Annual Quality Report
Institute of Art, Design + Technology
Reporting Period 2020-2021

Institute of Art, Design + Technology

2022

Annual Quality Report (Institution)

PART A: INTERNAL QA SYSTEM

Reporting Period 2020-2021

PREFACE

The **Annual Quality Report (AQR;** formerly AIQR) forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with Higher Education Institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI's Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports.

CONTENTS

PREFACE 3

Guidelines on Completing the Report 6
Links to Reference Documents Cited in this Template 7

PART A: INTERNAL QA SYSTEM 8

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG) 8

Introduction and Overview of Institution 9
1.0 Internal QA Framework 10
1.1 Governance and Management of Quality 10
1.2 Linked Providers, Collaborative and Transnational Provision 15

2.0 Programme Development and Delivery 20
2.1 Programme Development and Approval 20
2.2 Admission, Progression, Recognition & Certification 23
2.3 Procedures for Making Awards 29
2.4 Teaching, Learning and Assessment 29

3.0 Learner Resources and Support 33
4.0 QA of Research Activities and Programmes 42
5.0 Staff Recruitment, Development and Support 44
6.0 Information and Data Management 53
7.0 Public Information and Communication 56
8.0 Monitoring and Periodic Review 57

PART B: INTERNAL QA SYSTEM 66

Guidelines on Completing Part B 66
1.0 Quality Implementation and Developments 67
1.1 Strategic QA Updates 68
1.2 Update on Planned QA Objectives identified in Previous AQR 73
1.3 Governance and Management 74
1.4 Internal Monitoring and Review 79

2.0 IQA System – Enhancement and Impacts 82
2.1 Initiatives within the Institution related to Academic Integrity 82

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period 100
3.1 QA and QE supporting the Achievement of Strategic Objectives 100

3.2 Reviews planned for Upcoming Reporting Periods 102
3.2.1 Reviews planned for Next Reporting Period 102
3.2.2 Reviews planned beyond Next Reporting Period 102

4.0 Additional Themes and Case Studies 103

Guidelines on Completing the Report

The AQR is aligned with QQI's Core, Sector and Topic-specific Statutory Quality Assurance Guidelines and with the ESG (2015). A mapping of the ESG to QQI Core QA Guidelines is included in Table 1 below; the structure of Part A of this report template aligns with the first column of the table. Additional guidance on completing this template and reference material is included in each section. Institutions should adhere to this guidance and have regard to QQI Core, Sector and Topic-specific Statutory Quality Assurance Guidelines. **The guide text within each section should be deleted before submission of the report.**

Submission Process and Timeline

The deadline for submission of the AQR each year is in February of the relevant year, with the call for submission sent to institutions in November of the preceding year. Once the call for submission has been made, QQI will provide access to QQI's provider portal, QHub, to the designated institution contact(s) to facilitate submission of the report. Through QHub, each institution will have access to an editable version of its AQR for the previous reporting period. This document can then be amended/updated to reflect any changes or developments that occurred during the current reporting period before submitting the final report to QQI.

Completing the AQR

- When completing the AQR template, all relevant colleagues in the institution should be consulted.
- Consider whether external audiences will be able to understand the terminology used (particularly local abbreviations and acronyms); it may be helpful to include a glossary.
- Aim to avoid duplication in the report – where information is relevant to more than one section, the first mention may be referenced in subsequent sections.
- Provide reflections on what worked well, but also what may have been tried but did not work.

Report Structure

Part A: Internal QA System

Part A of the AQR comprises a record of each institution's current QA policies and procedures and should provide links to those policies and procedures. Private HEIs may provide links to the policies and procedures approved by QQI during initial access to validation (IAV) or reengagement. It is the responsibility of each HEI to ensure before submission of the AQR that all links are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available. Given that the AQR is submitted in respect of a discrete reporting period, it may be helpful for institutions to establish a SharePoint/OneDrive folder (or similar) for each reporting period that contains the current versions of their policies and procedures, and that hyperlinks to these versions of the documents be provided in the AQR

Part A is to be completed only if there have been **material** changes to QA policies and procedures during the reporting period. Such changes may include the approval and implementation of new polices or procedures, or significant amendments to existing ones.

Part B: Quality Assurance (QA) and Quality Enhancement (QE)

Part B of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**. Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR were progressed during the reporting period – these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Case Studies

In each reporting period, QQI may request updates on specific thematic areas or may invite the institution to submit case studies in response to specific topics. Further, institutions may include case studies to share good practice on topics of their choosing, demonstrating QA and QE in action. In formulating case studies, institutions are encouraged to reflect on and highlight areas that may be of interest to other institutions and would benefit from wider dissemination. Further guidance is provided in Part B.

Links to Reference Documents Cited in this Template[1]

Legislation

- Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended)
- Regional Technical Colleges Act 1992 (as amended)
- Technological Universities Act 2018
- Universities Act 1997

QQI Documents

Statutory QA Guidelines (QAG)

- Core QAG
- Sector-specific QAG for Independent/Private Providers
- Sector-specific QAG for Designated Awarding Bodies
- Sector-specific QAG for Institutes of Technology
- Topic-specific QAG for Providers of Statutory Apprenticeship Programmes
- Topic-specific QAG for Providers of Research Degree Programmes
- Topic-specific QAG for Blended Learning

Other QQI Policy Documents

- QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012
- QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015
- QQI Policy Restatement on Access, Transfer and Progression, 2015

Other National/International References

- European Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)
- IHEQN Guidelines on Collaborative Provision
- National Policy Statement on Ensuring Research Integrity in Ireland
- Ireland's Framework of Good Practice for Research Degree Programmes, 2019
- HEA National Framework for Doctoral Education
- The Salzburg Principles
- The Salzburg II Recommendations
- SOLAS Code of Practice for Employers and Apprentices
- UN Sustainable Development Goals

[1] These links will be updated as further guidance documents are published.

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)				
AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 - *Internal QA Framework*	**2.1**	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 - *Programme Development and Delivery*	**2.3**	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 - *QA of Research Activities and Programmes*				
8.0 - *Monitoring and Periodic Review*			1.9	On-going Monitoring and Periodic Review of Programmes
5.0 - *Staff Recruitment, Development and Support*	**2.4**	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 - *Teaching, Learning and Assessment*	**2.5**	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 - *Learner Resources and Supports*	**2.7**	Supports for learners	1.6	Learning Resources and Student Support
6.0 - *Information and Data Management*	**2.8**	Information and Data Management	1.7	Information Management
7.0 - *Public Information and Communication*	**2.9**	Public Information and Communication	1.8	Public Information
2.0 - *Programme Delivery and Development*	**2.10**	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - *Monitoring and Periodic Review*				
9.0 - *Details of Arrangements with Third Parties*			1.2	Design and Approval of Programmes
2.0 - *Programme Development and Delivery*	**2.11**	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - *Monitoring and Periodic Review*			1.10	Cyclical External Quality Assurance
4.0 - *QA of Research Activities and Programmes*	QAG for Providers of Research Degree Programmes			

Introduction and Overview of Institution

This is the AQR for **Institute of Art, Design + Technology** for the reporting period **1 September 2020 – 31 August 2021.**

It is to be submitted by **Friday, 25 February 2022**.

Dún Laoghaire Institute of Art, Design and Technology (IADT) was established on 1 April 1997. It is a State Institute and one of the publicly funded Institutes of Technology in Ireland operating under the Institutes of Technology Acts 1992 to 2006. IADT is designated as a higher education institution under the Higher Education Authority (HEA) www.hea.ie and receives its funding through the HEA. Under the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 (Commencement) (No. 2) Order 2019 (S.I. No. 540 of 2019), made 5 November 2019, IADT may make awards up to Level 9 of the National Framework of Qualifications, and became a designated awarding body, on 1 January 2020.

IADT is uniquely positioned in terms of its courses and research. It is mission-focused and holds a distinct position in Ireland as an Institute of Art, Design and Technology, leading in courses for the technological and the creative and cultural industries.

IADT's most recent Strategic 'Plan Better Futures Created Together' 2019-2023 launched in February 2019 and sets out the vision for the future, positioning IADT uniquely within Irish higher education, producing creative, entrepreneurial and technologically astute graduates.

The Institute includes two Faculties; the Faculty of Film, Art and Creative Technologies and the Faculty of Enterprise and Humanities, around which all education, research and development are focused.

The AQR has been approved by the **President, Registrar and Quality Enchantment Committee** and was prepared & submitted by **Emma Fry, Senior Quality Officer**.

1.0 Internal QA Framework

1.1 Governance and Management of Quality

Under the *Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 (Commencement) (No. 2) Order 2019 (S.I. No. 540 of 2019),* made 5 November 2019, IADT may make awards up to Level 9 of the National Framework of Qualifications, and became a designated awarding body, on 1 January 2020.

IADT follows the policies and procedures of Quality and Qualifications Ireland (QQI) relating to education provision and by policy and procedure of the HEA and the Department of Further and Higher Education, Research, Innovation and Science as it applies to other areas of its operation. The Quality Framework policy has been aligned to relevant QQI policies as well as international guidelines and policy instruments. Following IADTs designation as an awarding body in January 2020, the Academic Council of IADT adopted the QQI Generic Awards standards as its own.

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

IADT's Quality Assurance Framework sets out the key documents, both internal and external, which together provide a clearly stated set of policies and procedures for the provision of quality services and the assessment and review of the provision of these services.

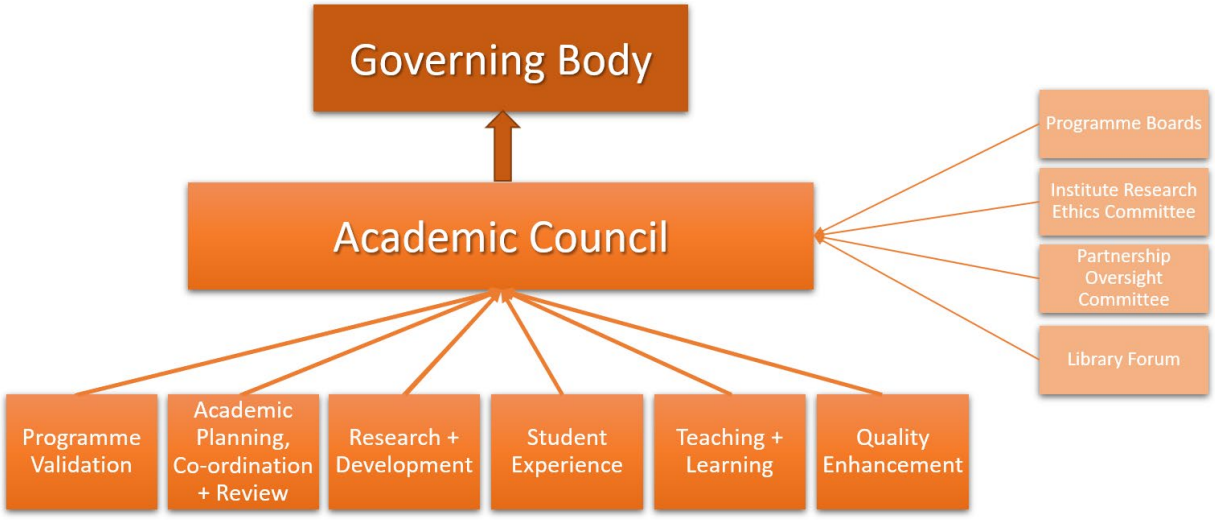
Quality assurance decision-making fora

IADT operates with a structure of:

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

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

Academic Council and Sub-Committees



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

Academic Council has appointed six Sub-Committees that regularly report to the council:

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

- **Academic Planning, Co-ordination and Review:** this Sub-Committee deals with all relevant matters of a cross-institutional nature to ensure the effective and efficient provision of programmes and academic support services and to report and make recommendations, as appropriate, to Academic Council. Areas of consideration include but are not limited to the planning of the calendar of academic delivery and related events, open days and examinations coordination.

- **Research and Development**: the role of the Research and Development Sub- Committee is to foster a culture of collaborative research and development, innovation and technology transfer in the context of the Institute's strategic plan.

- **Student Experience:** this Sub-Committee was established in 2012 in response to a consideration of institutional oversight of student wellbeing and student administrative policy issues. The remit of the Committee is to develop and advise on policy and procedures relating to overall student wellbeing and the experience of students whilst on their programme of study. This includes student contribution to the campus community, promotion of diversity and mutual respect, supporting students with particular needs and establishing and reviewing appropriate standards for Student Services in collaboration with the various service provided within the Institute.

- **Teaching and Learning**: this Sub-Committee's remit includes the upholding of the standards of knowledge, skill, and competencies to be acquired by our learners to ensure that the Institutional procedures that are established for students are fair, consistent and compliant with Higher Education standards. With an overall remit in the areas of teaching, learning and assessment, the Committee aims to document and review existing practice, develop staff training and research and disseminate best practice. The committee is actively involved with the National Forum for Teaching & Learning, which further enhances the quality standards & approach at IADT.

- **Quality Enhancement**: the main function of the Quality Enhancement Sub-Committee is to facilitate an integrated approach to academic quality, including institutional policies, procedures and systems. The Committee is central to both Programmatic and Institutional reviews. It provides guidance to the Academic Council on issues of quality, provides an advisory audit function of the academic quality system to ensure compliance with standards and monitor and review cycles within the Institute to ensure compliance via periodic review of programmes, quality manual reviews etc. It is the central forum for monitoring and improving standards of academic quality and is guided by the approach outlined in the Institution's Quality Framework and by relevant policies and procedures.

Each of the six Sub-Committees report their activities to the Academic Council via the minutes of their monthly meetings, which are reviewed by the Council at its monthly meeting. Each Sub-Committee also prepares an annual report, which is discussed at the Academic Council. The Policy on Committee Membership and Terms of Reference is available here

Programme Boards

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

Institute committees

The **Institute Research Ethics Committee** (IREC) oversees good practice in ethical research and develops the Institute's ethics policies and procedures. It is responsible for reviewing and approving postgraduate research and staff research proposals and hears appeals from Faculty/Departmental Research Ethics Committees. It is IREC's responsibility to develop detailed ethics policies and to oversee and refine procedures. The policies will sit within the internationally accepted norms on ethical research and will promote the welfare of all human and animal participants while at the same time respecting academic freedom.

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

- Liaising with the Secretary/Financial Controller on the Institute Risk Register and the standing heading therein on Partnerships and Collaborative Provision
- Reporting at least twice yearly to the Audit Committee of the Governing Body on current partnerships
- Preparing an annual summary report for the President on IADT partnerships and work associated with them. This report will be shared with Executive Management Team, Academic Council and the Governing Body
- Determining the extent of the due diligence enquiries required in respect of prospective partners, or a new programme type under an existing partnership

- Establishing a Memorandum of Understanding between the Institute and its potential partners to govern the full due diligence enquiries to be undertaken, if such an MOU is not already in place
- Appointing a Due Diligence Team (where relevant, utilising the Institute Procurement Policy)
- Assessing the findings of the Due Diligence Team and conducting a Risk-Opportunities Assessment
- Advising the President and Executive Management Team of the outcome of the Risk-Opportunities Assessment and making a recommendation as to whether the proposal should, or should not, be progressed further
- Recommending to the President and Executive Management Team the approval of a financial plan for a new collaborative programme, or their further investigation
- Reviewing annual reports from the respective Relationship Management Teams and taking action or advising relevant authority of action required, or information relevant authorities of relevant updates – Establishing monitoring groups as relevant for various projects or partnerships

The Library Forum

The Committee reports to the Registrar and has a specific role in advising Academic Council and the President on decisions to be made in respect of the IADT Library. The purpose of the Committee is to provide academic staff and students with a forum for engaging with the Library.

Terms of Reference:

- Provide a forum for students and staff to discuss issues regarding all Library services including but not limited to facilities in the Library; print and online collections; services and supports; Library communications
- Facilitate collaboration between the Library, student body and academic community including joint initiatives, projects and events
- Provide a forum for the Library to seek consultation and feedback
- Provide a framework to inform the collection and analysis of both qualitative and quantitative data in relation to Library resources, facilities and services
- Provide a forum for students and staff to suggest new library services and/or further develop current services and resources
- Play an active role in ongoing collection development in the Library, recommending new resources

1.2 Linked Providers, Collaborative and Transnational Provision

IADT does not have any linked providers.

The current collaborative provision in IADT is detailed below:

IADT + George Brown College, Canada

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

IADT + Sheridan College, Ontario, Canada

The MA in 3D Animation is Ireland's first Master's degree in 3D Animation and was developed by IADT in association with Sheridan College, Ontario. This course is an advanced practical programme that teaches the skills needed to excel in the world of 3D Animation. Learning in a digital studio environment from lecturers and practitioners who are active in industry, students will get technical and production skills plus a thorough critical understanding of the modern animation landscape. This is a shared MA programme with Sheridan College Ontario and welcomes Irish, Canadian and international students to the full programme. More information about the programme can be found here.

Both agreements with George Brown College and Sheridan College were developed under the aegis of the Colleges of Ontario/IOTL agreement for the Technological Sector.

IADT + Sound Training College, Dublin

IADT offers a BA (Hons) in Creative Music Production that is delivered collaboratively by IADT and the Sound Training College (STC). This unique programme utilizes some of Ireland's leading commercial recording studios as teaching spaces. Lecturers include some of the finest sound engineering/music industry practitioners in the contemporary music scene. This shared delivery offers mutually distinct benefits; appropriate modules will be taught in commercial studio and music production facilities at STC. This programme has been evolving to meet the needs of the industry and from September 2019 a new pathway in Creative Music Practice was introduced. More information on the programme can be found here.

