books, DVDs and online resources. Please attend a Library Information session when they are advertised.

Assessment

You are required to plan the assessment for the module and implement it fairly with the students. This is a module assessment strategy. Assessment of a module has to be a coherent part of the programme assessment strategy. This means the assessments over a term/semester/programme have to come together to provide evidence that a student has achieved the programme learning outcomes.

Further information on assessment is considered later.

Evaluation

Evaluation is part of the teaching and learning cycle. It is essential for reviewing the module and planning for the following cycle of teaching.

Responsibilities in the classroom, lab or studio

Fire evacuation – please check that the students know the exits from each room you work in, in the case of a fire. They also need to know the associated assembly areas. Please ensure the room is empty before you leave and stay with your students until the all clear. This applies whether or not it is a fire drill or an incident. **Fire marshal training** is provided on a regular basis and you are required to attend. Note: silent alarms operate in the NFS.

When using a **data projector** please turn it off when you are finished with it. This extends the life of the bulbs and helps ensure that it is working when you next teach in the room.

Student and Staff Wellbeing

There are a number of referral options available if you are concerned about student wellbeing or issues related to their academic progress. The following services are available for all students – note during Covid the relevant contact information is on the iadt website:

- Student Counselling - Ext 4650
- Health Services - Ext 4760
- Careers Advisory Service - Ext 4670
- Access Service - Ext 4628
- Learning Support Services - Ext 4790
- Assistive Technology - Ext 4795

Note: In the case of an on-campus **medical emergency**, dial 01 -2394999 or Ext 4999 from a campus line.

In relation to staff wellbeing IADT provides an Employee Assistance Programme (EAP) for staff which provides a wide range of supports with trained specialists able to give you practical information as well as the opportunity to access face to face counselling if required. The contact number is **FREEPHONE NO: 1800 995 955**

There is no cost to the employee for using this service. Information and support is available across a wide range of issues and there is also an online portal www.wellbeing-4life.com (Access code - VHliadt -Not case sensitive)

Issues related to Bullying and Harassment for both staff and students are dealt with under the [Mutual Respect Policy](#) which is on the IADT website. This also has a list of Designated Contact Persons available to support you in the event of an issue arising.

Suggestions

- Plan classes /sessions a block at a time, this eases the preparation load. See the class planning template in the appendix.
- Consider your teaching presence in the classroom.
- Consider the learning materials you are using. Think about how to enable students to access the learning materials.
- Explore the Institute's [Virtual Learning Environment Blackboard](#). Each module has an associated Blackboard course. Staff and students log in with their Institute login and password.
- The educational technology team Paul Curran and Ciaran Eaton deliver regular workshops in STAR or online and webinars and further resources and recordings are available on blackboard.

Assessment

Assessment is a key function of lecturers. Assessment tasks are developed through constructive alignment of learning outcomes, learning and teaching strategies and assessment.

- Plan your assessment workload i.e. an overview of all the assessment you are doing using the Assessment Workload planning template.
- Assessment procedures must be fair, consistent and fit for purpose, and subject to regular review.
- Assessment tasks are clear, accompanied by grading schemes and communicated to students appropriately.
- Assessment procedures are flexible to meet individual circumstances within the limits of the Institute's and Faculty's assessment policies i.e. they are capable of reasonable accommodation.

The key document for assessment is the [QQI Assessment and Standards 2013](#) and IADT is required to adhere to the policies and procedures outlined in the document and this is done in IADT Marks and Standards.

Assessment is guided by the following IADT policies all [available here](#):

- IADT Learning, Teaching and Assessment Strategy 2014-2019
- IADT Quality Manual
- IADT Examination Procedures and IADT Assessment Appeals Procedures
- IADT Marks and Standards
- IADT Plagiarism Policy

Each programme has a programme assessment strategy; this is a requirement of *Assessment and Standards* (QQI, 2013). The programme assessment strategy complements the programme document and informs students and staff about assessment on a programme.

The following pages provide some supporting information on assessment:

- Assessment terms – this provides you with the vocabulary of assessment
- Marking scheme – IADT uses the alpha grade system. This is a general marking scheme that may be useful. For more information about grades and GPA please read IADT Marks and Standards.
- Assessment lexicon – this is a useful tool for developing feedback on assignments/projects for both lecturers and students. It enables you to match the feedback to the grade you assign to the work
- Sample assignment cover sheet and student declaration sheet. We encourage you to require student to declare the work is their own.

