

Institute of Art, Design + Technology

2023

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**Annual Quality Report**  
**Institute of Art, Design + Technology**  
**Reporting Period 2021-2022**

Institute of Art, Design + Technology

2023

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**Annual Quality Report (Institution)**  
**PART A: INTERNAL QA SYSTEM**  
**Reporting Period 2021-2022**

## 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.

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## 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 policies 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 advice, 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<sup>1</sup>

### 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](#)

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<sup>1</sup> 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			1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review				
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			1.2	Design and Approval of Programmes
9.0 - Details of Arrangements with Third Parties				
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 (IADT)** for the reporting period **1 September 2021 – 31 August 2022**.

It is to be submitted by **Wednesday 15 March 2023**.

The AQR has been approved by the **Vice President Academic Affairs and Registrar and Assistant Registrar**, and is submitted by **Emma Fry, Senior Quality Officer**.

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.heai.ie](http://www.heai.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.

## 1.0 Internal QA Framework

### Related IADT Policy & Procedures:

- [IADT Quality Framework](#)
- [Committee Membership and Terms of Reference](#) - Revised October 2021
- [Programme Board Terms of Reference](#)
- [IADT Policies and Procedures](#)

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 with relevant QQI policies as well as international guidelines and policy instruments. Following IADT's 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.

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 Institute. 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

## **Equality, Diversity and Inclusion**

### **EDI governance and decision-making**

The Institute recognises that our governance and decision-making structures should influence - and drive progress in - equality, diversity and inclusion (EDI) for students and staff and our wider community of stakeholders. To this end, a number of groups have been established to assist IADT in its duties of promoting EDI and mutual 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 EDI 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 (ToR) can be accessed [here](#). The ToR are reviewed annually.

### **Athena Swan Self-Assessment Team (SAT)**

The Athena Swan SAT drives the implementation of the Athena Swan Charter at IADT. The SAT reflects the gender profile of the staff population and includes Academic Staff and PMASS Staff representatives. Students are represented by IADTSU Officers. The SAT reports to the EDI Committee of Governing Body via the EDI Manager (SAT Chair). The EDI Manager also provides a monthly report on Athena Swan activities to the IADT Executive and Central management team.

The SAT's ToR can be accessed [here](#).

**IADT EDI Action Plan 2022-2025**

In 2022, IADT successfully applied for Athena Swan Bronze accreditation under the new Athena Swan Charter framework for Ireland (the first HEI in the country to do so). The accompanying EDI Action Plan sets out a range of action items for the Institute over a four-year period to advance gender equality, build capacity on additional equality grounds, and promote mutual respect for all. The Action Plan satisfies the EDI requirements of the European Commission, the HEA, and all major research funding agencies in Ireland. The IADT EDI Action Plan 2022-25 can be accessed [here](#).