IADT + Further Education Colleges in Ireland

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

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

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

In order to deepen these links, IADT has established more formal links with individual FE Institutes. To this end, six (6) Memoranda of Understanding (MOU) have been signed with a cluster of local colleges:

- **Blackrock Further Education Institute (BFEI)**
- **Bray Further Education Institute (BFEI)**
- **Dundrum College of Further Education (DCFE)**
- **Dun Laoghaire Further Education Institute (DFEI)**
- **Sallynoggin College of Further Education (SCFE)**
- **Stillorgan College of Further Education (SCFE)**

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

IADT and Erasmus+

IADT offers student and staff exchanges as part of the Erasmus+ Programme. The Institute has approx. 49 partners across a wide range of countries through the Erasmus+ programmes. These include:

- Aalto University - School of Art, Design + Architecture
- Academy of Fine Arts Katowice
- Academy of Performing Arts Bratislava (VSMU)
- Baltic Film, Media, Arts + Communication School (Tallinn University)
- Ecole Européene Supérieure de Bretagne (EESAB)
- Ecole Nationale Superieure des Arts Visuels - La Cambre
- Ecole Nationale Superieure des Beaux-Arts de Lyon
- Ecole Nationale Superieure de la Photographie - Arles
- Escola Municipal d'Art I Disseny Terrasa
- Escola Superior de Media, Artes e Design (ESMAD) - Instituto Politecnico do Porto
- Escuela TAI
- Estonian Academy of Arts
- Film + TV School of the Academy of Performing Arts (FAMU)
- Filmuniversitat Babelsberg Konrad Wolf
- Fondazione Accademia di Belli Arti P. Vannucci (ABA), Perugia
- Gobelins, l'école de l'ímage
- Hochschule fur Gestaltung (HFG)
- Hochschule Mainz (University of Applied Sciences)
- Hogeschool Rotterdam (Rotterdam University of Applied Sciences)
- Hungarian University of Fine Arts (MKE)
- Iceland University of the Arts (LHI)
- International University of Languages + Media (IULM)
- IUT2 Grenoble (Université Grenoble Alpes)
- LAB University of Applied Sciences (Lahti)
- LUCA School of Arts
- Polish-Japanese Academy of Information Technology (Department of New Media Art)
- Rome University of Fine Arts (RUFA)
- Stuttgart Media University (HdM)
- TH Köln (Cologne Game Lab)
- Turiba University (Riga)
- Universidad Camilo Jose Cela (UCJC)
- Universidad Europea del Atlántico (Santander)

- Universidade Lusófona de Humanidades e Tecnologias
- Universitat Internacional de Catalunya (UIC)
- Université Paris-Saclay (IUT Sceaux)
- Université Reims
- Université Rennes 2
- University of the Arts Helsinki - Academy of Fine Arts (KUVA)
- University of Film + Theatre Budapest (SZFE)
- University of Gothenburg (HDK Valand - Academy of Art and Design)
- University of Osijek (Josip Juraj Strossmayer - UNIOS)
- University of Silesia (Krzysztof Kieslowski Film School)
- University of West Bohemia (Ladislav Sutnar Faculty of Design and Art)

Erasmus Partners Outside EU/EEA

- Yerevan State Academy of Fine Arts (SAFAA), Armenia
- Yerevan State Institute of Theatre and Cinematography (YSITC), Armenia
- George Brown College, Canada
- Sheridan College, Canada
- Northern (Arctic) Federal University named after M.V. Lomonosov (NArFU), Russia
- Sumy State University, Ukraine

More details on our partners can be found on the IADT website, or here, the IADT Erasmus Charter for Higher Education 2021 – 2027 can be found on the IADT website or here. More information on the programme can be found on the IADT website or here.

IADT + NARFU (Northern Artic Federal University)

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

IADT + Viewfinder

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

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

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

KINOEYES Erasmus Mundus MA in Filmmaking

2021 was the launch of KINOEYES 7, a joint Erasmus Mundus MA in Filmmaking of which IADT has become the newest full partner. Now in its 7th edition, KINOEYES has a strong history of film education at this level.

The MA in Filmmaking is delivered by four different Film Schools in four European countries, including Lusofona University in Lisbon, Portugal; Screen Academy Scotland/ Napier University; The Baltic Film Media, Arts and Communications School, Tallinn, Estonia and IADT. The academic structure of this four-semester programme follows the workflow of an actual film production. It is aligned with the needs of todays' professionals and organisations scattered along the film production and distribution value chain. Entry to this consortium cements IADT's ever-growing reputation as a favoured educational provider in the Cultural and Creative Industries. Further information about FILMEU is available here

IADT + Loras

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

Annually a group of approximately 7-10 Loras students come and pursue a semester of study at IADT comprising modules from the Faculty's suite of programmes and a work placement element organized by Loras but hosted in Dublin. More information about Loras College and their study aboard programmes is available here.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

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

IADT has in place a procedural document for the development and approval of programmes. This procedure was updated and approved by Academic Council in April 2019. The next review is due in 2022, and the policy can be viewed on the IADT website or here.

The purpose of the Procedure for the Development & Approval of Programmes is to ensure that programmes, leading to awards, up to and including Level 9 on the National Framework of Qualifications, developed by the Institute meet the following overarching objectives:

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

The procedure applies to all IADT developed programmes. A separate policy & procedure applies for joint programmes or those programmes developed and/or delivered in partnership with another body, which is described in the next section.

Quality Assurance for Collaborative Provision

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

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

- An overarching introduction and context
- A short policy section

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

Quality Assurance Policy for Collaborative Provision and the Procedures for the Quality Assurance of Collaborative Provision' – this policy and procedures are aligned to the QQI policies of particular relevance to the areas of:

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

Self-evaluation and Monitoring

Programmatic Review is the quality review process through which IADT conducts a critical evaluation of its programmes, reviewing and assessing them under a defined set of criteria and allowing their further development in order to improve educational quality.

Programmatic Review considers all aspects of the programmes, including educational objectives, programme concept and implementation, access and transfer issues, curriculum and module descriptors, staffing and physical resourcing, and evaluates each area under specified criteria. A review may occur after three years, but no later than seven years, and typically every five years. The Programmatic Review Policy can be viewed on the IADT website or here, and panel reports and institute responses are available here

The Procedure for the Development and Approval of Programmes specifies the criteria we apply to establish Programmatic Review and Programme Validation Panels and outlines the typical composition, which includes:

- An appropriate senior person from another Higher Education Institute (HEI) to act as Chair
- Academics from a HEI with expertise in the area of the proposed Programme
- Industry/Business expert(s) to reflect employer needs
- Learner representatives typically participate in Programmatic Review Panels
- Normally a gender balance will be maintained

Programme Board Procedures – all programmes in IADT have a Programme Board, and these meet three times per academic year, in Autumn, Spring and Summer. The Programme Board is responsible for the effective management, operation and review of the Programme within the wider context of the Institute academic plan. The Programme Board operates within the framework of regulations set down by Academic Council and quality assurance procedures.

Programme Board meetings have dedicated standing orders, and business is conducted as per the Programme Board Agenda Template (available from the Programme Board Terms of Reference and

Procedures) . At the end of the academic year an annual report is developed by the Board and this is presented to Academic Council by the Head of Faculty in the first term of the new academic year.

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

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

The Programme Boards Terms of Reference and Procedures is available online on the IADT website or here.

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

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

The policy is available on the IADT website or here.

2.2 Admission, Progression, Recognition & Certification

Open Days - IADT specialises in creativity, entrepreneurship and innovation in an educational environment that values the whole student experience. Our Open Days provide prospective students with the opportunity to visit IADT and talk to our lecturers, staff and students and to discover what is available at IADT for them. It is an opportunity to talk with staff regarding the student's interests and how these can be met through our range of programmes.

Students have an opportunity to explore the campus, visit lecture halls, labs and studios, and our National Film School.

Virtual Open Days - In response to the Covid-19 situation IADT offered Virtual Open days. Prospective students & parents can attend a Virtual Open Day where they are provided with access to a day full of talks, presentations and a chance to hear from current students and lecturers. Key information is provided about IADT, and the institute's programmes and prospective students can view the campus using the virtual campus tour facility. Information on Virtual Open days is available here.

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

Admissions – IADT Admissions team deals with admissions to our undergraduate and postgraduate programmes. Undergraduate entrance is via the CAO for first-year students or through Advanced Entry for those applying to Years 2, 3 or 4 of the programmes. Postgraduate admissions to our Certificate or Postgraduate courses are direct to the Institute. There are various ways of applying to IADT to study; these vary according to the programme of study and the level of student's prior learning.

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

Also published are:

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

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

Digital Portfolios

In response to the national restrictions imposed due to the Covid-19 situation, IADT has put in place a digital portfolio submission platform. The platform enables students to make their portfolio submissions online and also provides them with guidelines on their submission. Access to the platform is available here

Information on the Portfolio Assessment process is available on the website here, and IADT also operates a Portfolio Appeals Policy which is available here.

A virtual Portfolio Master class is now available on the IADT website under the Schedule page on the Open Day page on the website

Project Days

As part of our commitment to broadening access to all applicants, IADT now offers both Portfolio submissions + Project Days. Project Days are an alternative entry pathway to our courses listed below. Project Days require a maximum of 16 hours of preparatory work to be completed in advance, which will form the basis of an on-campus practical workshop day. Students can attend a Project Day in February and submit a portfolio in March. The grading system is of equal weight for Portfolio submission and Project Days.

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

Courses offering Project Days:

- DL826 Graphic Design
- DL827 Art
- DL832 Animation
- DL833 Photography + Visual Media
- DL839 Interaction + User Experience Design
- DL845 Design for Film

Virtual Project Days -In response to the Covid-19 situation, IADT continues to offer virtual project days. Students who have applied via the CAO will be contacted by the Admissions team and supplied with information regarding virtual project days and how to register.
Information on Project days is available from the IADT website or here

Recognition of Prior Learning – at IADT, applications are accepted from those who may not hold the required qualifications but have proven relevant experience and whose academic background is non-traditional. Information on how to apply for Recognition of Prior Learning is available on our website here. The policy governing this area is located on the IADT website or here.

Erasmus Programme - Erasmus (European Region Action Scheme for the Mobility of University Students) encourages international mobility by allowing students either to study for a term/semester (average stay of 4 months) or for a full academic year (average stay of 9 months) at a range of higher education institutions across Europe; or to undertake traineeships (minimum stay: 2 months; maximum stay: 12 months) in a European company/organisation. Students study a course similar to, and recognised as fulfilling requirements of, that at home. IADT is proud to have Erasmus arrangements with Higher Education Institutions in Belgium, Czech Republic, Denmark, Estonia,

Finland, France, Germany, Hungary, Latvia, Slovakia, Spain, Sweden, The Netherlands, Turkey and the UK. Information on the Erasmus Programme in IADT can be found on the IADT website or here.

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

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

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

- Learner Charter (since revised) is available to download here
- Student Disciplinary Procedures are available on the IADT website or here
- Mutual Respect Policy is available on the IADT website or here

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

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

Conferring - a Conferring Ceremony is held in November of each year, and a second ceremony was introduced in March 2020 for graduates from Master's programmes; these are organised through the Office of Academic and Student Affairs. Students are invited to attend in advance of the event. Details are available on our website or here.

In response to the national restrictions imposed due to the Covid-19 situation, IADT was unable to hold the Conferring Ceremony in November 2020 in its usual venue of the Royal Dublin Society (RDS). In its place, an online ceremony was streamed live, and the graduands were conferred in absentia.

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

Access + Opportunity for all – The Access, transfer and progression policy provides an overview of access, transfer and progression policies and procedures for IADT, the policy can be viewed on the IADT website or here .

IADT has a Student Experience team, which provides inclusive support services to all students. The Student Experience team incorporates the Access Service, Disability Support Service, Careers Service, Student Counselling Service, Learning Support Service, Health Service and the Student's Union. More information on these services is available on the IADT website and here

Student Handbooks - The Institute student handbook is made available via the IADT website, and a copy of the 2020-2021 Student Handbook is available here. Programme level handbooks are also available to students and are circulated through the Institute's VLE.

2.3 Procedures for Making Awards

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

The Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 (Commencement) (No. 2) Order 2019 (S.I. No. 540 of 2019), made 5 November 2019, IADT may now make awards up to Level 9 of the National Framework of Qualifications, and became a designated awarding body, on 1 January 2020.

IADT follows the policies and procedures of Quality and Qualifications Ireland (QQI) relating to education provision and by policies and procedures of the HEA and the Department of Education and Skills as it applies to other areas of its operation. In this regard, the Institute has a set of robust quality assurance policy documents, including an overarching Quality Framework policy which has been aligned to relevant QQI policies as well as international guidelines and policy instruments. Following IADTs designation as an awarding body in January 2020, the Academic Council of IADT adopted the QQI Generic Awards standards as its own.

.

2.4 Teaching, Learning and Assessment

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

The T+L committee are currently revising the strategy and have engaged in a consultation process with staff. The current strategy can be downloaded here.

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

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

– A commitment to progression, quality improvement and high standards

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

The Quality Framework is available to download from the IADT website or here.

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

IADT undertakes a number of processes that contribute to the maintenance of standards across the Institute. Benchmarking our programmes against national and international best practice at similar institutions keeps our programmes current, and external examiners test our processes annually. External Examiners/Assessors attend the Institute at the time of determination of results and/or at such other times as may be determined by the Institute in consultation with the External Examiner/Assessor for the purpose of assessing the standard of the programme and/or the standard of student performance. External Examiners/Assessors are required to use their expert judgement to consider and comment on:

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

External Examiner/Assessor Procedure, revised in 2021 outlines the role of the External Examiner/Assessor and is available here

Assessment of Learning

As stated in section 2.1 above (pg. 21), the Institute's Marks and Standards sets out to define a fair and consistent policy for the assessment of all learners in IADT, see here.

Plagiarism Policy and Procedures – this document outlines academic integrity, the definitions, consequences and avoidance of plagiarism. It is linked to the IADT Learning, Teaching and Assessment Strategy, the Learner Charter (since revised) and the 2020-21 Student Handbook. It defines the citation method for each programme and the penalties and protocols in respect of plagiarism issues. It also lists the processes in place for the different levels of plagiarism, i.e. minor, moderate and serious.

The policy + procedure was approved by Academic Council in 2020 and is available on the IADT website under policies and procedures or here

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

- viewing of scripts
- grounds for appeal
- submission of an appeal
- appeal to the President

The policy + procedure was updated during 2019 and was approved by Academic Council and the Governing Body in January 2020. The current version of the policy is available on the IADT website under policies and procedures or here.

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

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

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

- Examination Preparation
- Examinations processes
- Post examination process
- Examination boards
- Repeats and appeals

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

3.0 Learner Resources and Support

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

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

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

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

- Quality Framework document available to download here
- Code of Practice for Students with Disabilities and Disclosure of Disability available to download here
- General Disability Support Service Reasonable Accommodations Procedures available to download here
- Policy + Procedures for the Protection of Children and Vulnerable Adults available to download here
- Policy, Procedures & Guidelines for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities available to download here
- Supplementary or Alternative Admissions Route for Students with a Disability or Specific Learning Difficulty available to download here
- Learner Charter (since revised) available to download here.
- Active Consent Policy available to download here
- Gender Identity & Gender Expression Policy available to download here
- Virtual Learning Environment Policy available to download here

Student Services

Providing a high-quality Student Experience is central to the success of IADT in fulfilling its key responsibility to provide a positive environment for teaching, learning and research. IADT students rely on a range of resources to enable them to reach their full potential and assist them to develop knowledge, skills and competencies. The institute works very closely with IADT's Student Union to ensure the 'Student Voice' is central to all our activities. The IADT team works collaboratively across the departments below on all aspects of the student journey.

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

Student Health Centre

Student Health provides confidential, timely and easily accessible Nurse and GP led services with an Administrator managing calls and bookings to the centre. The Student Health Centre is available to all registered students at IADT, leading to an undergraduate or postgraduate qualification. For Students with an ongoing long-term illness, the Health Centre works alongside their own GP to ensure they get the health care needed to progress from year to year.

As part of the registration process, it is recommended that students advise the Student Health Centre and the Disability Support Service of any medical condition that may affect attendance or academic performance. The Nurses are available for one to one consultation, usually on the day of appointment request. GPs are available on and off campus five days per week during the academic year. Students are typically seen within 1-2 days of requesting an appointment unless extremely urgent when they will be seen on the same day.

As needed and with expressed permission, the Health Centre staff work closely with other student experience services to ensure students get all the supports they need.
The nurses partake in events on campus and particularly like to work closely with the Student Union on Health and Wellbeing issues.

Information about the Health Centre is available from the IADT website or here

Careers Centre

IADT Careers offers confidential one-to-one advice, support, and information about career choice and planning.

IADT Students and IADT Graduates can come on to #IADTCareersHub to book an appointment, request a CV review, search opportunities, book on to an event, discuss career plans, look for specific information relating to their discipline/area of interest or to have a vocational assessment done using IADTProfilingforSuccess. Students and Graduates also have access to the **GoinGlobal Portal** through the IADTCareersHub platform – here, they have access to 16 million jobs, internships and in-country information from all over the world.

One-to-one and class group settings are used to cover a range of topics both face to face and through workshops and seminars;

- Building your Personal Profile and Pitching yourself
- Competencies, Skills and Abilities
- Crafting CVs / Portfolios
- Assessment mechanisms – psychometrics and ability testing
- LinkedIn
- Nail that Interview / Pitch
- Using Competencies to create STARV answers for interview/pitch
- The Hidden Jobs Market – Networking
- Employer-led events

IADT Careers regularly partner with the key employers and industry professionals through employer-led events and interventions, for example:

- Career Boot-camps
- Panel Discussions
- Interview marathons
- Sector-specific mock interviews with target employers
- Targeted On-Campus Careers Fairs
- Alumni networking events
- Employer presentations
- Skill and competency-focused workshops

Alumni information is provided through the Graduate First Destination Surveys. This survey provides information about what our graduates are doing one year after they finish their studies. Graduate Destination Surveys are available from the IADT Website.

Additional information about the Careers Centre is available from the IADT website or here

Disability Support Service

The Disability Support Service aims to promote inclusion, advocacy, and active participation in college life. The service provides equal access to education for IADT students with a range of disabilities and mental health conditions. IADT is part of the DARE (Disability Access Route to Education) scheme and welcomes applications from all students with a disability.

In order to register, students will need to provide evidence of their disability, e.g., Psychiatry Report, Psychology Report, Neurology Report etc. It is important to note that G.P. letters will not be accepted. The Disability Officer will carry out a Needs Assessment to determine the supports or reasonable accommodations that will be put in place for students during their time in IADT. Examples of accommodations include a notetaker, access to assistive technology or exam accommodations. It is a free and confidential service, but with the student's consent, the needs of the student can also be communicated to relevant academic staff. Students can also avail of holistic, one-to-one low intensity social, emotional and daily living skills interventions using a variety of psychological approaches. Due to Covid-19, the service adopted the provision of online appointments; it is hoped that the service can offer a blended approach of both in-person and online appointments going forward.

Students who may be struggling but do not have a diagnosis of a disability are also very welcome to attend the service to avail of one-to-one tailored skills development sessions. They will not have access to funded supports such as a notetaker or laptop.

Student Learning Centre

The Student Learning Centre is a psychology led academic support service which is operated by three staff members from National Learning Network Educational Support Service part of the Rehab Group. The Student Learning Centre commenced service provision for the academic year 2019-2020 on a three-year contract to provide a comprehensive academic learning support service to all students in IADT taking over from the previous contracted service.

The service is currently supported by a Chartered Psychologist, an Assistant Psychologist, and a Maths tutor. The service is supported externally by a Senior Educational Psychologist, another

Educational Psychologist and the rest of the team in the National Learning Network Educational Support Service, who provide similar services in other HEIs.