Managing Assessment

Professional management of assessment is essential. Please make sure that your assessment requirements are clear and available to the students in writing, on the Institute VLE as well as stated in class. Be clear about what students have to do and when. Check the assessment schedule for the students so that your assessment fits into the overall assessment schedule for the year.

Have clear guidelines about the work required and what is to be submitted. Make sure that you have clear records of all submitted assignments. Students can sign them in, submit them in class or you may accept them emailed to you. Best of all they can be submitted through

the VLE. This provides a clear record of the submission. If there are programme procedures for late submission please follow them.

Please note that where students work on a group project that the individual work of each student has to be assessed (IADT, 2015, p. 6).

The Institute has the text matching software [Turnitin](#). It is embedded in the Institute VLE Blackboard. If you have text-based assignments we suggest you use Turnitin assignments in Blackboard for submission. For guidance on how to use Turnitin assignments please talk to the Institute educational technologist Paul Curran. It can be used formatively to support student learning by checking referencing and citation and alerting students to any inadvertent copying and pasting. It can be used summatively to check student sources and originality.

It is important to plan when, where and how you are giving students feedback on submitted work. Each programme has a guideline for the issue of grades and feedback, it can be within two to three days or within three/four weeks. Please adhere to this. We suggest that you plan this final stage as you plan any assignments.

Finally, you need to check with your colleagues to learn how results are inputted to Banner. Information about how [GPA](#) is calculated is on the iadt website.

Academic Council and Programme Boards

The key body of the Institute from an academic point of view is the Academic Council. It is appointed by the Governing Body, in accordance with the Institutes of Technology Acts 1992-2006, to assist it 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 activities of the Institute.

The Academic Council has appointed six Sub-Committees which report to it:

- Programme Validation Sub-Committee
- Academic Planning, Co-ordination and Review Sub-Committee
- Research and Development Sub-Committee
- Student Experience Sub-Committee
- Teaching and Learning Sub-Committee
- Quality Enhancement Sub-Committee

Each Programme Board has a programme board which meets three times a year. The programme board is also formally a Sub-Committee of the Academic Council.

Each Board is a Sub-Committee of the Academic Council and reports annually to the Council. The Programme Board provides a consultative mechanism to support Faculty management in the effective management, operation and review of the programme, within the wider context of the Faculty's/Institute's academic plan. Programme Boards operate within the framework of regulations set down by the Academic Council.

The Programme Board monitors the implementation of the relevant validated programme of study, as defined in the Programme Specification and Approved Programme Schedule.

Assessment terms¹

Assessment is any process that aims to judge the extent of students' learning. **Feedback** is any information that a learner receives as a result of assessment, it may be written or oral, stated or implied.

- Learning outcome** – a description of the learning to be achieved

- Continuous assessment** - assessment that takes place at more than one point in a course

- Final assessment** - assessment that takes place at the end of a course

- Validity** - a valid assessment is one that measures what it claims to measure (and what is important to measure)

- Reliability** - reliable assessments are ones where the same marker reaches the same conclusion on different occasions and different markers reach the same conclusion when presented with similar evidence

- Formative assessment** - assessment designed to provide information (feedback) to students so that they can improve their work

- Summative assessment** - assessment that counts towards or constitutes a final grade or qualification

- Norm-referenced** – assessment that measures learner performance against the standard of the group rather than against a pre-determined standard, assessment that ranks students on their spread about the norm (or results from a test graded and ranked). IADT does not use norm-referenced assessment.

- Criterion referenced** - assessment that assesses how far students meet or match criteria

- Peer assessment** – learners make judgements about one another's work. This requires them to give and/or receive feedback.

- Self-assessment** – assessment where the student makes judgements on their own learning.

- Rubric** – an explicit set of criteria used for assessing a particular type of submission/work/project/performance

¹ Freeman, R. and Lewis, R. (1998) *Planning and Implementing Assessment*, London, Kogan Page, pp. 314-317.