**IADT PROPEL Working Group**

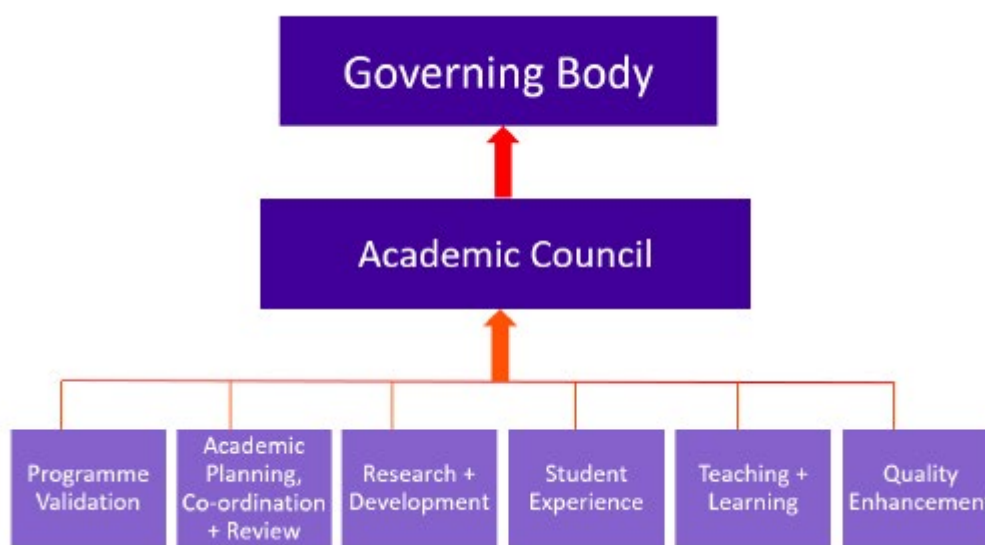
In line with national requirements, the IADT PROPEL Working Group is working to implement the IADT Action Plan to Tackle Sexual Violence and Harassment. The Working Group reports to the EDI Committee of Governing Body via the EDI Manager (PROPEL Chair). Membership includes IADT Academic Staff (one from each Faculty), PMASS Staff in student-facing roles, EDI, IADTSU, HR, and the National Women's Council (NWC) as an external specialist organisation.

The PROPEL Working Group's ToR can be accessed [here](#).

## 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 from the IADT website [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 purpose of the Library Forum 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

### Related IADT Policy & Procedures:

- [Quality Assurance for Collaborative Provision Policy](#)
- [Quality Assurance for Collaborative Provision Procedures](#)
- [Erasmus Procedures for Incoming and Outgoing Students](#)
- [IADT Erasmus Charter](#)

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 (Stillorgan FE)**

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 Européenne Supérieure de Bretagne (EESAB)
- Ecole Nationale Supérieure des Arts Visuels - La Cambre
- Ecole Nationale Supérieure des Beaux-Arts de Lyon
- Ecole Nationale Supérieure 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)
- Filmuniversität Babelsberg Konrad Wolf
- Fondazione Accademia di Belle Arti P. Vannucci (ABA), Perugia
- Gobelins, l'école de l'image
- Hochschule für 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)
- Turība 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 Arctic 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.

### **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 7<sup>th</sup> 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 today's 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 abroad programmes is available [here](#).

### **FilmEU/Department of European Projects**

FilmEU is a European University Alliance comprised of four higher education institutions: the Institute of Art, Design + Technology in Dublin, the LUCA School of Arts in Brussels, the Universidade Lusófona in Lisbon, and the Baltic Film and Media School at Tallinn University.

The major goal of the project is to establish a European University of excellence centred on high-level education and research activities in the domains of Film and Media Arts. The programme is a significant step forward for the EU in developing future universities, promoting European values and identity, and advancing the quality, inclusion, and competitiveness of European higher education.

The medium-term vision is for FilmEU to be firmly established as an exemplary collaborative structure by 2025, deepening cooperation among all current and future Alliance members and fostering their ability to act nationally, regionally, and globally in the cultural and creative industries, as well as across other societal areas they impact.

From a programme perspective, FilmEU will broaden and implement the ongoing harmonisation of degree curricula presently offered by the Alliance, which is vital for promoting greater mobility and helping us reach our ambitious 50 percent goal. It will encourage a more robust deployment of the bespoke pedagogical model, called “Samsara”. This process will support FilmEU's vision of developing and exploring models for the creation of challenge-driven programmes that enhance mobility and allow the transfer of the artistic, critical, and technical skills required for the implementation of inclusive, student-centred international programmes that: build strong connections with the industry; educate in a global setting; integrate critical, theoretical, and historical components.