The Student Learning staff offer support to all students in IADT through 1:1 sessions, workshops and tutorials. The aim of the service is to empower students with the tools to become independent learners. The service also provides specialist support for students with neuro-diverse learning profiles, including Dyslexia, Dyspraxia, Autism Spectrum Disorder and ADD/ADHD. IADT takes a biopsychosocial approach with students recognising that social and emotional issues have a huge impact on students' academic performance. Since the onset of the global pandemic in March 2020, the institute has adopted a hybrid model of service delivery.

The institute's Maths tutor supports students develop their skills to reason quantitatively and is providing support in the area of general Maths, Statistics and Economics. See Student Learning Centre for further details.

Assistive Technology

The Assistive Technology (AT) service works with the Disability Support Service, the Student Learning Centre and the Access office to support students with disabilities in IADT. The majority of students with a disability use AT, and most of these use laptops and AT software and need ongoing support. Most students have an SLD such as Dyslexia. However, the numbers of those with DCD, ASD (Autistic spectrum disorder), ADHD (attention deficit hyperactivity disorder) and DCD (Developmental do-ordination disorder) and dyscalculia, mental health and neurodiversity issues have increased significantly. New AT supports included supporting students in using Tablets and Smartphones and browser-based apps and new cloud-based AT technologies such as Google Voice Typing and Grammarly. Remote working solutions such as Blackboard Collaborate and Google Remote desktop allowed supports to continue despite the Covid restrictions. For further information on Assistive Technology, please see the IADT website here.

Student Counselling

The objective of the Student Counselling Service is to ensure the highest quality of psychological support and intervention and efficient waiting list management. The mission of the service remains consistent with the core values of the IADT Counselling Service, which include respect, reputation, campus life, diversity, inclusion, and social responsibility. Promoting best practice was assured in collaborative work with students, staff, and the organization to provide preventative strategies, mental health counselling and support. Annual service evaluation was obtained from an anonymous online survey.

The Student Counselling Service experienced several changes this academic year. The service transitioned from permanent employment to a tendered service provision. Furthermore, an additional Sessional Student Counsellor has been contracted for a period of 30 days per academic year to facilitate student counselling appointments and to efficiently manage student counselling service demand during peak periods of term.

Following the outbreak of the COVID-19 pandemic, the service implemented a changeover from face-to-face consultations to remote service provision. The change was implemented in compliance with health and safety procedures. Appointments were delivered via online communication platforms such as Microsoft Teams and Zoom, as well as telephone, depending on the students' preference and connection available. Feedback on the availability of support has been positive. Students continued to engage with student counselling support, albeit remotely rather than through traditional offering of support in-person on campus.

Self-help mental health resources were regularly uploaded for students on the college website and Blackboard Collaborate platform. The supports included psycho-educational materials and self-guided supports on meditation and mindfulness, stress relief, coping with anxiety, stress, and uncertainty. The Mental Health Talks were facilitated bi-weekly throughout the year until the onset of the pandemic, conjointly with the Student Learning Centre and the Student Health Centre. Topics discussed included anxiety and anxiety-related disorders, coping with stress, depression, addictions. Additional information about this service is available here

Access Centre

The Access Office is available to support students who may have concerns or queries for advice on financial supports. The Access Service's mission is to support the participation of non-typical students at IADT and to promote a teaching and learning environment suitable for diverse learners.

HEAR and DARE Scheme

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

Student Assistance Fund

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

1916 Bursary

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

College of Sanctuary Scholarships

IADT is delighted to make available two scholarships for students who are international protection applicants or refugees wishing to pursue an undergraduate degree course in IADT. More information can be found here.

COVID Laptop Loan Scheme

As part of a range of measures to support Third-level students during the COVID-19 pandemic, the government of Ireland introduced additional funding in 2020-2021 to support students by providing access to devices that will allow them to learn online. This once-off COVID-19 Grant was used by IADT to provide disadvantaged students with access to laptops and necessary ICT hardware.

Community Outreach

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

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

First Year Matters Programme

IADT conceived and developed an all-Institute initiative that supports and facilities the successful integration and transition to Higher Education for all incoming first year students. The First Year Matters programme (now known as First Year Focus) is run over the first four weeks of the Autumn term and is co-ordinated by the Students' Union and the FYM team, with the assistance of the Student Experience Department, Faculties and staff, information on this project can be found on the IADT website or here.

Final Year Matters Programme

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

Dublin Learning City is a partnership that is collaborating to advance Dublin as a learning region, as defined by UNESCO. The Project achieved the UNESCO Dublin Learning City Award in 2021. This exciting project is a Programme for Access to Higher Education (PATH) initiative that is funded by the Higher Education Authority (HEA). Dublin Learning City is Co-Chaired by IADT and Marino Institute of Education (MIE) as the lead partners, along with University College Dublin (UCD), Trinity College Dublin (TCD), National College of Art and Design (NCAD) and the Royal College of Surgeons in Ireland (RCSI). We also work in partnership with Dublin City Council, City of Dublin Education and Training Board (CDETB) and Dublin Dun Laoghaire Education and Training Board (DDLETB). To find out more, please follow the link: https://dublinlearningcity.ie/about/

Institute Library

The IADT library supports teaching, Learning and research with a range of supports, including:

- A large print collection as well as a comprehensive suite of online resources including eBooks, eJournals, LinkedIn Learning, and film streaming. Details of our collections can be found here
- The library offers information skills workshops, both online and in-person, and has developed a full range of support guides and videos as well as a PowerApp that can be embedded in programme pages on Blackboard and Teams. Further details can be found here.
- The library maintains the Research@THEA repository containing faculty research output and postgraduate theses as well a customised SharePoint repository of undergraduate theses.
- IADT is a member of the Irish ORCID Consortium.
- In addition to the PCs and Macs on Level 1 and 2 of the library, 24 laptops are available for loan to students from the self-service laptop loans lending kiosk (18 laptops and 6 Mac Books).
- The library facilitates workshops and one-to-one support for maths and study skills run by the Student Learning Centre.

ICT Services

Technology is at the heart of IADT, and information communication technology is a vital part of staff and student life here at IADT. All students have access to high-speed internet, computers, printing, student email and file storage as well as a wide range of online services.

IADT has been and is very committed to supporting all staff and students throughout the pandemic. Since 2020 ICT has implemented a number of new systems and provided technology to academic staff and students so they can continue to work remotely while either delivering or receiving learning. Primarily the technologies offered to staff and students were laptops, headphones, separate microphones, webcams and larger screens. However, some specialist high-end PCs and Apple Macs were and have been again this academic year loaned to a small number of students to complete certain aspects of their programmes, primarily in Animation, Model Making and Film.

IADT also provides a number of software and virtual supports to staff and students. A 100-seater high-end virtual PC lab was implemented that is available to all academic staff and students who need access to high-end computing processing power or specialist software that is unaffordable to most. A 41-seater virtual Mac Lab was also built and offered to the students who need access to a Mac platform. A number of specialist teaching spaces were also put in place where staff can deliver online teaching from; these rooms have a multi-camera set-up primarily aimed at programmes that need to view and examine artefacts such as Fine Art, Model-making, Animation and Visual Communications; these multi-camera rooms offer a 3D experience to our students. IADT also installed high-end pan/tilt type webcams in lecturer halls and computer labs to allow for a combination of on and off campus teaching to occur at the same time. This was very important for students who have immune deficiencies or those who have to self-isolate due to having or been exposed to Covid-19.

Two Education Technologists assist both staff and students in using and accessing the relevant education technologies.

4.0 QA of Research Activities and Programmes

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

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

The policy is currently under review but can be found on the IADT website under policies and procedures or here.

Research Strategy – this document underpins IADT's strategic goals and outlines the Institute's research aims, objectives, strategies, management structures, targets and performance indicators. IADT's strategic aim is to be at the forefront of research and innovation in the area of the creative, cultural and technological industries so as to maximise our contribution to these industries and, thereby, informing our teaching and learning activities. The document outlines the strategic objectives for research, development and innovation in IADT along with the rationale for this strategy, and its implementation plan. The strategy will be reviewed in 2021, the current version is available from the website or here.

Ethics Policy – IADT's Ethics Policy covers everyone carrying out research within the Institute, staff or students, whether their place of research is within or outside of the Institute. It also applies to external agencies or organisations wishing to carry out research on IADT or its staff or students. All researchers understanding research within the Institute must comply with this policy whilst conducting research. The document sets out guiding principles in ethics, when ethical approval of research is required, ethics in research at both undergraduate and postgraduate levels and the proceeds around seeking ethical approval. The policy was reviewed in December 2020 for one year and will be fully reviewed in 2021/22.

IADT has an Ethics Committee which overseas good practice in ethical research and develops the Institute's ethics policies and procedures, chaired by a nominee of the Executive (independent of the

Research Office). It is responsible for reviewing and approving postgraduate research and staff research proposals. More information on the Ethics Committee is detailed in the Ethics Policy which is available on the IADT website under policies and procedures or here.

Intellectual Property Policy – this policy sets out the principles and rules that govern the creative, ownerships and commercialisation of Intellectual Property (IP) developed by staff participating in programmes carried out using IADT facilities, know-how, confidential information and/or IADT IP. The objective of this policy is to provide a consistent framework within which IP is developed and managed for the benefit of IADT, the originator and the public good. The policy is currently under review by the Research + Development Sub-Committee. The current version is available online on the IADT website or here.

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

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

IADT Staff Research Policy - This document, which is currently being reviewed states the institute's policy position on staff research activity and can be found on the IADT website or here

Institutional Repository and Open Access to Research Policy - The IADT institute repository (Research@THEA) was created to provide a platform that supports researchers to increase their research profile and promote their work. The repository will provide free online access to IADT's research and scholarly output. This policy is in keeping with the combined OECD Ministers' Declaration committing the OECD to work towards commonly agreed Principles and Guidelines on Access to Research Data from Public Funding. The Open Access Policy was developed to enable the inclusion of research publications in the repository. The policy is available to view on the IADT website or here

5.0 Staff Recruitment, Development and Support

The Institute seeks to recruit the best candidate for the job based on merit and in accordance with the role profile as set out in the individual candidate booklets. The recruitment and selection process should ensure the identification of the best person suited to the job. No unjustifiable advantage will be given to any particular candidate, and the criteria for judging the suitability of candidates will be directly related to the qualifications, attributes and skills required to fulfil the duties and responsibilities of the post as set out in the individual candidate booklets.

The Institute ensures that:

- The recruitment and selection of staff is conducted in a professional and timely manner and in compliance with current employment legislation.
- All candidates are treated fairly and equitably using a transparent process. This includes documenting objective selection criteria, the reasons for selection decisions and providing feedback to unsuccessful candidates that attend for interview or are otherwise not selected for appointment.
- There is equality of opportunity for all in recruitment processes. Selection processes must be based on objective criteria that are impartial, applied consistently and designed to prevent implicit bias.
- Each recruitment process is designed and planned to attract and encourage the recruitment of staff with disabilities, and we commit to making reasonable adjustments at all stages of the recruitment process in order for a candidate with a disability to fully participate in the recruitment process and where successful to undertake the role.
- Competitions are run both through confined and open processes in order to attract and retain a diverse and talented staff cohort.
- Candidates are provided with access to information about the role, the required knowledge, skills and experience necessary for the post and detailed information on the selection process itself.
- All staff, including all members of Selection Boards, involved in the recruitment process will be provided with appropriate training and/or briefings in order to ensure that all recruitment and selection processes meet best-practice standards in relation to but not limited to:
    - Unconscious Bias training
    - Equality and Diversity training
    - Training for Interview Chairs (Recruiting Managers and GB Chairs)
    - Data Protection and Freedom of Information
    - Interview Board training for chairpersons

- All candidates should have a positive experience of our recruitment process, no matter whether they are successful or not. Candidates should be treated fairly, equitably and efficiently with respect and courtesy at all times. This will benefit and enhance the Institute's reputation as a preferred employer.
- Declarations of interest/conflicts where required, will be obtained, particularly where a staff member involved in the recruitment process has a close personal relationship with an applicant. All such interests/conflicts must be declared as soon as they are aware of the individual's application and should then avoid any involvement in the recruitment and selection process.
- All information relating to recruitment is treated confidentially and in accordance with data protection legislation.
- Its recruitment and selection processes are cost-effective.

Promotion supporting Equality & Diversity:

The Institute understands the positive benefits of employing a diverse range of talent at all levels of the organisation and pro-actively values the differences between people.

We currently promote this by:

- Including a diversity statement in all job advertisements
- Advertising Academic posts with options of full time and half-time options
- Ensuring all Interview panels are gender-balanced to a minimum of (60%-40%) – Panels comprise usually of 4/5 Interview board members.
- Providing gender awareness training to all our executive and managers in order to counteract unconscious bias.
- Communicating with all panel members prior to the interview process our equal opportunities policy.
- Providing Criteria & Scoring guides to interview panels that is transparent, weighted and applied equally to every candidate.
- Providing a standard set of interview questions to all board members
- Induction of each board is made by a member of the executive team or the HR manager as required.
- Regard solely for factors which are relevant to a person's ability to do the job
- Offering flexible working to our staff and supporting staff with caring responsibilities to apply for roles.
- Offering feedback to all candidates following interview.

Apart from the institute's responsibilities under legislation, promoting diversity through recruitment and selection processes benefits the institutes by encouraging diversity of thought, background and perspective.

All those involved with recruitment should practice self-awareness and challenge any biases they may have. Panels and/or selection committees are encouraged to have open discussions around diversity and inclusion during the recruitment process, alleviating the possibility of discrimination occurring.

Under the Employment Equality Act 1998, one person against another cannot be treated less favorably or discriminated against on the basis of:

1. Gender
2. Marital status
3. Family status
4. Sexual orientation
5. Religion
6. Age
7. Disability
8. Race, colour, nationality or ethnic or national origins, or (belonging to) traveller community.

Ethics & Conflicts of Interest:

Staff involved in recruitment, either reviewing applications or on selections boards are required to declare potential conflicts of interest to the HR Manager. Applications must be treated in strict confidence, subject to the provisions of the Freedom of Information Acts 1997-2014.

If the Institute believes that there may have been interference or attempted interference with an appointment process, it may investigate the matter or authorise a person to investigate on its behalf. Specifically:

- Office holders have a duty to inform the Institute of any interference or attempted interference with the process.
- Where all or part of a recruitment process covered by this Code of Practice has been delegated to the Public Appointments Service, the Chief Executive of the Public Appointments Service has a duty to inform the Commission and Institute of any interference or attempted interference with the process. A recruitment agency has a duty to inform the Institute of any interference or attempted interference with the process.

Canvassing disqualifies candidates and results in their exclusion from the appointment process.

Candidates in the recruitment process must not:

- Knowingly or recklessly provide false information.
- Canvass any person, with or without inducements.
- Interfere with or compromise the process in any way.

A third party must not impersonate a candidate at any stage of the process.
Applications must be treated in strict confidence, not only from an ethical perspective, but from a privacy perspective.

Ethics requires that laws and regulations are honoured. A recent important change is the EU General Data Protection Regulation (GDPR) (in effect from 25 May 2018) replaces the Data Protection Directive 95/46/EC. It was designed to harmonise data privacy laws across Europe, to protect and empower all EU citizens' data privacy, and to reshape the way organisations across the region approach data privacy in an increasingly data-driven world.

The accountability to which organisations are held extend to compliance with the processes and policies under the legislation. These Regulations apply to all third-level Institutes and thus, compliance is mandatory.

Where a staff member or candidate is not satisfied that the recruitment process in IADT has been carried out in a consistent open, transparent and merit-based manner. Then any applicant, who applies for a post in IADT, has an opportunity to appeal a shortlisting or selection decision if they feel that an error was made during the hiring process which adversely affected their opportunity to be appointed. An appeal is to assess the process under the Recruitment and Selection Procedure to ensure that procedural fairness occurred in its application

Training for Recruitment and Selection:

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

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

Staff Training and Development Policy

IADT, through its Staff Training and Development policy, provide funding assistance to staff interested in pursuing further career development, including teaching and learning. Further information on this policy is available here.

The policy objectives are to:

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

3% of the overall pay budget of the previous year is allocated to support this policy. This funding is allocated as follows:

- 2% is allocated to Executive budget holders on a pro-rata basis to support specific Training and Development in the functional areas, including further post graduate study and CPD
- 1% is administered centrally by the staff training and development policy.

This policy is currently under review in order to encompass a boarder brief to include support for post doc experience, financial support for academic staff to achieve PhD qualifications and support for staff to achieve learning outside the Institute through short professional secondments.

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

Mutual Respect Policy – IADT is committed to providing an environment in which all members of our community can thrive and can expect to be respected and valued for their unique perspectives and contributions so that they can achieve their fullest potential. The Institute is committed to fostering a culture for both work and study which upholds mutual respect for both staff and students free from Bullying and Harassment, Sexual Harassment and sexual misconduct. Details of the policy are available here.

The Mutual Respect Policy sets out the definitions of Bullying, Harassment, Sexual Harassment and Sexual Misconduct and the supports available to staff should their experience find that it is at odds with our commitment. The aim of the policy is to support staff and students through a process should it be required. It sets out the procedures for the processing of complaints where unacceptable behaviour is alleged to have occurred. The Mutual Respect Policy has been prepared in consultation with the Institute's Health and Safety Committee and in partnership with the relevant Trade Unions and the Students Union. Details of the policy are available here.

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

Our culture is one that promotes equality, diversity and inclusion. We are committed to developing a fulfilling and progressive work and learning environment, one that strengthens and promotes the values of the Institute to ensure that IADT students and staff support, value and respect each other.

We work to promote a positive culture within our Institute by sustaining the values that we cherish, while also encouraging and facilitating openness and responsiveness as we evolve. The Equal Opportunities policy is currently under review, but the current policy is available for download here.

Equality, Diversity & Inclusion Policy - In addition to the Equal Opportunities Policy we also have an Equality, Diversity & Inclusion Policy which sets out our commitment to creating an environment that

promotes equality, diversity and inclusion at work and to treating all of our employees, students, stakeholders and all other people involved in any aspect of the Institute equally, regardless of gender, civil status, family status, sexual orientation, religious belief, age, disability, race or membership of the Traveller community or socio-economic background.

The Institute will achieve this through:

- The development of a fulfilling and progressive work culture and learning environment, one that strengthens and promotes the values of the Institute to ensure that IADT students and staff support, value and respect each other.
- The design and implementation of a number of specific cultural initiatives which support equality, diversity and inclusion.
- The further development of a suite of positive actions and initiatives to address inequalities that may exist, to ensure a fair, welcoming and unbiased campus environment for our whole community.
- The promotion of a positive culture within our Institute by sustaining the values that we cherish, while also encouraging and facilitating openness and responsiveness as we evolve.