Marking Scheme

Grade	Percentage Band	Indicative Quality of Performance (rubric)
A	80-100	Excellent Shows extensive and detailed knowledge of an area with a superior ability to organise, analyse and integrate ideas.
B+	70-79	Very Good - Distinction Shows good detailed knowledge of an area with a more than adequate ability to organise and examine the material in a critical and constructive manner. Not as good as an A in some areas, e.g., has good ideas but not well-organised ones
B	60-69	Good Shows detailed knowledge but also contains omissions. Adequate ability to examine the material in a critical and constructive manner. Answers at this level should contain no errors.
B-	55-59	Above Acceptable Shows detailed knowledge but also contains omissions. Higher marks the fewer and more minor the omissions and lower marks for the more frequent and major ones. Answers should not contain major misconceptions and should be reasonably well structured.
C+	50-54	Fair Shows less detailed knowledge and not as well presented as the higher marks. Higher marks the fewer and more minor the omissions and lower marks for the more frequent and major ones, similarly misconceptions.
C	40-49	Pass Patchy knowledge, poorly presented but showing some grasp of the area. Not as good as a C+ in most areas, with more frequent and major omissions and misconceptions.
D	35-39	Poor Minimally acceptable. Little knowledge of the area with major misconceptions, incomplete answers and/or poorly presented. However, shows some basic awareness of the area.
F	<35	Fail - Inadequate. Mentions only one or two aspects of the area, major misconceptions and/or unacceptable presentation.

This is a general marking scheme for the alpha grade system.

Assessment Lexicon

QUALITY	Excellent		Good		Satisfactory			Un satisfactory	
AWARD	1st		2:1	2:2		3rd		(Condoned Fail)	FAIL
GPV	4	3.5	3	2.75	2.5	2		1.5	0
ALPHA	A	B+	B	B-	C+	C		D	F
%	80-100	70-79	60-69	55-59	50-54	45-49	40-44	35-39	0-34
	sophisticated	refined	thoughtful	tested	established	unadventurous	derivative	partial	incomplete
	rigorous	finesse	accomplished	thorough	competent	capable	superficial	clumsy	deficient
	incisive	flair	skilful	accurate	conventional	inconsistent	initiated	unclear	unable
	scrupulous	dynamic	assured	grounded	clear	straightforward	threshold	inappropriate	absent
	penetrating	lucid	dextrous	consistent	appropriate	hesitant	sufficient	misconstrued	erroneous
	insightful	distinctive	analysed	coordinated	coherent	outline	adequate	unconsidered	wrong
	astute	inventive	critical	imaginative	reliable	charted	unimaginative	careless	mistaken
	innovative	comprehensive	decisive	independent	cautious	tentative	inaccurate	curtailed	formless
	perceptive	expert	convincing	synthesised	resolved	provisional	unresolved	faltering	unstructured
	challenging	perceptive	developed	effective	evidenced	uncertain	indistinct	basic	shapeless
	definitive	cogent	fluent	complete	summary	indicative	imprecise	undisciplined	
	authoritative	systematic	confident	logical	solid	interim	inexact	disorderly	
	commanding		robust	proficient	reliable			vague	

Sample cover sheet, student declaration sheet

	
Programmme	Module

Assignment Cover Sheet

<u>Name:</u>
<u>Student Number:</u>
<u>Assignment:</u>

I declare that that this submission is my own work. Where I have read, consulted and used the work of others I have acknowledged this in the text.

Signature:

Date:

Developing your teaching

Here are some suggestions for reviewing and developing new approaches to learning, teaching and assessment.

- Talk to your colleagues about teaching and learning
- Plan your classes using the class planning template and plan your assessment workload using the template
- Attend an IADT workshop on teaching and learning
- Take an accredited programme in teaching and learning e.g. the AIT Certificate in Learning and Teaching a 15-credit Level 9 award run here at IADT
- Read about teaching and learning both in general and in terms of your discipline/practice. There are references at the end of this document. There are books and journals in the IADT Library.
- Explore new ways of teaching, learning and assessing with your colleagues and your students
- Research your teaching and student learning
- Present posters about your teaching and student learning at the IADT Teaching and Learning Showcase or contribute to an online showcase where applicable. .
- Attend teaching and learning events/conferences e.g. [The National Forum for the Enhancement of Teaching and Learning in Higher Education](#), AISHE, EdTech,
- Present posters / papers at teaching and learning conferences in your discipline/practice

How can the IADT Teaching and Learning Committee help you?

It provides:

- Teaching and learning support at IADT including workshops, seminars, webinars and relevant reference
- Teaching and learning projects e.g. FYM First Year Matters, Digital Skills in Action 2016 and 2017, Final Year Matters etc.
- Support for presentations at conferences on teaching and learning e.g. payment of registration fees
- Supporting innovations
- Teaching and learning journals e.g. Active Learning in Higher Education available online
- For further information, please contact the Committee chair Dr. Therese Moylan.

Equality and Diversity at IADT

IADT is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. We have signed up to the Athena Swan Charter and we are working towards achieving a bronze award. Claire McGing is the EDI Officer in IADT.