IADT believes that embracing equality, diversity and inclusion in the workplace benefits not just the Institute but also individual staff and students, departments and our stakeholders. All our staff and students bring their own background, work style, distinct capabilities, experience and characteristics to their work. We recognise that our talented and diverse Institute reflects the diversity of the wider community outside of IADT and we want to utilise the widest range of skills, knowledge and experience in our Institute while complying with legislative requirements. As well as treating people with dignity and respect, the Institute strives to create a supportive environment in which both staff and students can flourish and reach their full potential, regardless of differences, experience or education. Harnessing the wide range of perspectives this diversity brings promotes innovation and helps make us more creative and competitive. The IADT Equality, Diversity and Inclusion Policy is available here.

Training and Development

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

Once the new employee starts work in IADT there are supports in place with General Induction, T&L Induction, Educational Technology training and certified programmes delivered by the Teaching and Learning Committee. There are a specific programmes and training and development events which support the quality and competence of the Institute's lecturing staff. The Training and Development Officer also runs events and programmes for all staff across the campus in the broader context of professional development.

The Institute delivers these training events and programmes for staff in a number of ways

- On campus face to face training
- Online live sessions
- Online on demand sessions (DCM and LinkedIn Learning)
- Informal training

The programmes/events offered can broadly be categorised as follows

- Teaching and Learning – including short courses and Certified programmes
- Support for advancing personal Qualifications – NFQ Levels 8 & 9 – as per guidelines in the Staff Training and Development Policy – see below
- Leadership development programmes – Aurora and Ready to Lead
- Technical skills and competences specific to roles/areas of expertise including IT Systems, Office 365 and Blackboard the institutes VLE etc.
- Legislative and governance requirements – including Health and Safety, EDI, & child protection etc
- Generic employment competences – Communication skills, problem solving, self-confidence, personal resilience etc
- Team Development – specific teams within the campus community
- Staff Wellbeing events

Teaching + Learning Support

Teaching and Learning in IADT is supported by the Teaching and Learning Committee (T&L), a sub-committee of Academic Council. The T&L Committee comprises of academics, professional support staff and representatives of the Students Union, who endeavor to provide a learning and teaching ecosystem to ensure students thrive in their learning environment and leave with an adaptable and agile knowledge, skills and competence.

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

- Ensuring that books and journals about teaching and education are available through the Library

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

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

Learning Teaching and Assessment Strategy – this strategy provides a foundation and framework for learning in IADT. The T+L committee revised the strategy in 2020 and have engaged in a consultation process with staff. The current strategy can be downloaded here.

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

6.0 Information and Data Management

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

The General Data Protection Regulation (GDPR) is in force since 25 May 2018. IADT holds and processes personal data about many different types of people such as its current, past or prospective employees, applicants, students, alumni, suppliers, contractors, members of the public, etc. The Institute processes this personal data to carry out its business and administrative functions and to comply with statutory requirements. This personal data is subject to data protection legislation. Information relating to GDPR and detailing IADT's compliancy is available here

IADT also has a Freedom of Information Officer and our website details information on this role. There are six sections to our policies and procedures in this area, namely:

- General Information about IADT
- Information on Functions + Services provided
- Information on Decision Making
- Financial Information
- Procurement Information
- Disclosure Log + Other Routine Publications

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

IADT also has in place an **ICT Acceptable/Appropriate Usage Policy** and the purpose of this policy is to provide a reliable computing and networking service. Access to communication devices for staff, students and alumni requires co-operation from all users. It is, therefore, important that all are aware of their responsibilities. The scope of this policy is to outline the acceptable and appropriate usage of IADT's ICT Resources. The policy can be downloaded for the IADT website or here.
Information is gathered through a number of sources including Management Information Systems for example Banner, Agresso and CMIS; through Committee meetings; External examiner annual reports and Programme Boards. The Institute also conducts the annual Irish Survey of Student Engagement: (StudentSurvey.ie) to obtain feedback from our students. The information collected from these sources is used for a variety of purposes which include:

- Day-to-day financial management and monitoring of budgets
- CAO and Direct Entry reporting
- Persistence/Progression and Completion rates
- Award classification rates
- Updating and development of policies & procedures
- Examination/Assessment statistics
- Monthly Academic Council Sub-Committee minutes and Annual Reports are submitted to Academic Council.
- Programme Boards prepare an Annual Report for Academic Council which are presented to the Council during the first term of the academic year

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

- Programme Board meetings
- Town Hall talks by the President and regular all staff and student emails
- Academic Council & subcommittee meetings (student and staff representatives)
- Governing Body meetings (student and staff representatives)
- Central Management meetings
- Faculty Meetings

StudentSurvey.ie (The Irish Survey of Student Engagement)
The StudentSurvey.ie reflects many aspects of students' experiences in higher education. It is designed to focus on student engagement, namely the amount of time and effort that students put into meaningful and purposeful educational activities and the extent to which institutions provide such opportunities and encourage students to engage with them. The data collected reflects students' self-reported perceptions of their experiences and this data set is one of many sources of evidence available to institutions to inform their enhancement activities.

The HEA carry out an annual student survey seeking student feedback on a number of issues relating to their experience of Teaching and Learning as well as student supports. The survey consists of 67 questions, grouped by the engagement indicator to which they relate. Most questions relate to a specific engagement indicator. The scores for each indicator are calculated from responses to the multiple questions that relate to that indicator. The indicators are listed below, and include:

- Higher Order Learning
- Reflective and Integrative Learning
- Quantitative Reasoning
- Learning Strategies
- Collaborative Learning
- Student-Faculty Interaction
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment
- Other (non-indicator) question items

7.0 Public Information and Communication

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

IADT typically undertakes a process of Programmatic Review across all programmes every five years. A panel of external experts is appointed who prepare a peer evaluation report considering the reviewed programme(s) against specific evaluation criteria and include recommendations to the Institute on future actions around the programme(s). Programmatic Review reports including the Institute's responses are available on the IADT website or here

Programme Validation panels are set up for approval of new programmes and major changes to existing programmes. The panel will visit the Institute and subsequently prepare a report making a recommendation to IADT on the approval of the programme. The Programme Validation panel reports including the Institute's responses are available on the IADT website or here

IADT Institutional Repository is an online, open access collection of research output by academic staff and researchers of IADT launched in 2020. The IADT Institutional Repository is part of Research@THEA which is an open access repository that launched in 2017 as a service for capturing, storing, preserving and showcasing the research output of Institutes of Technology in Ireland. The Research@THEA repository is available at http://research.thea.ie/

8.0 Monitoring and Periodic Review

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

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

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

IADT undertakes a 5-year review of all its programmes. Programmatic Review is the quality review process through which IADT conducts a critical evaluation of its programmes, reviewing and assessing them under a defined set of criteria and allowing their further development in order to improve educational quality. Programmatic Review considers all aspects of the programmes including educational objectives, programme concept and implementation, access and transfer issues, curriculum and module descriptors, staffing and physical resourcing, and evaluates each area under specified criteria. IADT have published their Programmatic Review Policy on the IADT Website, available for download here.

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

The Programme Board is responsible for the effective management, operation and review of the programme, within the wider context of the Institute academic plan. The Programme Board operates within the framework of regulations set down by Academic Council and quality assurance procedures. Each Programme Board undertakes a review of their programme three times a year. Membership of

the Programme Board consist of members of faculty, academic staff and student representatives. The policy on Programme Board procedures is available on the IADT website and here.

External Examiners play an important role in the overall quality process. External Examiner are involved in the assessment of the standard of the programme and/or the standard of student performance. The grades agreed by the External Examiner/Assessor and the Faculty at the internal exam preparation meeting are proposed to the formal Institute exam board

External Examiners/Assessors are required to use their expert judgement to consider and comment on:

- Standards set for the programme
- Standards achieved by students
- Operation of the assessment processes
- Quality of learning
- The learning and teaching environment

External Examiners prepare an annual report which will be considered by the Programme Board at the commencement of the subsequent academic year or semester. Any action taken as a result of the External Examiner's report shall be noted in the Programme Board report. The faculties will submit their Programme Board reports to Academic Council on an annual basis, their reports will note any changes made to a programme as a result of External Examiners' recommendations. The External Examiner procedure was revised in 2021 and is available here

The Programme Validation Sub-Committee (PVC) ensures quality within the suite of programmes offered by the Institute. They deal with reports from Programme Boards, review recommendations for new programmes via internal validation, and proposals for minor changes in programmes, i.e. change of module credit weighting etc., to continue to refine the programme offering.
The Committee considers & ratifies:

- Changes to existing programmes
- Recommendations for new programmes
- Draft programme documentation, prior panel review
- Reports and recommendations from Programme Boards if relevant to programme changes

The terms of reference for the PVC Committee are outlined in the Policy on Committee Membership and Terms of Reference available on the IADT website or here

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

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	2
Awarding bodies	0
QA bodies	0

1. Type of arrangement	PRSB
Name of body:	The Psychological Society of Ireland (PSI)
Programme titles and links to publications	The PSI accredits IADT's BSc (Hons) in Applied Psychology
Date of accreditation or last review	16/09/2021
Date of next review	30/04/2027

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

9.2 Collaborative Provision

Type of arrangement	Total Number
Joint research degrees	0
Joint/double/multiple awards	0
Collaborative programmes	8
Franchise programmes	0
Linked providers (DABs only)	0

1. Collaborative provision	Collaborative programme
Name of body (/bodies):	IADT + George Brown College, Canada
Programme titles and links to publications	MA Design for Change Link to additional information: http://www.iadt.ie/courses/design-for-change/
Date of last review	01/11/2016
Date of next review	01/11/2019

2. Collaborative provision	Collaborative programme
Name of body (/bodies):	IADT + Sound Training College, Dublin
Programme titles and links to publications	BA (Hons) in Creative Music Production
Date of last review	31/05/2017
Date of next review	31/05/2022

3. Collaborative provision	Collaborative programme
Name of body (/bodies):	Sheridan College, Canada
Programme titles and links to publications	MA 3D Animation Details of MOU announcement can be viewed from : https://iadt.ie/news/iadt-and-sheridan-college-canada-sign-historic-transatlantic-agreement-for-animation-education/ Details of programme can be viewed here: https://iadt.ie/news/irelands-first-masters-degree-in-3d-animation-in-partnership-with-sheridan-college/
Date of last review	30/09/2019
Date of next review	30/09/2022

4. Collaborative provision	Collaborative programme
Name of body (/bodies):	Screen Skills Ireland
Programme titles and links to publications	Post Graduate Diploma in Series Production https://iadt.ie/courses/series-production/
Date of last review	31/08/2019
Date of next review	

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

6. Collaborative provision	Collaborative programme
Name of body (/bodies):	Loras College, USA
Programme titles and links to publications	Loras students come and pursue a semester of study at IADT comprising modules from the Faculty's suite of programmes and a work placement element organized by Loras but hosted in Dublin. https://www.loras.edu/academics/study-abroad/ https://iadt.ie/study/international-students/
Date of last review	31/08/2020
Date of next review	31/08/2025

7. Collaborative provision	Collaborative programme
Name of body (/bodies):	EU University for the Film & Media Arts
Programme titles and links to publications	EU Universities of the future initiative Erasmus agreement, Project Agreement, Horizon 2020 Grant Agreement IADT is joined by the Department of Cinema and Media Arts at Lusófona University in Lisbon which leads the consortium with full partners in Belgium and Hungary and associate partners in Estonia, Finland and Germany. The consortium was formed to explore and develop the EU University for Film + Media Arts https://www.filmeu.eu/
Date of last review	01/11/2020
Date of next review	01/11/2023

8. Collaborative provision	Collaborative programme
Name of body (/bodies):	IADT, UCD & NCAD consortium
Programme titles and links to publications	Creative Futures Academy (Human Capital Initiative (HCI))
Date of last review	31/08/2020
Date of next review	31/05/2022

9.3 Articulation Agreements

Articulation agreements - Total number	6

1. Articulation agreement	Articulation agreement
Name of body (/bodies):	Blackrock Further Education Institute (BFEI)
Programme titles and links to publications	The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and deepens the creative potential of students at both IADT and BFEI. https://www.bfei.ie/
Date of agreement/arrangement or last review	31/08/2016
Date of next review	31/08/2021
Detail of the agreement	• A number of progression pathways will apply to students of BFEI. • Projects will be developed between the parties over the lifetime of this agreement.

2. Articulation agreement	Articulation agreement
Name of body (/bodies):	Bray Institute of Further Education (BIFE)
Programme titles and links to publications	The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and deepens the creative potential of students at both IADT and BIFE. https://www.bife.ie/
Date of agreement/arrangement or last review	31/08/2016
Date of next review	31/08/2021
Detail of the agreement	• A number of progression pathways will apply to students of BIFE. • Projects will be developed between the parties over the lifetime of this agreement.

3. Articulation agreement	Articulation agreement
Name of body (/bodies):	Dundrum College of Further Education (DCFE)
Programme titles and links to publications	The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and deepens the creative potential of students at both IADT and DCFE. https://cfedundrum.com/
Date of agreement/arrangement or last review	31/08/2019

Date of next review	31/08/2024
Detail of the agreement	• A number of progression pathways will apply to students of DCFE. • Projects will be developed between the parties over the lifetime of this agreement.

4. Articulation agreement	**Articulation agreement**
Name of body (/bodies):	Sallynoggin College of Further Education (SCFE)
Programme titles and links to publications	The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and deepens the creative potential of students at both IADT and SCFE. http://www.scfe.ie/
Date of agreement/arrangement or last review	31/08/2017
Date of next review	31/08/2022
Detail of the agreement	• A number of progression pathways will apply to students of SCFE. • Projects will be developed between the parties over the lifetime of this agreement.

5. Articulation agreement	**Articulation agreement**
Name of body (/bodies):	Dún Laoghaire Further Education Institute (DFEI)
Programme titles and links to publications	The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and deepens the creative potential of students at both IADT and DFEi. https://www.dfei.ie/
Date of agreement/arrangement or last review	31/08/2016
Date of next review	31/08/2021
Detail of the agreement	• A number of progression pathways will apply to students of DFEi. • Projects will be developed between the parties over the lifetime of this agreement.

6. Articulation agreement	**Articulation agreement**
Name of body (/bodies):	Stillorgan College of Further Education (SCFE)
Programme titles and links to publications	The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends

	and deepens the creative potential of students at both IADT and SCFE. https://stillorgancollege.ie/
Date of agreement/arrangement or last review	31/08/2017
Date of next review	31/08/2022
Detail of the agreement	• A number of progression pathways will apply to students of SCFE. • Projects will be developed between the parties over the lifetime of this agreement

Institute of Art, Design + Technology

2022

Annual Quality Report
Institute of Art, Design + Technology
PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT
Reporting Period 2020-2021

PART B: INTERNAL QA SYSTEM

Guidelines on Completing Part B

As outlined in the general guidelines for this template (p.5), **Part B** of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**.

Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR submission were progressed during the reporting period – these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Part B of the AQR is an opportunity for self-reflection and critical evaluation of the effectiveness of QA activities over the reporting period. Institutions are encouraged to reflect both on what worked well and what did not work well, and to consider impact measures, using both quantitative and qualitative evidence (metrics, benchmarks and feedback/judgement) in how they led to specific QA improvements and enhancement.

Part B provides evidence of quality improvement and enhancement and impact[2] of QA activities within the totality of an institution's QA system.

Section 1 pertains to internal quality assurance implementation and developments since the previous reporting period.

Section 2 deals with institutional analysis of IQA enhancements and impacts including activities undertaken in respect of academic integrity, and the enhancements and impacts resulting from same.

Section 3 relates to IQA developments and plans for the next reporting period.

Section 4 provides an opportunity for institutions to illustrate IQA in action through case studies in relevant thematic areas.

Institutions are invited, if they wish to do so, to use case studies to demonstrate quality in action and to highlight areas of practice for dissemination at any point in this part of the report.

Case Studies

QQI recommends that written case studies should:

- Be between half a page and two pages in length;
- Relate to a specific time- and subject-bound issue;
- Include an introduction that sets out a brief overview of contextual matters;
- Include any relevant supporting data and data analysis;
- Include links to any sources cited;
- Include a clear concluding paragraph with overview of key outcomes/learning.

Although case studies will generally be in written form, institutions may also provide links to audio-visual/multimedia case studies. QQI does not prescribe a format for case studies.

---

[2] The National Forum for the Enhancement of Teaching and Learning in Higher Education have considered impact and measures leading to development and improvement specifically in terms of teaching and learning. See: https://www.teachingandlearning.ie/wp-content/uploads/NF-2020-Insights-from-Practice-About-Impact-in-Teaching-and-Learning-web-ready.pdf.This is a very useful reference, though impact in the context of this report should be considered

1.0 Quality Implementation and Developments

IADT's Strategic Plan 2019-2023 “Better Futures Created Together”, which was developed in consultation with internal and external stakeholders both in Ireland and internationally, provides a framework that has guided the Institute over recent years. It sets out a unique vision for the Institute with a foundation in the ethos of and a distinct 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 introducing 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*”.

1.1 Strategic QA Updates

One of the key strategic priorities identified by IADT included “Developing an International Institution” with the stated objective of “we will continue to enhance our brand, profile and reputation internationally. We will be recognised internationally as an Institute of choice for students, staff and partners in specific programmes”. IADT continued to deliver on this objective by progressing with FilmEU and Erasmus development.

Progress was also achieved on the strategic priority “Collaborating and Developing Partnerships” and objectives “We will strengthen our current relationships with our partners. We will seek new opportunities to collaborate and work together to advance IADT.” IADT received Technological University Transformation Funding (TUTF) from the HEA to explore the wider potential of 'specialist Creative Arts institutions' across the Higher Education Sector and within the emergent TU sector, and the Creative Futures Academy, an NCAD, IADT and UCD consortium was also awarded funding under the Human Capital Initiative (Pillar 3, Innovation and Agility). Further details are outlined below.

EU University for the Film & Media Arts

FilmEU was officially launched in 2021. In this project the National Film School at IADT successfully secured in excess of €1.1 million in funding to explore and develop an EU University for the Film & Media Arts (FilmEU). In addition, IADT received notification of further funding (.5m) under the Horizon 2020 initiative for FilmEU_RIT in order to improve research capacity across the consortium.

The European Universities initiative is a key milestone for the EU in building the Universities of the future, in promoting European values and identity and in making a leap forward in the quality, inclusion and competitiveness of European higher education.

In addition to IADT, the Department of Cinema and Media Arts at Lusófona University in Lisbon leads the consortium with full partners in Belgium and Hungary and associate partners in Estonia, Finland and Germany. Together, these institutions have a common objective of promoting high-level education and research activities in Film and Media Arts. The consortium integrates IADT and three partner institutions with strong expertise in Film and Media Arts education. All have a common internationalization ambition and a long track record of past collaborations that include more than a decade of expertise in the development of European “Erasmus Mundus” joint master degrees.

Building on more than a decade of successful cooperation, these four institutions envision positioning themselves as key players in driving education, innovation and research in Film and Media Arts within

the European Higher Education Area and in promoting the central role the creative and cultural industries can, and should have, in our societies. They are focused on long-term strategic collaboration and a mission to develop a European University that is a model for European collaboration and integration in the fields of the Arts and the creative industries. The mission is to create a European University that will greatly contribute to Europe's leading role as a provider of education and research in the creative and artistic areas.

In the initial phase of the project, cross-disciplinary teams were recruited from within and without IADT to start work on the 3-year pilot phase of the University. A Programme Management Board was formed and an Academic Council drawn from senior management, student and staff representatives. Due to the pandemic the teams met largely online. A significant amount of work took place and a large number of reports and policies were developed including a report of pedagogical practices across the alliance, a report on existing mobility models and services and a full audit on resources for teaching across the alliance for pilots. A substantial milestone was the development of an Erasmus Mundus application for a new MA in Videogames and an Erasmus Mundus Design Measures application for a future MA in Film Cultures and Heritage. The project had its first physical summit in September 2021 and the first student pilots are planned.

IADT and Erasmus+

The role of Erasmus Coordinator was redefined to include **International Student Development** from 2020-2021. The International Officer will be responsible for maintaining the liaison with International fee-paying students for study on programs. During 2020-21 despite the impact of the global pandemic, work progressed with maintaining and building the Erasmus programme and relationships. A small number of activities had to be cancelled or postponed.

- Incoming Students
  In 2020-2021, IADT received 12 incoming Erasmus students. Given the extent of the pandemic, these students came to Ireland but studied remotely for most of their time at IADT.
- Outgoing Students
  In 2020-2021, IADT sent 27 students abroad on studies, 1 student on traineeship and 7 graduates on recent graduate traineeships. Covid 19 continued to impact travel during this academic year.
- Staff Exchanges
  The Covid-19 pandemic cancelled all staff incoming and outgoing mobilities in 2020-2021.
- Traineeships
  Due to the Covid 19 pandemic, 3 Graduate Traineeships to Norway, were postponed to January 2022.

IADT + Viewfinder

VIEWFINDER was an Erasmus Mundus Joint Master Degree in Cinematography presented by a consortium of partners made up of the following:

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

Viewfinder successfully completed its envisioned three funded editions at the end August 2021. The programme brought together three established film schools to offer a joint practice-based Master delivered over two years in three cities. Approximately sixty students from all around the world studied in Dublin for the first semester, in Budapest for the second semester and in Tallinn for the third semester. In the fourth semester, the student body were divided equally across the three schools. The Viewfinder programme was sponsored and supervised by the EACEA - Education, Audio-visual and Culture Executive Agency of the European Commission as an Erasmus Mundus Programme which offered two-year scholarships to some of the selected European and non-European students. The project was extremely successful despite the impact of COVID-19 and the intention was to reapply to the EACEA for further funding, however due to an internal restructuring process, the lead partner SZFE indicated that they no longer had the capacity to continue to lead or partake in the project. Therefore the remaining partners (IADT and BFM) are assessing the possible future of Viewfinder in the context of emerging technologies in the space and FilmEU, the EU University Alliance.

IADT + NARFU (Northern Artic Federal University)

During the period 2020-21 the Erasmus+ initiatives undertaken between IADT and NArFU had to be put on hold, as the Covid-19 crisis prevented international mobility. Current IADT and NArFU are looking at reactivating student Erasmus+ mobilities. The link between NArFU and IADT originated from the Tempus ALIGN project (Achieving and Checking the Alignment Between Academic Programmes and Qualification Frameworks) and developed into joint Erasmus+ staff mobilities around academic quality and the European quality framework from 2016-2020. It is hoped that from 2023 onward student mobility would become possible.

Creative Futures Academy

Creative Futures Academy (CFA) is an alliance between industry and three of the leading providers of creative education in Ireland (IADT, NCAD, and UCD). Funded by the government for €10 million under HCI Pillar 3, the CFA is an ambitious and dynamic solution to the evolving skills needs within the creative and cultural sector. CFA is developing a best-practice model of education and industry collaboration that may be scaled up and/or replicated across the regions, according to specific

regional dynamics, demands and opportunities. Working alongside industry partners in film, animation, design, craft, visual art, and other creative disciplines, CFA's objective and vision is to identify new professional pathways, professional training needs, and the relevance of CFA programmes to emerging and future creative sector impacts and growth.

The establishment of CFA is informed and framed by a number of key priorities identified for the creative sector in national strategy and policy documents. These include *Ireland's National Skills Strategy 2025* (2016), *Future Jobs Ireland* (2019), *Survive, Adapt, Renew: Report of the Expert Advisory Group June 2020 to the Arts Council* (2020), *Together for Design* (2020) and *Culture 2025: A National Cultural Policy Framework to 2025* (2020).

CFA seeks to fulfil specific and universal objectives cited in the *National Skills Strategy 2025* :

- Education and training providers will place a stronger focus on providing skills development opportunities that are relevant to the needs of learners, society and the economy.
- The quality of teaching and learning at all stages of education will be continually enhanced and evaluated.

The CFA Team was confirmed and put in place with responsibility for the following functions and remit:

- Quality assurance
- Academic oversight
- Programme development,
- Delivery and alignment,
- Learning technology and systems integration and
- Complementarity between partners.

There will be oversight from the three institutions with IADT inputting to all aspects. The Quality Assurance Work Package was put in place: WP7 *QA, Evaluation, Impact and Metrics* which considered such themes as:

- Creative Attributes Framework.
- Research into comparable international collaborations for best practice
- Evaluation processes
- QA Plan for activities

Changes to QA Systems – 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 assurance policies and procedures and the following policies and procedures were revised to incorporate societal & legislative changes or to ensure adherence to best practice.

- Learning Teaching and Assessment Strategy
  Click to open document
- Ethics Policy –
  Click to open document
- Procedure on Committee Membership and Terms of Reference
  Click to open document
- IADT Deferrals Procedure
  Click to open document
- External Examiner Procedure
  Click to open document
- Institutional Repository and Open Access to Research Policy
  Click to open document
- Programme Boards Terms of Reference and Procedures
  Click to open document

1.2 Update on Planned QA Objectives identified in Previous AQR

No.	Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable	Update on Status Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.
1	**We will strengthen our research, development, enterprise and innovation capacity and capabilities, and focus our activities on specific disciplines.** (AQR 2021 - Strategic Objective 3.1, Item 1)	Two posts were filled; Director of Research, Development and Innovation commenced in post and Head of Research in 2021. IADT now has stronger support for capacity and capabilities and can proceed to further activities (e.g. development of strategic research and innovation partnerships, development and submission of grant proposals, provision of information and training to staff, review of relevant policies) Developments in respect of enterprise and innovation also commenced during the reporting period.
2	**We will enhance and renew the IADT brand. We will communicate our vision and the experience we offer to ensure that there is a clear and common understanding of IADT. We will raise our profile regionally, nationally and internationally** (AQR 2021 - Strategic Objective 3.1, Item 2)	The Marketing Department delivered a very successful campaign called “On Show” in 2021, and a number of other initiatives to communicate the vision and experience offered by IADT Students, including, but not limited to Online Exhibition, integrated social and digital campaigns, press coverage and online launch event. Also a collaboration with LexIcon Library in Dún Laoghaire to exhibit student works of the graduating class of 2021.
3	**Library Support Services Review** (AQR 2021 - Update on Planed Objectives 1.2, Item 2)	A self-evaluation report was completed, led by the Institute Librarian. The planning of external validation panels continued to be impacted by Covid-19 restrictions

1.3 Governance and Management

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.
There are six sub-committees of Academic Council and each must report their activities to the Academic Council, via the minutes of their meetings. Each Sub-Committee also prepares an annual report which is discussed at the first Academic Council at the start of the academic year.

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Governing Body	9 September 2020 7 October 2020 4 November 2020 9 December 2020 13 January 2021 3 February 2021 3 March 2021 14 April 2021 5 May 2021 16 June 2021
Academic Council	21 September 2020 2 November 2020 7 December 2020 18 January 2021 8 February 2021 8 March 2021 19 April 2021 17 May 2021 14 June 2021
Quality Enhancement Committee	23 September 2020 11 November 2020 9 December 2020 13 January 2021 17 February 2021 24 March 2021 21 April 2021 9 June 2021
Teaching + Learning Committee	30 September 2020 4 November 2020 2 December 2020 6 January 2021

	3 February 2021 3 March 2021 14 April 2021 12 May 2021
Academic Planning, Co-Ordination and Review Committee	29 September 2020 3 November 2020 1 December 2020 16 February 2021 16 March 2021 13 April 2021
Programme Validation Committee	22 September 2020 3 November 2020 23 November 2020 9 February 2021 9 March 2021 20 April 2021 15 June 2021
Research + Development Committee	6 October 2020 1 December 2020 19 January 2021 23 February 2021 23 March 2021 27 April 2021 27 May 2021
Student Experience Committee	23 September 2020 4 November 2020 25 November 2020 27 January 2021 24 February 2021 24 March 2021 28 April 2021 26 May 2021

1.3.2 QA Leadership and Management Structural Developments

Governing Body

New Governing Body Commenced Term of Office at IADT from 1st April 2021 to 31st March 2026 The appointment is of the fifteen ordinary members for the Term of Office. The membership have been nominated from diverse bodies and industry partners including: DDLETB, KWETB, ICTU, Animation Ireland, Dell Ireland, IDA Ireland, Sandyford BID, and IADT staff and students. Detail of membership is available from the IADT Website or here

New senior leadership roles

A number of senior leadership appointments were made during the year 2020-21. These included appointments to existing roles where vacancies occurred due to retirements or promotions or where a new role had been created.

Director of Research, Development and Innovation

Director of Research, Development and Innovation (RDI) was appointed at IADT in August 2021. Reporting to the President, the Director of Research, Development & Innovation is a member of the Executive Team in IADT and has responsibility for leading and developing the work of the Office of Research, Development & Innovation. This person is responsible for growing IADT's RDI capacity and delivering on our strategic priorities in this area. They will be responsible for leading and developing a number of key areas of activity within the Institute and for implementing such actions to deliver the vision and mission of the Institute.

The RDI Director works closely with the Executive, Academic Faculty, external stakeholders and funding agencies to expand and develop our RDI capacity and outputs relative to the strategic and disciplinary priorities of IADT

Head of Research

The position of Head of Research was filled in May 2021. Reporting to the Director of Research, Development and Innovation , the Head of Research is responsible for growing IADT's research capacity and delivering on the institute's strategic priorities in this area. The successful candidate will work closely with Faculty, the Executive, external stakeholders and funding agencies to expand and develop discipline priorities and embed a culture of research excellence at IADT.

Consistent with the institute's Vision the Head of Research is responsible for the facilitation of partnerships between the academic research and external organisations in the private, public and

third sectors, including contract research collaborations and consultancy projects aligned with the Institute's focus on the Creative Cultural and Technological Sectors.

Institute Librarian

A new Institute Librarian commenced in IADT during 2021. Reporting to the Registrar, the Institute Librarian provides strategic leadership for the development, integration and delivery of all Library services, supports and resources in support of IADT's educational and research activities.

The Librarian actively contributes to the development of Institutional strategy and priorities and participates in IADT's Central Management Team, Academic Council and related sub-committees, addressing academic, strategic and operational issues and works closely with the academic Heads of Department, Heads of Faculty and other colleagues across the institute to ensure Library services are aligned with the needs of students and staff.

Head of Department

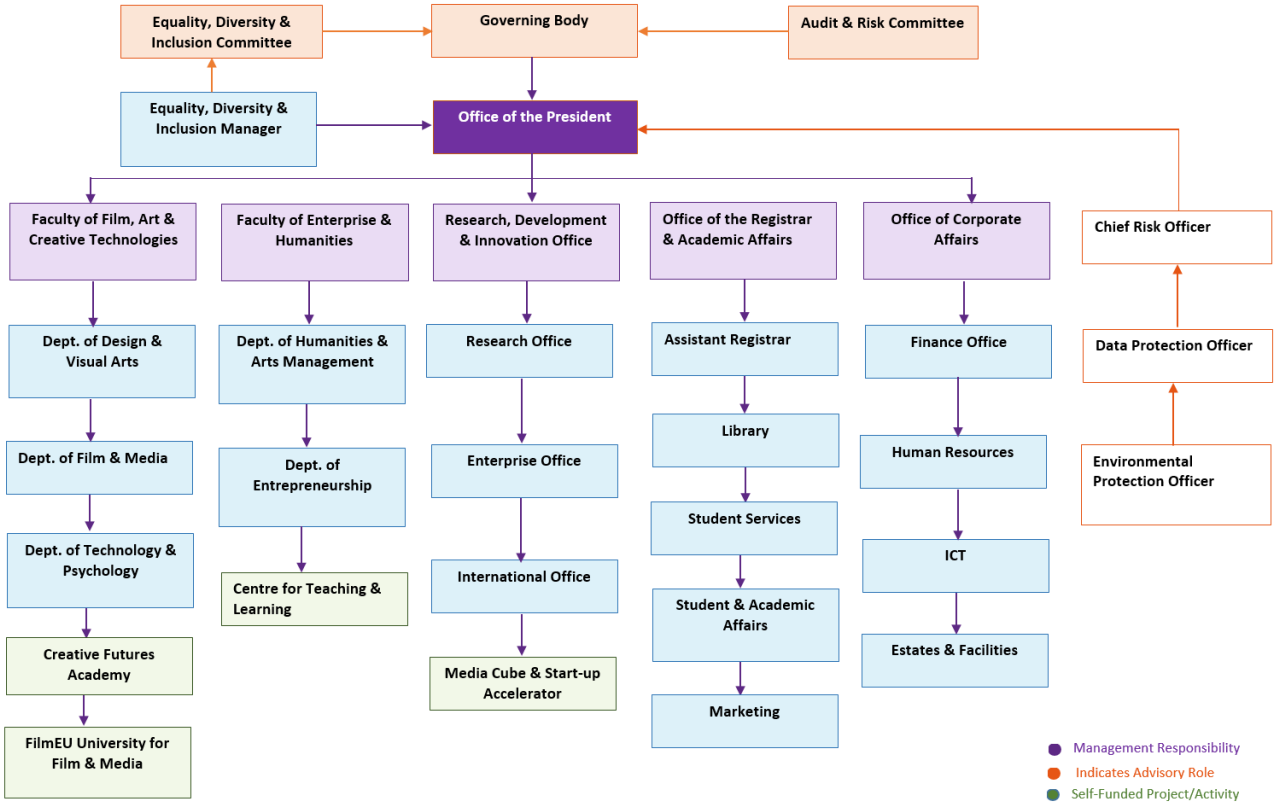
The position of Head of Department of Film & Media / The National Film School commenced during this academic session, and is a senior academic post and reports to the Head of Faculty of Film, Art and Creative Technologies. The Head of Department is a member of the Institute Management Team and will be required to carry out instructions issued by the President and the Head of Faculty, and to comply with the requirements and regulations of the Minister for Education.

Head of Teaching and Learning

IADT Teaching and Learning Leader works closely with academic and professional support staff in the development and establishment of a Teaching and Learning unit dedicated to the support and development of Teaching and Learning, practice *and* research across IADT.

The position is responsible for overseeing and reviewing IADT's teaching and learning strategy and associated policy development and represents IADT at the National Forum for the Enhancement of Teaching and Learning.

IADT Organisation Chart



1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
Programme Validation - Department of Film and Media	21 October 2020	https://iadt.ie/wp-content/uploads/2021/03/MA-Producing-Directing-TV-PG-Cert-Digital-Sculpting-Modelling-BA-Photo-Visual-Media-1.pdf
Programme Validation - Department of Entrepreneurship	24 November 2020	Awaiting publication

1.4.2 Expert Review Teams/Panels[3] involved in IQA

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

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	2				4		
of those:							
On-site processes	1	Dept of Entrepreneurship			1		
Desk reviews							
Virtual processes	1	Dept of Film + Media			3		
Average panel size for each process type*		3					

* excluding secretary if not a full panel member

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

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

	Total	Gender			Internal	National	International			Institution Type	
Type of Expert/ Role on Panel		*Male*	*Female*	*Other, or unspecified*			*UK, incl. NI*	*Other European*	*Outside of Europe*	*Similar*	*Different*
Chair		2				2				1	1
Secretary											
Academic/Discipline Specific		1	1			1	1			2	
Student Representative											
QA											
Teaching & Learning											
External Industry /Third Mission		1	2			3					

2.0 IQA System – Enhancement and Impacts

2.1 Initiatives within the Institution related to Academic Integrity

As part of IADT's annual quality reporting the Quality Enhancement (QE) Committee undertook to compile feedback from internal stakeholders (staff and students) on our Covid-19 emergency measures. Feedback from staff was elicited through the committee's representatives and feedback from students was gathered via focus groups held jointly by the QE Committee and the IADT Student's Union (IADTSU), through programme boards and meetings directly with the Chair of the Committee.

As noted in IADT's correspondence with QQI in June 2020, the Institute worked closely with our colleagues nationally on an agreed approach to the continuation of Teaching Learning and Assessment throughout the pandemic. At the outset of the crisis in March 2020 the Institutes of Technology published a commitment to students in respect of the supports and quality standards we would maintain as our students completed their studies remotely for the Academic year 2019/2020. This culminated in the publication of the *THEA Principles and Guidelines for the delivery of 2020-21 Programmes in the Institutes of Technology in the context of the Covid-19 Pandemic*.

IADT moved towards a blended approach to academic delivery in 2020-21 with a substantial on-campus experience for students. For students, this blended approach entailed a proportional replacement of face-to-face / in-class delivery with online or remote delivery. The relative amount of face-to-face and online/remote delivery varied across our programmes and was dependent on such factors as:

- The identified needs of individual learners and groups of learners, including those at particular stages of programmes (First Year, Final Year, etc.) And those cohorts with specific needs.
- The specific teaching and learning needs of individual disciplines.
- The overall student numbers within any programme.
- The available physical resources and general layouts of our teaching spaces.
- The government guidance active at the time.
- The safe number of occupancy of rooms, and the campus in general, at any one time.

Teaching, Learning and Assessment

In September 2020, in-line with government guidance, IADT prepared for a return to blended learning with mitigation measures on campus and with face-to-face learning under restrictions for practical and practice-based programmes in small groups.

For on-campus classes, close contact pods were identified prior to the commencement of classes in September. These were strictly adhered to and records of attendance were kept and made accessible to the appropriate officers so that they would be available to HSE in the event of any covid outbreaks on campus. The measures and hygiene facilities taken by IADT were consistent with level 4 guidance and when the higher levels of restriction were invoked by the government IADT reduced its onsite provision commensurate with that guidance.

More classroom based programmes such as Applied Psychology, English and Equality Studies, Arts Management were able to move to 100% remote provision in October. This meant that other programmes which required an element of on-campus activity could take place safely and within government guidance.