Teaching and Learning Committee

The Teaching and Learning Committee is a sub-committee of Academic Council. The Teaching and Learning Committee aims to support and develop teaching and learning, including the scholarship of learning and teaching, at IADT.

Membership of the Committee September 2021

Therese Moylan	Chair, Head of Department of Entrepreneurship,
Andrew Power	Registrar
Rebecca Roper	Head of Teaching and Learning, Key Contact IADT National Forum, THEA, RPL FILM EU
Stefan Paz Berrios	Faculty of Film Arts and Creative Technologies, CFA
Anthony McGuinness	Faculty of Film Arts and Creative Technologies
Fiona Snow	Faculty of Film Arts and Creative Technologies, CFA, National Forum Associate
Denise McMorrow	Student Experience Director
Jenny McDonnell	Faculty of Enterprise and Humanities
Peter Weadack	Faculty of Enterprise and Humanities
Sharon McGreevy	Faculty of Enterprise and Humanities
Fiona Logan	Library
Alex McDonald (acting)	Access Office
Paul Curran	Educational Technologist
Mary Anne O'Carroll	Staff Training, Learning and Development Officer Key Contact IADT National Forum for the Enhancement of Teaching and Learning
Rachel Sarsfield Ryan	Education Officer Student Union
SU Rep TBA	Student Union

The Teaching and Learning Committee is committed to:

- Reviewing existing practice in teaching, learning and assessment and draw from all the disciplines in the Institute
- Principles of universal design
- Disseminating best practice within specific fields of enquiry by investigating teaching and learning strategies
- Advising on staff training and development and co-ordinating and leading teaching and learning efforts across the Institute
- Linking to wider teaching, learning and assessment initiatives internally and externally
- Developing the scholarship of teaching at IADT

The Teaching and Learning Committee meets monthly during the academic year. It develops and reviews policies as requested by Academic Council and works on relevant strategic objectives set out in the IADT Strategic Plan. It organises staff development for learning and teaching in association with the Staff Training Learning and Development Officer, Mary Anne O'Carroll. It runs a Teaching and Research Showcase in June and takes the lead on teaching and learning projects across the Institute. It supports teaching and learning and elearning.

More information about the Teaching and Learning Committee can be found at <http://www.iadt.ie/about/teaching-learning>

Learning, Teaching and Assessment References

Policy Documents

QQI (2013) *Assessment and Standards*. Dublin: HETAC.

[QQI Assessment and Standards 2013](#)

AHEAD (2009) *Charter for Inclusive Teaching and Learning*. Dublin: AHEAD. Retrieved from

https://www.ahead.ie/userfiles/files//documents/Charter_4_Inclusive_Teaching_&_Learning_Online_Version.pdf

Books

Biggs, J. (2003) *Teaching for Quality Learning at University Second Edition*. Buckingham: The Society for Research into Higher Education and Open University Press.

Bloxham, S. and Boyd, P. (2007) *Developing Effective Assessment in Higher Education: a practical guide*. Maidenhead: Open University Press.

Kahn, P. and Walsh, L. (2006) *Developing Your Teaching*. London and New York: Routledge.

Journals

Active Learning in Higher Education (online via Library)

Studies in Higher Education (in Library)

Websites/Links

In at the Deep End – Starting to Teach in Higher Education

<https://phil-race.co.uk/wp-content/uploads/downloads/2013/05/In-at-the-Deep-End.pdf>

UCD Teaching and Learning (n.d.) *Teaching and Learning*. Retrieved from

<http://www.ucd.ie/teaching/>

Class Planning Template

PART 1

Number in Group () Venue: _____

Length of Lesson _____ Number () of (10) Date _____

PART 2

Class Lesson Title _____

Aim

The aim of the class

Learning Outcomes

On completion of this class session the participants will be expected to be able to:

-

Lesson Content

1. Introduction
2. Session outline
3. Learning activities
4. Conclusion

PART 3

Tasks:

Handouts/Worksheets/Resources Required

PART 4

Lesson Outline

Time	Content	Teacher Activity	Student Activity	Aids

Assessment Workload Planner

Academic year: 2019-2020

Module	September	October	November	December	January	February	March	April	May
1									
2									
3									
4									
5									