In January 2021 after the level 5 restrictions were in place and IADT returned to 100% remote learning. In exceptional cases where campus access was required the Institute facilitated this under strict safety guidance and always in-line with government protocols and advice.

Remote Provision of Teaching & Learning

Throughout the Pandemic IADT used Blackboard Collaborate and Microsoft Teams for online teaching. Instruction in the visual arts was more challenging but various platforms were used by staff to demonstrate techniques and share work. After May 2020 this was codified and common platforms were agreed and used by each programme team. In both 2020 and 2021 a small number of online exams were successfully conducted, all other assessment was handled via alternative modes.

Exam boards, which included the participation of external examiners, were convened online via Microsoft Teams. Participants indicated their satisfaction with the exam boards and this practice may be retained for future years.

The Graduate Exhibition is a key event in the IADT calendar. In 2020 the Graduate Exhibition had to be postponed to November but in 2021 the exhibition was held online and launched on June 24th. Given it was delivered online, the invitation to the exhibition was extended to new groups of students and stakeholders. IADT partnered with the LexIcon Library in Dún Laoghaire to project work from 400

of IADT's graduates onto the LexIcon building from the Animation, Design + Visual Arts, Film + Media, Photography, Technology and Psychology programmes. After dark on Saturday 26th, student work was showcased via pop-up projections around Dublin city centre. Feedback from participants and the public was positive.

Assessment changes - Exams

In 2020 the measures adopted moved the traditional exam to an online open book exam, or to an online written assessment/submission. In the case of the creative arts, presentation of work in progress posed a number of challenges – works of scale and varying formats and materials could not be fully realised due to restrictions on technical tools and facilities.

In 2021 both faculties were able to plan well ahead of time for alternate modes of assessment and while this did involve change to assessment type, lecturers worked to ensure that the same level of quality was met by students in the remote environment as would in the face-to-face situation. External examination processes were moved online and exam boards were fully functional via Microsoft Teams. Appeals and all associated processes were also moved online and made paperless. This has been a very successful transition both from an operational efficiency point of view as well as from an environmental point of view. In 2020-2021 IADT continued to ensure that our students would not be academically disadvantaged through any necessary changes required as a result of the COVID pandemic and restrictions.

The academic and management teams continued to put in place a range of alternative assessment processes to allow students to complete their studies and progress through online and remote provision. These changes were ratified at Academic Council and students were contacted directly by their Faculty and Lecturers to outline in detail, the nature of the assessments which were set in place of written exams. Students were advised that if they felt unable to complete the assessment in the form indicated then IADT would make best efforts to accommodate their concern. Where a student was unable to complete their assessment by reason of ill health, access to technology, family responsibilities or any other reasonable concern, they were entitled to a deferral without any academic or financial penalty. IADT observed that the pattern of leave of absence and deferrals remained largely unaffected by changes introduced due to Covid-19. The following table details the numbers of absences and deferrals over a 5-year period from 2016 to 2021.

Number of Leave of Absence applications over 5 years		Total number of students	% of student population
2020-21	87	2495	3%
2019-20	101	2310	4%
2018-19	72	2299	3%
2017-18	67	2490	3%
2016-17	69	2298	3%
Number of Module Deferral applications over 5 years		Total number of students	% of student population
2020-21	152	2495	6%
2019-20	143	2310	6%
2018-19	87	2299	4%
2017-18	116	2490	5%
2016-17	130	2298	6%

Virtual Study Groups

The transition to online learning had the potential to introduce challenges for student engagement and for students to experience a sense of isolation. The Learning Support team introduced virtual study groups and coffees sessions where students could socialise and also form study groups. The feedback from students was that this supported the learning needs of students who were more motivated when working with peers and also provided a welcome opportunity for students to meet and socialise with their fellow students.

Admissions and Enhanced Accessibility

In continued response to the national Covid-19 situation, IADT maintained a number of services online, these include student admissions support service which are outlined below.

Spotlight Sessions

A series of online short talks on every CAO course offered at IADT were ran over 10 weeks from January to March. 980 prospective students attended 24 Spotlight Sessions where they has the opportunity to hear from lecturers and chat to current students about IADT and its programmes along with a live Q + A.

Digital Portfolios

A major part of recruitment in the Faculty of Film, Art and Creative Technology is via assessment of portfolios. By the end of March 2020 IADT had completely shifted all portfolio assessments online and

extended the submission window through till Thursday April 30th. In 2021 the Institute planned and delivered its portfolio assessment and project day programmes remotely.

Admissions and marketing/communications worked with Art Teachers, Guidance Counsellors and FE colleges to support the transition for their students. The success of this programme in 2020 enabled the institute to do this in an efficient and managed manner in 2021.

Virtual Project Days

In continued response to the Covid19 situation IADT continued to offer virtual project days. Students who applied via the CAO were contacted by the Admissions team and supplied with information regarding virtual project days and how to register. The Virtual Project Days took place in February 2021 with 122 projects submitted and scored

Virtual Open Days

Prospective students & parents were able to attend a Virtual Open Day, where they were provided with access to a day full of talks, presentations and a chance to hear from current students and lecturers.

- 1400 students, parents and teachers registered for the Virtual Open Day that took place online on Saturday, 28th November 2020
- In total 1100+ visitors attended the course talks, portfolio masterclasses and virtual campus tours

Postgraduate Recruitment Campaign

The Marketing team worked with the Faculties to enhance the Online Postgraduate campaign across all social and digital channels promoting webinars and live Q + A's events. New postgraduate landing page was launched which included in the following information:

- Live Q+A Course Sessions
- Lecturer Videos
- Graduate Profiles
- Fees + Funding
- Open Evening

Recruitment activities included the following:

- Open Days
- Spotlight Sessions
- Campus Tours
- Social + Digital
- Schools Programme
- Recruited 32 Student Ambassadors
- Published 18 student/graduate success stories

Recognition of Prior Learning

In 2021 IADT appointed a new Head of Teaching and Learning. Part of their role is to represent IADT on the **National RPL Framework** which is an innovative and ambitious collaboration between the Institutes of Technology, the Universities and TU Dublin which is seeking to build a consistent and coherent approach to recognition of prior learning (RPL) within and across the entire public higher education (HE) sector. This initiative is funded under the Irish Government's Human Capital Initiative (HCI) Pillar 3 (Innovation and agility), the project will see the HE institutions engineer a significant shift in RPL policy, procedure and practice, that has transformative potential for Ireland's education system to become an international leader in the field. The project will play a crucial role in delivering on a range of national and European policy objectives in lifelong learning and meeting skills needs. The appointed candidate will be the IADT Project Lead for this national project and will be responsible for the development and implementation of policy, practices and guidelines developed by the National RPL Framework.

Supports and Resources for Learners

Institute Library

From the commencement of the academic year, in a continued effort to support students through the pandemic, the library maintained a bookable study space and a borrowing service up until level 5 restrictions were implemented at a national level. At this point in-line with the legislation the library was closed, but maintained a borrowing service whereby books could be picked by students and posted to them.

The library team were easily able to shift information services online using the website and social media, resulting in increased interactions and the library being the most visited part of the institute's website. The library also worked with faculty to provide ebooks and alternative electronic material to aid students who could not access the library itself.

Development of the Library: Website and Services

In 2021, the library further developed its website, augmenting the range of Subject Guides, Library Guides, and instructional videos to support students and staff in their learning, teaching, and research activities. The Research@THEA repository of faculty scholarship and postgraduate theses was significantly expanded. A SharePoint repository of undergraduate theses was created and populated.

The library team delivered online and in-person information skills classes at the request of faculty and students on a range of topics including finding books, ebooks and journal articles, referencing systems, literature reviews, understanding reading lists, etc. These sessions are customised to the subject area and to the stage of study.

Student training programmes

In conjunction with the Students Union a number of student centric training programmes and resources were offered which included:

Class Rep Training

Class Representative Training took place virtually on the video conferencing platform Zoom, over two days. Training would normally be held on campus in the Library or at an external venue, however this was not possible due to the pandemic. The National Student Engagement Programme (NStEP) led the training alongside the Vice President for Education. Training included sessions on 'Class Representation' and the 'Role of a Rep', with an additional session of LGBTQ+ training led by Dublin Lesbian Line. A small cohort of IADT's class reps were participants in the pilot session of NStEP's 'Representing Diversity' training.

Student Services Awareness Campaign

- **Destigmatising Disabilities in Education (Disability Support Service Video)**
  The campaign's aim was to create a greater awareness of IADT's Disability Support Services and to increase awareness that IADT's students are diverse, and IADT must foster an environment of inclusivity. This campaign won Equality Campaign of the Year at the Student Achievement Awards (SAAI) 2021.

  The first phase of this campaign involved filming a Frequently Asked Questions video interviewing the IADT's Disability Officer. This element of the campaign was to create an artefact with a wealth of information that students can refer to for years to come, and is available on the IADT website under Disability Support Service and across the IADTSU social media accounts. This phase of the campaign launched in March 2021.

The second phase of this campaign was to create eight infographics outlining Autism Spectrum Disorder (ASD), ADHD/ADD, Dyspraxia, Mental Health Difficulties, Neurological Conditions, Physical Disabilities, Significant Ongoing Illness and Specific Learning Difficulties. These infographics outlined the common experiences individuals with these respective disabilities experience, some difficulties they may face while in higher education, and the contact details of the Disability Support Service as a support contact. This part of the campaign launched in December 2021. This video and information about the service is available from he IADT Website or here

- **Health Centre Video**
  After the video of the Disability Support Services was well-received by students the Health Centre reached out to the Vice President for Education to create a similar video for the Health Centre. Due to the pandemic, the Health Centre was not as accessible as previous years and the Health Centre wanted to demystify the service for students. This involved filming a Frequently Asked Questions video interviewing one of IADT's nurses and a video indicating where the Health Centre is located on campus. These videos and resources are available from the Student Experience pages on the IADT Website.

Promoting Consent and Preventing Sexual Violence Working Group (PROPEL)

IADT is committed to the development of an institutional campus culture which is safe, respectful, supportive and clear in the condemnation of unwanted and unacceptable behaviours. We are actively working to implement the Framework for Consent in HEIs: Safe, Respectful, Supportive and Positive: Ending Sexual Harassment in Irish Higher Education Institutions and the THEA PROPEL Report; Promoting Consent and Preventing Sexual Violence for Higher Education Institutions.

In line with national requirements, the Institute has an Action Plan to Tackle Sexual Violence and Harassment. The Action Plan, launched in March 2021, takes a whole of institution approach, and has actions on institutional culture, recording, policy and procedures, and targeted initiatives. The HEA requires that institutions report progress on implementation of the Framework for Consent. IADT is committed to ensuring consistent progress in the area of sexual consent. In the academic year 2020-21, approximately two-thirds of first year undergraduate students completed an online workshop on consent, and key staff were training in responding to a disclosure of sexual violence.

The IADT Promoting Consent & Preventing Sexual Violence (PROPEL) Working Group oversees the implementation of this Action Plan. Membership comprises of key stakeholders including academics, student support services, EDI, IADTSU, HR and external specialist organisations. The PROPEL

Working Group is chaired by the EDI Manager. It reports to the EDI Committee of Governing Body via the EDI Manager, who also presents a report on its work to the monthly meeting of the IADT executive and central management team. The PROPEL Terms of Reference can be accessed here.

Celebrating the class of 2020

In response to the national restrictions imposed as a result of the pandemic, IADT was unable to hold the Conferring Ceremony in November 2020 in the RDS. An online ceremony was streamed live from the National Film School Studios. All of the graduands were conferred in absentia, at two incorporeal ceremonies. The President, Registrar and Heads of Departments conducted the ceremony and they included recordings of lecturers with messages for the new graduates. The ceremonies had 3,047 views, which were unique visitors to the conferring web page where the event was streamed plus the IADT YouTube channel on the day. People watched the event in over 29 different countries including Japan, Brazil, Denmark and Estonia. The ceremonies were recorded and posted online via IADT's YouTube Channel. The conferring ceremony for the Faculty of Film, Art + Creative Technologies can be viewed here and the ceremony from the Faculty of Enterprise + Humanities can be viewed here. Parchments were issued to students by post in the days following the Conferral.

Final Year Matters - Moving On (FYMMO)

FYMMO - Final Year Matters - Moving On is an initiative that supports students in their final and penultimate years in their undergraduate degree, as well as graduates. The initiative was conducted online over the 2020 - 2021 academic years due to the pandemic and has developed a rich store of available resources. Some of these are featured in the short video here. For more information, see www.iadt/fymmo.

Though the year's initial programme was planned as a series of live events and a website, the 2020 pandemic allowed us to pivot online and to develop a number of resources that will be available to students and staff for many years.

Activities and events during 2020-2021 included:

- 3 Social Media Campaigns with SU
- 2 Quizzes with SU 1 Watch Party with SU
- Audience of 676 across FYMMO events and supported Careers Office events this year, including Virtual Careers Fair in March 2021
- Launched web page - May 2021
- Multiple Webinars and Surveys

FYMMO Staff / Student Engagement

Staff feedback regarding FYMMO was very positive. There was significant collaboration between staff and the initiative will be built on in future years. From a student perspective, there were opportunities to meet industry representatives, address skills gaps and avail of tools and resources to assist them in moving from higher education to the workplace.

Having the Students' Union Education Officer as a member of the FYMMO ensured that the programme remained student-centered, and that the student voice fed into the work undertaken by the FYMMO team. It also ensured that final year students were catered to as they finished their time in IADT and prepared them for life after their undergraduate studies.

Information and Data Management

Forms and Data Management

Paper based forms and related processes for collecting data were moved online as much as possible during 2020-2021. Many forms were digitized and made available via the IADT website or email communications to students, as applicable. A secure software solution, *Formstack* was used for a number of forms required by Academic and Student Affairs and Student Experience areas. Staff were also trained in *Adobe Sign* to facilitate the digital (and paperless) processing of forms, especially those requiring signatures.

The revised procedures and systems are used by the Institute to processes necessary personal data to carry out its business and administrative functions and to comply with statutory requirements. This personal data is subject to data protection legislation and collected in compliance with GDPR.

From a student perspective this allowed students to complete paperwork from home and to submit it swiftly without need to print, post or scan documents. From an administrative experience, the online forms provided a more streamlined method for collecting and processing required information and improved data integrity.

StudentSurvey.ie 2020-2021

In IADT a total of 403 students responded to the 2021 Student Survey which represents a response rate of 31%. The average response rate across all Higher Education Institutions for the 2021 survey was 30%. Access to the Survey results was shared with Faculty staff to enable them to utilise and take into consideration when planning student engagement and activities.

Feedback from Staff and Students in 2020-2021

Staff and students were surveyed by a task force run jointly by the Quality Enhancement Committee and Student Union and provided the opportunity to provide feedback during the academic year in

relation to the impact of the pandemic. The information gathered was used to inform practice and decision-making.

The feedback from both staff and students needs to be understood as comprising feedback on working and learning during lockdown, the impact of a global crisis on their lives and reflecting the impact of the emergency measures IADT undertook to enable remote working and remote learning, as well restricted on-campus learning during the 2020-21 academic year.
It should also be noted that some measures taken by different areas were experienced as a success for one group of workers and less successful from other points of view.
One consistent piece of feedback from students was the need for more consistent use of Blackboard by teaching staff in some areas. This was a point raised by students in the Animation programme and something that was addressed through the appropriate channels (i.e. Programme Boards).

Another consistent note was the positive changes and efficiencies generated by use of SharePoint, MS Teams and digitally formatted forms for exams, administration and finance. Some staff have found this transition more difficult and IADT needs to address this with training.

A major and almost universal negative point in the feedback was the increase in email traffic, screen-time as well as the number and frequency of meetings. Human Resources took measures to address this by requesting managers avoid holding meetings on Fridays and minimizing email on Fridays. It has been reported that this had a significantly positive impact, however it should be noted that this did not address the issue for managers themselves.

Feedback was diverse and reviewed and addressed. Below are a selection of positive and negative experience identified by staff and students:

Staff Feedback

Positives	Negatives
• Support from ICT and Peer support • Roll out and use of online services to facilitate remote access • Setting-up of online coffee/catch-up sessions helped feelings of isolation • Efficiency of student's documents being delivered electronically • Some administrative tasks became more efficient • Introduction of online forms (deferral, fees, course application) was a major success	• Concerns over the increased workloads, number of surveys, emails and meetings in the context of the pandemic and working from home • Increase in working hours, work-related stress and pressure • Staff pointed to feelings of isolation as being a difficulty • Difficulties with timetabling and lecturers availability for committees • Management of deliveries and post on campus • Increased need for induction of new staff and the difficulties in doing so in the remote environment • Concerns by teaching staff for demand for recorded classes

Student Feedback

Positives	Negatives
• Measures take by the Institute aimed at ameliorating the technology gap as much was practicable • Positive about the measures during lockdown, especially moving from exams to alternative modes of assessment. • IADT Laptop Loan Scheme • The safety standards in place throughout the campus • Favourable experiences of blended learning and largely positive feedback regarding learning platforms • Positive impacts of remote leaning such as lack of commuting, ease of access to classes, recorded lectures	• Issues in students engagement, motivation, time management and general mental health (often relating to lockdown but beyond the control of IADT • Increased levels of screen-time, feelings of isolation and workload • Frustration at not being on campus as much as they would have liked • Lack of social interaction with friends and classmates • Some inconsistencies with use of different learning platforms and different video quality • Restricted access to library during Level 5 restrictions • Challenge for students of creative disciplines unable to attend classes on-campus • Practical difficulties related to Study space, IT Equipment, access to software and broadband • Impacts on timetables

Quality Assurance of Research Activities and Programmes

As stated in section 1.3.2 above, a new Director of Research, Development and Innovation commenced in August 2021 and Head of Research commenced in May 2021. IADT now has stronger capacity and capabilities for the support and of research activities and will proceed with activities in this area in the coming academic year. The year also saw a number of significant developments in respect of enterprise and innovation, including the award of €1.6m in funding from Enterprise Ireland for the New Frontiers programme (2021-26, led by IADT, with NovaUCD).

The annual Teaching and Research Showcase, a joint initiative of the Teaching and Learning Committee and the Research and Development Committee, continued as an online event. In this ‘show and tell’ event in June 2021, colleagues explored adjustments to teaching and assessment practices, highlighted projects funded by the National Forum on Teaching and Learning in Higher Education, and shared perspectives on research projects, ethics, and open access to research outcomes.

Staff Recruitment, Development and Support

EDI governance and decision-making

The Institute recognises the promotion of equality of opportunity and respect for diversity in all aspects of its activities as a significant contribution to good governance and decision-making and cultural advancement. To this end, a number of groups have been established to assist IADT in its duties of promoting equality, diversity, inclusion, and respect.

EDI committee (Governing Body)

In December 2020, the IADT Governing Body approved the reconstitution of the EDI Committee (formerly the Athena SWAN Committee). The purpose of the EDI Committee is to assist the Governing Body in fulfilling its oversight responsibilities in ensuring a good governance structure and to provide leadership and accountability for equality, diversity and inclusion in all aspects of the Institute's activities. It meets at least twice per academic year and is chaired by a member of the Governing Body. Members include Governing Body representatives, an external member, three staff members, the IADT President, the IADT EDI Manager, the IADTSU Welfare & Equality Office, and two student representatives (one from each Faculty).
The Committee's Terms of Reference can be accessed here.

Athena SWAN self-assessment team (SAT)

Following an unsuccessful submission in 2019, the Institute aims to apply for Athena SWAN Bronze accreditation in 2022, this time under the revised charter framework for Ireland. The self-assessment process in the Institute is overseen by the SAT. The SAT is reflective of the gender profile of the staff body, with representation from academic and PMASS staff, and students are represented by the IADTSU VP Welfare and Equality. It is chaired by the EDI Manager. The SAT reports to the EDI Committee of Governing Body via the EDI Manager, who also presents a report on its work to the monthly meeting of the IADT executive and central management team.

The SAT's Terms of Reference can be accessed here.
The SAT also has four working groups to support it in advancing specific aspects of the Athena SWAN framework. The working groups are:

- Data analysis
- Culture and organisation
- Care, leave and flexible working
- Career development and progression

To support the Institute's application for Athena SWAN accreditation, a comprehensive 'culture survey' was distributed to all IADT staff via email in December 2020-January 2021. The survey, which received a 40% response rate (and 55% of core staff), established key EDI metrics in a range of areas to benchmark against in future surveys.

IADT Gender Equality Action Plan 2021-2024

In December 2020, the Governing Body approved the IADT Gender Equality Action Plan (GEAP) 2021-2024. The Action Plan aligns the Institute's work to advance gender equality with the sector-wide recommendations of the Report of the Expert Group - HEA National Review of Gender Equality in Irish HEIs (2016) and the Report of the Gender Equality Taskforce (2018). It also satisfies the EDI requirements of the HEA and research funding agencies. The Action Plan will be merged with the new IADT Athena SWAN Action Plan in 2022.

Staff Training and Development

The challenges related to the pandemic also brought opportunities. Staff indicated that it was sometimes easier to attend events online and where recordings were made available there were further opportunities to learn.

A broad range of training programmes were offered to staff which included leadership skills, ICT and systems and development and equality. These programmes included the following There were 158 attendances at general **T&D events** organised (mix of online and in person) These programmes included:

- Protection of children - nominated staff
- Ready to Lead Programme – 6 half day sessions
- First Aid refresher (FAR)
- Sharepoint workshop for HR
- FOI decision maker 2 day programme
- Digital Resilience – unplugging (T&L event opened to full campus)
- Using teams for interviews
- Project Management for the non-project Manager
- First Aid Responder - 3 day course
- Anti-racist and inclusive education – all staff group
- SDN Coaching and Mentoring your Remote Team
- Safeguarding mental health and wellbeing
- Lead Covid Worker Training
- Covid First Aid
- Agresso Upgrade Training

A number of compliance self-paced **online programmes** are also provided for all staff, including:

- GDPR Compliance
- Equality and Diversity
- Unconscious bias
- Cyber Security
- Protecting Yourself when Home Working in Ireland
- Protecting Data when Home Working in Ireland
- Anxiety module

IADT took out membership with **DCM Learning** a company that delivers online live training programmes on a wide variety of topics as well as recorded bite-size sessions. The programmes available are mainly generic employment competencies and the flexibility of multiple dates enables more people than usual to attend a session of interest to them. Participation has been very positive across Academic and PMASS roles. 34 staff availed of the 17 courses between February and August 31st 2021:

- Report Writing Training Course
- Negotiation Skills Course
- Speaking and Presenting Course
- Mentoring Training Course
- Wellness & Wellbeing Bitesize Session
- Data Protection (GDPR) Course
- Creating a Successful LinkedIn Profile
- Change Management Training Course
- 1 Day Coaching for Managers Course
- 1 Day Agile & Scrum Course
- Emotional Intelligence Training Course
- Stress Management Course
- QQI Level 6 Project Management Online
- LinkedIn Training Course
- Design Thinking Bitesize Session
- Employment Law Training Course
- Creating a Social Media Strategy

Our subscription to **LinkedIn Learning** offers staff a wide range of programmes to support their professional development both in the academic and PMASS areas.

IADT is a member of the Staff Developer's Network (SDN) and that group has delivered a number of events live online for staff in all roles from Institutes and Technological Universities across the sector.

EDI Training

The EDI Manager has developed a rolling programme of EDI training and development opportunities for all staff. In the reporting period the following training was made available by the EDI Office:

- Gender Equality in the Workplace
- Race Awareness and Anti-Racism
- Menopause in the Workplace
- Gender Identity and Gender Expression
- Active* Consent Facilitator Training
- First Responder Training (Sexual Misconduct Disclosures)

Teaching + Learning

Teaching and Learning in IADT is supported by the Teaching and Learning Committee (T&L), a sub-committee of Academic Council. The T&L Committee comprises of academics, professional support staff and representatives of the Students Union. They endeavour to provide a learning and teaching ecosystem to ensure students thrive in their learning environment and leave with an adaptable and agile knowledge, skills and competence.

During 2020-2021 the T&L committee continued its work to enhance teaching and learning from a technology perspective. Blackboard is the virtual learning environment (VLE) used across the Institute, and the Blackboard Collaborate teaching function had been enabled. Developing the capacity to use Office 365 and Microsoft Teams suite of tools across the Institute was also prioritised. The training was delivered in conjunction with the Educational Technologist, who organised sessions for specific programmes and groups and cross-campus events via the informal 'Lunchtime Bites' sessions.

Staff development and training, both formal and informal, continued throughout 2020 -21 with 33+ events, including dedicated Teaching and Learning programmes delivered for academic staff to support classroom and online teaching and learning. An overview of the programmes and events delivered in 2020-21 are below, with full details of all T&L sessions delivered in ***Appendix 1***.

- **T&L Induction:** Teaching and learning induction October 2020 was online had 4 participants.
- **Certified T&L programmes**: 12 IADT staff and 2 Sound Training College staff completed the Cert in Technology Enhanced Learning (15 credits) in the academic year 2020-2021
- **Educational Technology:** In addition to supporting the certificate programmes and PDD seminars, the Educational Technologist supported the integration of technology into teaching,

learning and assessment through regular workshops and one to one meetings with staff. A series of recordings/screencasts to support staff were also developed.

- **Lunchtime bites:** Lunchtime Bites sessions are a feature of the informal continuing professional development sessions organised by the T&L Committee, where staff gather over lunchtime to share and discuss aspects of their teaching practice. We have found this model to be very effective for staff - both online and in the library when we were on campus. The library space is excellent for these events and encourages an informal approach to staff development.
- **National Forum for the Enhancement of Teaching and Learning & Funding Applications** 22 applications were made under the National Forum (NF) Local Enhancement Funding Call (LEP). A total of 11 projects were selected and successfully in this period. There were also opportunities for staff to attend events run by other Institutes supported by the NF.
- **Annual Showcase Teaching and Research:** The Annual Showcase on Teaching, Learning and Research was held online again in 2021 and was successful in contributing to the scholarship of learning, teaching and research. Jointly hosted by the Teaching and Learning and Research Committees, the 2021 session had 17 presentations covering a broad spectrum of topics and areas of interest. (Appendix 2)

Investment in Technology

The audio visual capabilities in classroom and laboratories were significantly enhanced for the academic year 2020-21 to include multiple web cameras in each space along with improved audio quality. These enhancements were to ensure that students who were being taught fully online had as good an experience as possible or students being taught in a hybrid model where the vast majority of a class attending physically but those students who had to self-isolate or had high-risk medical conditions could attend live lecturers and not miss out on these lecturers.

At the start of the academic year, we also rolled out over 100 laptops and desktops to disadvantaged students with the help of the HEA Grant to ensure that the students involved we not at a disadvantage where modules were continuing to be taught online. IADT also continued to roll out new staff laptops, webcams, headphones and external monitors to allow staff to teach remotely and give the student the best experience possible.

IADT also invested in a number of remote access software solutions to allow students to directly connect with high-powered computers and specialist software that students would not normally have access to when off-campus. Additional enhancements were also made to IADT's VLE – Blackboard Learn – this was greatly received by all students.

Public Information and Communication

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

IADT Website - New home page and navigation launched May 2021

The marketing team launched a newly designed website homepage. The objective of this project was to redevelop the IADT homepage with an emphasis on mobile usage, creating a platform that serves the strategic needs of the institute. In combination with the homepage redesign, we launched a redeveloped site-wide navigation system. The new homepage allows us to communicate to our key audiences and deliver targeted messaging throughout the year.

Covid Communications

In order to establish a safe environment for staff, students, and visitors, the marketing team developed a suite of materials to communicate the key safety messages. Deliverables included the following:

- Online landing page prominent on the iadt home page
- Covid safety icons
- 'Return to Campus' videos
- External signage including flags
- Internal signage and way finding signs on all entrance doors
- Easel boards at each entrance

Raising the Institutes Profile - Marketing delivered a very successful On Show event in 2021 including the following:

- Online Exhibition which had over 18,000 views
- Integrated social and digital campaigns cross all IADT platforms
- A selection of the student works of 400 of the graduating class of 2021 was projected onto the walls of the LexIcon Library in Dún Laoghaire
- Online launch event
- Extensive Press coverage

'

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

IADT's Strategic Plan 2019-2023 “Better Futures Created Together”, was launched during February 2019.

The 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.

The following table includes details of Strategic Objectives which are due for completion during the next reporting period only, in addition to these a large number of other objectives are in progress and will fall due for completion over the lifespan of the Strategic Plan.

No.	**Relevant objectives** **Note: Include reference to the relevant section of the preceding AQR, where applicable**	**Planned actions and indicators** *Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation.* *If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).*
1	New Strategic Plan	**Unity Responsible**: Presidents Office, Governing Body Develop the new Strategic Plan and highlight the themes and priorities for the next five years
2	Banner 9 - Student Information System Upgrade	**Unit Responsible**: Office of the Registrar **Strategic Priority:** *"Invest in equipment and technology to meet existing and future student and staff needs."*
3	Commence New Building Project – Digital Media Teaching Building	**Unit Responsible:** Estates and Facilities **Strategic Priority**: "*Prioritise the design and development of our campus environment and physical space, including the roll out of our Capital Investment Plan."*
4	Collaborating and further developing Local Partnerships	**Unit responsible:** Office of the Registrar **Strategic Priority**: "*Strengthen our relationships with the Further Education sector to develop and enhance progression pathways for students into IADT"*

3.2 Reviews planned for Upcoming Reporting Periods

Programme Validation

A number of new programmes will be submitted for validation and external panels will be scheduled. These include:

Programme title	Scheduled	Status
Master of Science Data Visualisation (Embedded Award Postgraduate Diploma Data Visualisation)	October 2021	Validated
MA Film Fiction (Kinoeyes)	June 2022	Planning
BA (Hons) in 3D Animation	June 2022	Planning
MA in Immersive Technologies	June 2022	Planning
MA in Scenic Arts	June 2022	Planning
MA in Animation	June 2022	Planning
Certificate in Graduate Skills (L8)	June 2022	Planning
Certificate in Industry Skills (L8)	June 2022	Planning
BA (Hons) in Business Technology*	June 2022	Planning
BA (Hons) in English + Communications*	June 2022	Planning
MA in Short Form Narrative*	June 2022	Planning

**Titles to be confirmed*

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
CINNTE Review	May 2023	2011

3.2.2 Reviews planned beyond Next Reporting Period

Several new programmes are in planning and these will be developed and validated during the next reporting period. The following programmes are planned for Programmatic Review

Programme title	Scheduled	Status
Certificate in Assessment + Evaluation Certificate in Learning + Teaching Certificate in Technology Enhanced Learning Certificate in Designing the UDL Curriculum	Sept/October 2022	Planning

4.0 Additional Themes and Case Studies

Case Study One

Alumni Ambassadors as student supports in an undergraduate Applied Psychology programme

In the 2020-21 academic year, additional 'peer-to-peer' support was provided in the BSc (Hons) Applied Psychology programme by employing two recent alumni of the programme to provide 'Alumni Ambassador' support. In a difficult year, this enhancement to traditional lecturer engagement provided the students with an opportunity to engage with peers who had recently completed the programme and could thus both empathise with the current students' experiences and provide practical guidance.

Rationale

The Applied Psychology programme has some of the largest class sizes in the Institute and student feedback, via programme boards, had indicated that additional supports, particularly in areas such as workload management and research methods + statistics, would be beneficial. Programme chairs proposed a novel solution in the form of engaging recent graduates with direct experience of the programme to provide a level of peer-to-peer support that would complement more traditional interactions with lecturers on the programme team.

This initiative was based on several factors:

- Students are often reluctant to ask questions, particularly in large class groups – some students find it more comfortable to ask for help in smaller tutorials.
- Some students are fearful of disclosing their knowledge gaps to lecturers/classmates and are more willing to do so with recent graduates who may have faced the same challenges.
- Students, particularly in year 1, often face a steep learning curve when transitioning to third level – having the opportunity to speak with others who have recently navigated this same journey can increase their confidence.

Attributes of an Alumni Ambassador

Programme lecturers and chairs maintain a good relationship with our students and alumni which helps in identifying potential ambassadors. Key attributes that are needed for this role include:

- Academic record: Have completed the Applied Psychology programme with a 2.1 award classification or higher.
- Record of good attendance and participation.
- Confident public speaker and personable.
- Able to take direction from the programme team and understand what is expected of an Alumni Ambassador.

- Experience in a similar peer support role is desirable (e.g., student union, clubs & societies, class reps, etc.).

Duties of an Alumni Ambassador

The role of the Alumni Ambassador is shaped by the needs of each student group and is determined in consultation with the programme chair/lecturer. Key duties include:

- Provide practical support with specific aspects of given modules – with a focus on core modules such as research methods + statistics.
- Liaise with programme chair/lecturer to determine what supports a given year group needs. This is ideally bidirectional, with Alumni Ambassadors feeding back on the recurrent issues that students are facing and the programme team providing instruction on the forms of support to provide.
- Refer students to lecturers / other support services (e.g., Student Learning Centre) where appropriate.
- Act as a role model – use their own experiences on the programme to increase the confidence of the students they work with and provide practical advice on planning and conducting the required coursework.

Format

The support sessions were typically 1-2 hours per week in each year group (1-4). The sessions were run in tandem with a specific module (usually a core research methods + statistics module). Sessions were tailored to meet the specific needs of each group at that point in the academic year.

Feedback

The Alumni Ambassador support was viewed positively by students who commented (in Programme Boards) that it had been beneficial and that they would like to see it continued in future years – particularly if Covid-19 continues to impact the typical on-campus learning experience.

The Alumni Ambassadors prepared a written summary of their experiences working on the initiative. They echoed the student feedback noting that students “seemed to really enjoy the structure and flexibility of the sessions” and “also seemed to like being able to use the sessions to ask specific questions about their own assignments.” The Ambassadors’ feedback also provided an insight into the common challenges and fears the students had expressed during the year, for example some concern regarding the move to alternate format of final examinations due to Covid-19.

Conclusions

The initiative was well received by both students and staff. While the impact has not been formally evaluated, it has been viewed as a positive response to points raised during the typical quality assurance cycle (e.g., programme board feedback). It is planned to continue this initiative in 2021-22.

Case Study Two

"No Gathering? No problem!" : 2021 Online Exhibition and the Outdoor Projection of Film and Art Works Projected onto Lexicon Library for 2021 IADT Graduate Exhibition.

Introduction

At the height of the second lockdown in the spring of 2021 the Faculty of Film Art and Creative Technologies was forced to take the disappointing decision to move our end of year exhibition online for the second year in a row. The 2020 exhibition had been a rushed project at the height of the 1st emergency lockdown, and we were determined to ensure the class of 2021 had as good an experience as possible. We had learnt so much over the course of the year having moved to online learning. Furthermore, we now had a better sense of was possible in terms of digital representations of artistic work. With all that in mind, we took on the challenge of creating a bespoke digital exhibition space that would display the students work in a way that would have a positive impact on them and their careers.

Aoibh Foynes, Animation graduate watches as her final year project 'The Big Head' is projected onto the wall of the LexIcon Library in Dún Laoghaire

The Story

Traditionally their final projects, which are the summation of up to four years study and hard graft at the college, are exhibited in a gallery style showcase publicly accessible and enjoyed. It is the biggest graduate show in the country and over the course of 4 months the marketing team, our digital partners Detail and the faculty team led by John Montayne built an online exhibition site. It was a significant undertaking, and it remains online and “up the walls” for all to enjoy.

Other elements helped to cement and bring to life the experience for our students and their families. A selection of the works of 400 of the graduation class of 2021 of the Institute of Art, Design + Technology (IADT) were be projected onto the walls of the Lexicon Library in Dún Laoghaire on Friday, 25th and Saturday 26th June.

The projection was a 30-minute film featuring the country’s most inspiring, thought-provoking, and diverse creative works from the students of Animation, Design + Visual Arts, Film + Media, Photography, Technology and Psychology.

A promotional video about the exhibition is available from the IADT YouTube Channel

The full graduate exhibition, ‘On Show 2021’ is available online at https://onshow.iadt.ie.

Impact and Conclusion

Building, managing, and populating the site was a major piece of work. It was worthwhile and ultimately, very successful. Students have a permanent record of their achievement that they can point to in future years. The institute too has a resource it can draw upon and importantly, we have a platform that we can continue to use for future graduating classes who will enjoy both a physical and online exhibition. It also proved to be a positive news story as the work of the students gained national recognition.

Outcomes and Learning

As stated above the outcomes were incredibly positive. The students were thrilled, and families too were able to celebrate the achievements of their children.

What we were able to achieve on year into the pandemic compared to the first year was staggering. The first online exhibition was fraught with technical problems, buy in was difficult and the launch of on show 2020 was delayed on numerous occasions. We have never done anything like it, the students were being asked to engage in an unfamiliar process and we were all still dealing with the new realities of covid.

Onshow 2021 was much more effective. We took the learnings from year 1 and applied them to year two. Students were now more familiar with digital exhibitions, environments, and requirements. We too were able to build a much more robust platform. It was expensive but worth it in the end. Having the public facing element of the outdoor projections really brought the event to life.

Case Study Three

Case study: EDI training – students: IADT- Active*Consent Online Workshops 2020

As part of IADT's commitment to the development of an institutional campus culture which is safe, respectful, supportive and clear in the condemnation of unwanted and unacceptable behaviours, the EDI office worked with colleagues in Faculty of Film, Art + Creative Technologies (FFACT) to offer online Active* Consent workshops to all first-year students via a common module in the academic timetable. The sessions were also opened up to students in Faculty of Entrepreneurship & Humanities (FEH) and both Heads of Departments in FEH strongly encouraged their students to sign up for a workshop.