NFQ Grid of Level Indicators

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Knowledge - Breadth	Elementary knowledge	Knowledge that is narrow in range	Knowledge moderately broad in range	Broad range of knowledge	Broad range of knowledge	Specialised knowledge of a broad area	Specialised knowledge across a variety of areas	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	A systematic understanding of knowledge, at or informed by, the forefront of a field of learning	A systematic understanding of a substantial body of knowledge which is at the forefront of a field of learning
Knowledge - Kind	Demonstrable by recognition or recall	Concrete in reference and comprehension	Mainly concrete in reference and with some comprehension of relationship between knowledge elements	Mainly concrete in reference and with some elements of abstraction or theory	Some theoretical concepts and abstract thinking, with significant depth in some areas	Some theoretical concepts and abstract thinking, with significant underpinning theory	Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas	Detailed knowledge and understanding in one or more specialised areas; some of it at the current boundaries of the field(s)	A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning	The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers
Know-how and skill - Range	Demonstrate basic practical skills, and carry out directed activity using basic tools	Demonstrate a limited range of basic practical skills, including the use of relevant tools	Demonstrate a limited range of practical and cognitive skills and tools	Demonstrate a moderate range of practical and cognitive skills and tools	Demonstrate a broad range of specialised skills and tools	Demonstrate comprehensive range of specialised skills and tools	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes	Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry	Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning; develop new skills, techniques, tools, practices and/or materials
Know-how and skill - Selectivity	Perform processes that are repetitive and predictable	Perform a sequence of routine tasks given clear direction	Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems	Select from a range of varied procedures and apply known solutions to a variety of predictable problems	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems	Formulate responses to well-defined abstract problems	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes	Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques	Respond to abstract problems that expand and redefine existing procedural knowledge
Competence - Context	Act in closely defined and highly structured contexts	Act in a limited range of predictable and structured contexts	Act within a limited range of contexts	Act in familiar and unfamiliar contexts	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts	Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts	Act in a wide and often unpredictable variety of professional levels and ill defined contexts	Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts
Competence - Role	Act in a limited range of roles	Act in a range of roles under direction	Act under direction with limited autonomy; function within familiar, homogeneous groups	Act with considerable amount of responsibility and autonomy	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form, and function within, multiple, complex and heterogeneous groups	Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work	Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups	Take significant responsibility for the work of individuals and groups; lead and initiate activity	Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes
Competence - Learning to Learn	Learn to sequence learning tasks; learn to access and use a range of learning resources	Learn to learn in a disciplined manner in a well-structured and supervised environment	Learn to learn within a managed environment	Learn to take responsibility for own learning within a supervised environment	Learn to take responsibility for own learning within a managed environment	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs	Take initiative to identify and address learning needs and interact effectively in a learning group	Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically	Learn to self-evaluate and take responsibility for continuing academic/professional development	Learn to critique the broader implications of applying knowledge to particular contexts
Competence - Insight	Begin to demonstrate awareness of independent role for self	Demonstrate awareness of independent role for self	Assume limited responsibility for consistency of self-understanding and behaviour	Assume partial responsibility for consistency of self-understanding and behaviour	Assume full responsibility for consistency of self-understanding and behaviour	Express an internalised, personal world view, reflecting engagement with others	Express an internalised, personal world view, manifesting solidarity with others	Express a comprehensive, internalised, personal world view manifesting solidarity with others	Scrutinise and reflect on social norms and relationships and act to change them	Scrutinise and reflect on social norms and relationships and lead action to change them

Note: The outcomes at each level include those of all the lower levels in the same sub-strand
 This 10-Level Grid of Level Indicators forms part of the determination of the national framework of qualifications under section 7(a) of the Qualifications (Education and Training) Act, 1999.



From The Student Experience Team

Student Experience Manager



Denise McMorrow
Student Experience Manager
Denise.mcmorrow@iadt.ie

Aim to encourage and support students to reach their full potential at every step of their journey.

**+ supported
by**



Disability Support Services

01 239 4895

Disabilityservices@iadt.ie

- ❑ Aim to promote inclusion, advocacy and active participation in college life.
- ❑ Provides equal access to education for IADT students with a range of disabilities and mental health conditions.
- ❑ Needs Assessments & Profile of Needs
- ❑ Arranges reasonable accommodations
- ❑ Individual and group appointments available

Student Learning Centre



Loreto Meagher
Chartered
Psychologist

Jade Walsh
Assistant
Psychologist

Brian McNamara
Math Tutor

Contact Details

Email: learningdevelopment@iadt.ie
Phone: 0871023215

Assistive Technology



Colm Olwill
Assistive Technology
Email: Colm.Olwill@iadt.ie

- Aim to empower students with the tools to become independent learners.
- Academic, Social, Wellness and Time Management support for **ALL** students.
- Specialist support for Neuro diverse learning profiles
- Workshops and tutorial
- Maths related support
- Individual & Group appointments available

- Aims to provide information and support about how you can make use of technology and adapt it to your study needs.
- Provides AT hardware and software to aid students registered with the disability support service and all IADT students.
- AT ranges from the use of very simple technology, such as Grammarly, to very complex technology, such as voice recognition software or technology that will read aloud information from your computer screen, to help you with your studies.