IADT students completed 4 Active*Consent online workshops between 24/11/2020 to 26/11/2020. In total, 247 IADT students attended the Active*Consent online workshops, representing approximately one-half of all first year students registered at this time, with 232 students engaging with the Active*Consent workshops through Slido.com. 214 students took part in the evaluation of the workshops and were subsequently analysed.

Demographics

The frequencies of those who reported their age are presented in Table 1 below. 48 students did not specify their age on the survey.

Table 1. Percentage of students' in each age category.

Age	%
17 (n= 5)	2.7%
18 (n= 33)	17.8%
19 (n= 78)	42.2%
20 (n= 26)	14.1%
21+ (n= 43)	23.2%

The frequencies of those who reported their gender are presented in Table 2 below. 19 students did not specify their gender on the survey. Due to the low number of some genders, these were aggregated into an "Other" category for the results in the gender breakdown.

Table 2. Percentage of students' in each gender category.

Gender	%
Male (n= 81)	34.8%
Female (n= 116)	49.8%
Transgender Male (n= 2)	0.9%
Transgender Female (n= 2)	0.9%
Gender Variant / Non-conforming (n= 12)	5.2%
Not Listed (n= 1)	0.4%

Students were asked if they were in a relationship. 18 students did not specify their relationship status. 66 students (30.7%) said they were in a relationship. 149 students (69.3%) reported that they were not currently in a relationship.

Workshop Survey Questions

Students were asked the yes/no question: ***'You should always get consent before the start of any sexual activity?'***. 12 students did not fill in this question.

Table 3. Percentage of students' in response to 'You should always get consent before the start of any sexual activity?'

	Total (n = 221)	Male (n= 74)	Female (n = 113)	Other (n= 17)
Yes	100% (221)	100% (74)	100% (113)	100% (17)
No	0% (0)	0% (0)	0% (0)	0% (0)

Students were asked the yes/no question: **'*My peers think that they should get consent before the start of any sexual activity?*'**. 13 students did not respond to this question.

Table 4. Percentage of students' in response to 'My peers think that they should get consent before the start of any sexual activity?'

	Total (n= 220)	Male (n= 73)	Female (n = 112)	Other (n= 17)
Yes	93.2% (205)	97.3% (71)	92% (103)	100% (17)
No	6.8% (15)	2.7% (2)	1% (9)	0% (0)

Post-Workshop Evaluation

Students were asked to fill out a post-workshop evaluation survey.

Students were asked the yes/no question: ***'Did you find the workshop relevant to you?'.*** 19 students did not respond to this question.

Table 5. Percentage of students' in response to 'Did you find the workshop relevant to you?'

	Total (n = 214)	Male (n= 81)	Female (n= 115)	Other (n= 17)
Yes	73.8% (158)	70.4% (57)	78.3% (90)	64.7% (11)
No	26.2% (56)	29.6% (24)	21.7% (25)	35.3% (6)

Students were asked the yes/no question: **'*Would you recommend this workshop to a friend?'.*** 19 students did not respond to this question.

Table 6. Percentage of students' in response to 'Would you recommend this workshop to a friend?

	Total (n = 214)	Male (n= 80)	Female (n = 116)	Other (n= 17)
Yes	86% (184)	83.7% (67)	87.1% (101)	88.2% (15)
No	14% (30)	16.3% (13)	12.9% (15)	11.8% (2)

Students were asked to respond to an open-ended question: ***"What were the key messages you got from this workshop?"***.

Majority of the responses were similar to the below:

- *"Consent is ongoing"*
- *"Always ask for consent"*
- *"Communication"*
- *"Consent"*
- *"Consent is key"*
- *"OMFG"*

Some variation in the following was also popular:

- *"It is important to put aside your own personal assumptions about consent, gender stereotypes and peer pressure in favour of an educated approach to consent."*
- *"Consent is ongoing, mutual and freely given"*
- *"Verbal consent is best, it should be ongoing, mutual and freely given"*
- *"You can always say no, it's ok to say no. Consent is sexy."*
- *"just to be open, communicative and honest with your needs, wants and boundaries."*

Some positive responses on the online Active*Consent workshop from IADT students:

- *"Acknowledging the issue of the male non-consent stereotype was reassuring." – Male, aged 19 years.*
- *"Consent is ongoing, mutual and freely given. Think workshops like this need to be more widely spread" – Female, aged 19 years.*
- *"Consent should be active, not passive. I will definitely remember the OMFG acronym, very creative and useful!" – Male, aged 19 years.*
- *"I find that the OMFG acronym a useful summary to refer to. The importance of verbal consent, as it is unambiguous." – Male, aged 53 years.*
- *"I have a better definition of rape." – Gender Variant/Non-Conforming, aged 18 years.*

Constructive criticism on the online Active*Consent workshop from IADT students:

- *"Consent is important, but the video was very patronising and unclear, very try-hard." – Female, no age stated.*
- *"Felt that the videos came across as a bit artificial and condescending, but the message is good and clear; consent is important and there is no harm in being honest and verbal. I really didn't care for the style of the video, it came across as an old person trying to relate to younger people, and the fact that drugging or coercion wasn't brought up in more detail irked me. There should be more mention of what to do if you see someone in a non-consensual sexual situation and how to be safe against anyone being predatory." – Male, aged 20 years.*
- *"It wasn't really any new information, but it's lessons that are important to repeat consistent in our society" – Transgender Female, aged 26 years.*

Learnings

The evaluations suggest that most students engaged positively with the material and they derived significant benefit from their attendance at a workshop, not least in raising their awareness of what it means to have (or not have) consent for sexual activity. Going forward, the EDI office will work with FACT and FEH to increase the number of first year students completing a consent workshop and offer further training in dignity and respect, receiving a disclosure of sexual violence and harassment from a peer, and bystander intervention, in addition to a wider equality, diversity and inclusion education programme.

Case Study - Four

COIL - Collaborative Online International Learning

Stephen Boyd, IADT, in collaboration with Dr Isadora García Avis from Universitat Internacional de Catalunya (UIC) undertook a Collaborative Online International Learning project linking UIC year Audio Visual students taking the module 'Transmedia Storytelling' with IADT's New Media Studies students studying Global Media Industries. This was a "virtual mobility experience" contained in both module's curriculum. It provided the students in IADT and UIC with an opportunities to interact, while developing intercultural communication skills and digital skills while completing module-specific learning and assessments.

Leveraging the skills and technology developed during the initial phase of the pandemic the lecturers were able to link the students from both courses in real-time of the course of four weeks. In this environment students collaborated on assignments related to similar subject matters in media studies. These were tailored by each lecturer to fit the particular learning outcomes of each individual module while having the benefit of international engagement and collaboration, exchanging ideas about media, culture and society.

Case Study – Five

Top Hat Online Exhibit

IADT's Music Industry students from the New Media Studies, and Arts Management courses curated an exhibition, as part of their course work for that module, about Dún Laoghaire's Top Hat venue. It played a vital role in the cultural life of the county, from its opening night in 1953 until its final event in 1991. In conjunction with the Lexicon Library and IADT Library the students, managed, organized, collated and curated the exhibition. Due to Covid the exhibition had to be moved online and the students in collaboration with the IADT library managed that transition.

The online exhibition can be explored from https://iadt.libguides.com/tophat

This project actualized the learning of students, turning theory into practice and encouraging groups of students to work across programmes and year groups in a real-world experience of project management. The project itself was important in that it celebrated the life of the community and allowing the students to manage a project that included sensitive fieldwork, complex team work and curate exhibition in the challenging environment of the pandemic.

Case Study – Six

DESTIN Project

IADT has been involved in the Erasmus+ project DESTIN 'Journalism Education for Education for Democracy in Ukraine: Developing Standards, Integrity and Professionalism' Project number: 598964-EPP-1-2018-1-UK-EPPKA2-CBHE-JP since 2018. IADT was responsible for the project's WP3 European Curriculum Development, with David Quin acting as the IADT lead on the project. IADT conducted project Training in Kyiv (May and December 2019), developed a Study Programme Development Toolkit and 'A Training for Trainers Toolkit'.

David Quin and Caitriona Kirby (New Media IADT) participated in the project's April 2020 desk reviews of revised journalism programmes. Peer review reports on 20 BA and MA Journalism programmes in 10 universities were submitted by Summer 2020. The DESTIN project has been extended for one year and will finish with EU expert 'pastoral visits' to the Ukrainian universities (possibly online) in February 2022 and a project closing conference (possibly May 2022) in Lviv.

Case Study – Seven

International Credit Mobility Projects

Two International Credit Mobility (ICM) Projects have been in progress since 2017, one with Sumy State University in Ukraine and second in collaboration with SAFAA and YSITC (Yerevan State Institute of Theatre and Cinematography) in Armenia. The Ukraine project focused on ICT, internationalisation and strategic planning in HE, whilst the Armenia project focused on capacity building, the enhancement of teaching, learning and assessment and on the possible creation of a capacity building toolkit for small Institutes of Art, Design and Media. IADT's Elena Somoza, Clare Barman and Deirdre O'Toole travelled to Armenia in February 2020 to conduct workshops. The reciprocal staff visits to IADT planned for 2020 would have involved job-shadowing, presentations and workshops on all aspects of art, design, film and media teaching, learning, assessment and project work.

In Spring of 2021, IADT conducted a very successful 12-week online collaboration with our Armenian partners, with online workshops on topics including Admissions, Assessment, Character Creation, Documentary, Design for Stage and Screen and the Redesign of Educational Programmes.

Our ICM project with Ukraine culminated in a hugely successful one-day online conference on 22nd of June 2021, with welcoming words from SSU's Rector and from IADT's President David Smith. The Sumy State University Team did multiple presentations and IADT's Therese Moylan, David Doyle, Paul Curran, David Quin and Elena Somoza presenting on topics such as Covid 19 online learnings, FILMEU, Strategic priorities, Creative Futures Academy and Future Mobilities, COILs and Collaborations. Over the next few years, the Ukrainian ICM partnership will now focus more on links between our Business and Entrepreneurial programmes, departments and Faculties, with Therese Moylan and her IADT team taking more of a lead.

The European Commission has agreed follow-on funding for both mobility projects, stretching them into 2023, including ambitious plans for incoming and outgoing staff and student mobility.

Case Study – Eight

The Work Placement Experience during Covid 19

Siobhan Gallagher, DL823 Year 3 Work Placement Coordinator and Business Lecturer, Faculty of Enterprise and Humanities

Introduction and Context

Research by Herbert and Rothwell (2005) acknowledges that employability skills are increasingly important in the graduate recruitment process. The authors highlighted the value of work-based placements involving a partnership approach between Higher Education Institutions and employers. Humber and Van der Velden (2013) refer to the changing nature of the workplace. Six trends that impact on the transition from academia to work were identified - the knowledge society, increasing uncertainty, the ICT revolution, high performance workplaces, globalisation and the change of the economic structure. These six trends have created new skills demands for graduates.

Work placement is a core element of Year 3 across a number of Level 8 programmes in IADT – the Bachelor of Business (Honours) in Business Management, the Bachelor of Arts (Honours) in Arts Management and the Bachelor of Arts (Honours) in New Media Studies. A seventeen-week work placement gives the student the opportunity to analyse real business situations, engage with complex problems in a time-pressured environment, learn how to communicate with colleagues and experience work-based culture. This Case Study outlines the challenges to the Work Placement programme caused by Covid 19.

The Work Placement Process

During Term 1 the Work Placement Coordinator assists the students in the preparation of their Curriculum Vitae, Cover Letters and LinkedIn profiles. Interviewing skills are available to enable the students to have the best opportunity of securing a work placement in their chosen field. Placement Coordinators work closely with both employers and students to match the available placement to the students to ensure the best possible outcome for both parties. During Term 2 students complete their placements, maintaining ongoing contact with their Placement Coordinators throughout the duration of the process. The Placement Assessment has formal written components, in addition to regular contact between the Work Placement Coordinator and the employer. A site visit is undertaken by the Work Placement Coordinator towards the end of the placement. This visit provides the opportunity to discuss the student's progress and for the Placement Coordinator to respond to any additional requirements the employer may highlight. The opportunity to network with employers is also supported by the site visit.

As Covid 19 and related lockdowns transformed the work environment, the virus had a major impact on work placement. Immediately there was a requirement for employers to pivot online. Desk-based roles in areas including financial services and marketing were able to transition to remote working relatively easily. Placement roles in other sectors were not as easy to adapt and required an

alternative approach to the assessment process. However, in a number of cases the pandemic gave employers the opportunity to innovate and create opportunities for interns to work on new and interesting projects. In addition, a number of students took the opportunity to develop their own business ideas through participation in a structured Enterprise Bootcamp provided by IADT in conjunction with the Media Cube Incubation Centre.

The Covid 19 restrictions necessitated pivoting placements online. Thus, the placement experience was undoubtedly a very different one for students during Covid 19. However, this resulted in several unanticipated benefits. Many students argued that remote working had a positive impact in allowing them to broaden their network beyond their immediate team. Working online meant that they had the opportunity to interact with individuals that they perhaps would not have met had they been working in a 'normal' way. The remote working environment also led them to further enhance their IT skills. Work Placement Coordinators maintained contact with students through Zoom or Microsoft Teams and used these platforms to discuss the student's progress in the absence of site visits.

While many students experienced positive benefits and really embraced the remote working experience, others felt isolated, and believed they were missing out on experiencing organisational culture in a real sense. Problems encountered included the requirement for students to use their own IT equipment (laptop, mobile phone) for work purposes. The IT challenges have been addressed by placement employers with them providing students with the appropriate equipment to work remotely, including office furniture and chairs.

Furthermore, it can be argued that placement students working during Covid 19 have developed a range of unexpected skills. The remote working environment has increased their resilience and adaptability, and certainly improved their written communication skills due to the nature of working remotely. These transferable skills undoubtedly enhance student employability as future graduates.

Conclusion

It is widely acknowledged that the future of the workplace will both look and operate differently post-pandemic. Remote and hybrid working are here to stay. In the current Academic Year, half of the DL823 Year 3 students currently on placement are working entirely remotely with the remaining students working on a hybrid basis. Placements in the remote and hybrid working environment are undoubtedly a different experience for the student. The Institute and the employer need to work closely together to confirm that the placement has clear objectives and learning outcomes. Employers need to ensure that the students are included in online meetings, integrated into existing teams, provided with training, support and guidance. Work Placement Coordinators continue to have a key role in developing and enhancing placement relationships and supporting students and employers to achieve the optimum learning outcomes.

Despite the acknowledged challenges, employers and students have embraced the opportunities that the remote working experience offers. Undoubtedly the remote and hybrid experience is preparing students for the workplace of the future.

References

Herbert, I. and Rothwell, A. (2004) Managing Your Placement: A Skills Based Approach. London: Palgrave.

Humber, M. and van der Velden, R. (2013) What is expected of higher education graduates in the 21st Century? ROA Research Memorandum. ROA-RM-2013/13. Available from: http://www.roa.unimaas.nl/pdf_publications/2013/ROA_RM_2013_13.pdf

APPENDICES

Appendix 1 Overview of courses related to teaching, learning and research (in person and online)

- Gender identity session
- Microsoft Teams and Blackboard Induction
- Synchronous delivery on BB Collaborate
- Organising Content on Blackboard
- Working with Miro - BB
- Working with Miro - Teams
- T&L induction
- Teaching and Learning Clinic Blackboard Edition
- Teaching and Learning Clinic Teams Edition
- General Q and A session - Blackboard and Teams
- Ask me Anything session
- Cert in TEL 10 Sessions
- Email as a pedagogic tool (NF funded - Fiona Snow)
- T&L in a digital world
- Avoiding a faux pas - assessment online
- Avoiding a Faux Pas - Good Netiquette around Assessment - Blackboard Edition
- Avoiding a Faux Pas - Good Netiquette around Assessment - Teams Edition
- Managing Student Assessment - Blackboard Edition
- Managing Student Assessment - Teams Edition
- Becoming an anti-racist and inclusive educator
- Digital Resilience - unplugging
- Delivering a Hybrid Session
- Teams Training for Film and TV courses

Appendix 2 IADT TEACHING AND RESEARCH SHOWCASE 2021

- Speaker 1: Rebecca Roper – 'FYMMO 2021: An overview of the FYMMO project, with particular emphasis on the Virtual Careers Event in March, 2021
- Speaker 2: Mark Joyce - 'The verbal representation of visual representation': Ekphrastic Project
- Speaker 3: Stephen Boyd – IADT's first COIL (Collaborative Online International Learning) Project with UIC Barcelona
- Speaker 4: Jeff Taylor – 'Ignite Presentations'; 20 slides, 15 seconds per slide that auto advance, 5 minutes total. A creative format for developing presentation skills.
- Speaker 5: Ron Hamilton – 'Graphic design locked down': A series of reflections on COVID, lockdown, and the consequences for a practical studio experience while dealing with the migration of all course content to online delivery
- Speaker 6: Elaine Sisson – 'The Wikipedia Project: Working with the Anne Yeats Archive at the National Gallery'
- Speaker 7: Peter Evers – 'Key moments of creativity established in time: How to capture the richness of materials in the day to day practice of graphic design'
- Speaker 8: Sivakumar (Ganesh) Ramachandran – 'Electronics engineering for non-engineers. Resources for Staff and students developed through a Local Educational Partnership project under the National Forum for Teaching and Learning
- Speaker 9: Emma Mathias – 'Quiet Spaces: An Autism awareness project for IADT's staff and students'
- Speaker 10: Liam Challenor - 'Ethical and reflective practices in the higher educational sector: A digital ethics tool kit for staff and students'
- Speaker 11: Nicola Fox Hamilton – 'Academic Posters – Design and Construction': A materials and workshop overview
- Speaker 12: Jane Buggle – 'Library Publishing – Potential Institutional Benefits'
- Speaker 13: Paraic McQuaid – 'An Introduction to SoPHIA (SOCIAL PLATFORM FOR HOLISTIC HERITAGE IMPACT ASSESSMENT) – A Horizon 2020 Project'
- Speaker 14: Sivakumar (Ganesh) Ramachandran – 'Using sensors to gauge the emotional response to television viewer-ship'

- Speaker 15: Clyde Doyle – 'Design as Nature: Testing research methods which aim to raise the eco literacy of design students'
- Speaker 16: Irene Connolly – 'DisAbuse: A European ERASMUS+ project to tackle Disablist Bullying'
- Speaker 17: Stefan Paz Berrios – 'TREND - an Erasmus+ research project: Fostering entrepreneurial competencies of refugees and people with a migration background in order to strengthen the perspective of starting a business'