Access Service



Alex Mc Donald
Access Officer
Phone: 01 239 4628
Email: access@iadt.ie

- ❑ Aim to support students who may have concerns or queries for advice on financial supports.
- ❑ The Access Service's mission is to support the participation of non-typical students at IADT, and to promote a teaching and learning environment suitable for diverse learners.
- ❑ The work of the Access Service can be split into three areas:
 - ❑ Pre-Entry Activities
 - ❑ Post-Entry Supports
 - ❑ Universal Design for Staff
- ❑ Scholarship details and finance advice are available at <https://iadt.ie/services/institute-student-services/student-finance/>

Fees & Financial Supports

Student Assistance Fund

- Students can apply for SAF online to help them with either temporary or ongoing financial difficulties
- Closing date: Monday November 1st, 2021

1916 Bursary

- Provides support for economically disadvantaged students from groups traditionally underrepresented in higher education
- Last year we offered 8 bursaries of €5,000 per annum for the duration of a student's undergrad degree
- Applications open online from Monday September 13th @ 1pm

Hardship Fund & Childcare Fund

- Administered by the Student Union



Student Health Centre



Phone: 01 239 4760

Nurses: Joan Broderick (joan.broderick@iadt.ie)
Suzanne Keily (suzanne.keily@iadt.ie)

Student Counselling Service



Carly Salter
Counsellor Psychotherapist
Phone: 01 239 4650
Email: studentcounselling@iadt.ie

- Comprehensive medical and nursing service is open to all full-time registered students.
- Doctors: Dr. Nina Byrnes/Generation Health Clinic, Monkstown.
- The service is envisaged as an addition to the student's own family doctor or specialist medical service.
- The Student Health Matters App is available for iPhone and android and is free to download from the App Store and Google Play. The interactive eBook is available to access from the ISHA website.

We are here to provide free short-term psychological support to any IADT student struggling with personal difficulties affecting their mental health and wellness:

- Depression
 - Anxiety
 - Panic
 - OCD
 - Relationship issues
 - Stress and difficulty coping with change
 - Self-esteem
 - Bereavement and loss
 - Traumatic experiences
 - LGBTQI+ specific concerns
- We are a safe and confidential space for you to be heard. Our goal is to empower you in your capacity to cope with adversity and to signpost you to further supports as required.

IADT Careers



Dawn O'Connor
Careers & Employability
Phone; 01 239 4670
Email; dawn.oconnor@iadt.ie

- Aim to help and support students and graduates in their career planning and research.
- Want to organise relevant work for travelling next summer? Come and talk to me about our awesome new 'GoinGlobal' platform – 16 million jobs and internships all over the world!
- Email me or make an appointment through IADTCareersHub
- **It's never too early to get help to**
 - ✓ Craft your CV / Portfolio
 - ✓ Build your personal profile / pitch
 - ✓ Look at your unique skills and competencies
 - ✓ Meet Employers and see what's out there
 - ✓ Create your future along the way

Student Services - IADT

iadt.ie/services/institute-student-services/

Student Services

The Student Experience Team at IADT continues to provide inclusive support services to all students of the institute during the COVID 19 pandemic whether you are working on campus or remotely.

Welcome from Denise McMorrow, Student Experience Manager

Student Supports at IADT

The Student Experience team and the Student's Union are available to offer support to all IADT students across the 2021/2022 academic year. Some services may operate remotely at times throughout the term as we emerge from the COVID-19 pandemic, however this will not impact the quality or level of supports available to students.

One-to-one appointments can be facilitated online and on campus in line with current social distancing guidelines. It is expected that this year will be slightly different to any other year; however we urge students to seek supports as soon as difficulties arise, no matter how small, so that we can provide advice and support to help you with any issues you may face throughout the year.

In this section

- Student Services
- Information Point
- Access Service
- Careers Centre
- Student Learning Centre
- Disability Support Service
- Assistive Technology
- First Year Focus / Student Services
- Health Centre IADT
- Student Counselling
- Student Finance + Scholarships