### **Creative Futures Academy**

Creative Futures Academy (CFA) is an initiative of Ireland's three leading Higher Education providers of cultural and creative education (IADT, NCAD and UCD), funded by the Higher Education Authority's Human Capital Initiative (HCI Pillar 3). The CFA supports the early and mid-career needs of creative professionals by offering credited NFQ courses / modules to people working in the creative sector. By offering learners the opportunity to skill, upskill and reskill, CFA supports the professional growth, reach and impact of the creative and cultural sectors. Through ongoing consultation with an advisory industry council, CFA has increased engagement with the creative and cultural sector and is developing and supporting models of workplace learning as well as other initiatives by working with external providers and sectoral agencies. A key innovation within CFA is the development of micro-credentials for the creative industries (at both L8 and L9) and to build an infrastructure for flexible and stackable learning pathways leading to L9 awards. See [www.creativefuturesacademy.ie](http://www.creativefuturesacademy.ie)

A CFA team was confirmed and put in place in 2021. The team comprises an Academic Lead, a Project Manager; a Learning Technologist; a Researcher; and three 0.5 secondments from academic staff. CFA has an internal IADT Academic Development Group who also sit on the cross-institute Academic Development Group (ADG) with academic colleagues from our partners in NCAD and UCD. The function and remit of ADG is academic oversight, programme development, delivery and alignment and complementarity between partners. There is an overarching CFA Management Committee (representatives from IADT are the President and Head of Department of Technology & Psychology) who are concerned with governance, reporting, finance and strategic development. The Programme Director of CFA, reports to this board.

## 2.0 Programme Development and Delivery

### 2.1 Programme Development and Approval

#### Related IADT Policy & Procedures:

- [Procedure for the Development & Approval of Programmes](#)
- [Programmatic Review Policy](#)
- [Programme Validation and Programmatic Review Reports](#)
- [Programme Board Terms of Reference and Procedures](#)
- [External Examiner Procedures](#)
- [Marks and Standards](#)

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 and 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, its 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

### Related IADT Policy & Procedures:

- [Procedures for submitting a Portfolio Appeal](#)
- [Recognition of Prior Learning Policy](#)
- [IADT Assessment Appeals Policy and Procedures](#)
- [Administrative Procedures & Regulations for Examination and Assessment](#)
- [Learner Charter](#)
- [Student Handbook](#)
- [IADT Student Disciplinary Procedures](#)
- [Mutual Respect Policy](#)
- [Deferrals Procedure](#)
- [Complaints Policy - Students and General](#) - Revised January 2022
- [Complaints Procedure - Students](#) - Revised January 2022
- [Access, Transfer and Progression at IADT](#)

**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. Information on Open days is available [here](#).

### Spotlight Sessions

IADT run 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 [here](#).

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**

IADT have 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](#)

### **Virtual Project Days**

As part of our commitment to broadening access to all applicants, IADT now offers both Portfolio submissions + Virtual Project Days. Virtual Project Days are an alternative entry pathway to our courses listed below. Virtual Project Days require a maximum of 16 hours of preparatory work to be completed in advance, which will form the basis of the virtual practical workshop day. Students can attend a Virtual Project Day in February and submit a portfolio in March. The grading system is of equal weight for Portfolio submission and Virtual 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
- DL845 Design for Film

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 responsibly at all times, to abide by Institute regulations and not engage in any activity which has the potential to cause harm or injury to any party or bring the Institute's name into

disrepute. In this regard, IADT has published a number of policy and procedural documents and forms, which are detailed below:

- Learner Charter 2021 (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, Spring Conferring 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](#).

**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 were revised in 2022. The Student and General Complaints Policy is available [here](#) and the Student Complaints procedure is 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 2021-2022 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

### Related IADT Policies & Procedures

- [IADT Quality Framework](#)

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](http://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 IADT's 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

### Related IADT Policies & Procedures

- [IADT Quality Framework](#)
- [Learning, Teaching and Assessment Strategy](#)
- [External Examiner Procedure](#)
- [Marks and Standards](#)
- [Learner Charter](#)
- [Student Handbook](#)
- [Plagiarism Policy](#)
- [IADT Assessment Appeals Policy and Procedures](#)
- [General Disability Support Service Reasonable Accommodations Procedures](#)
- [Exit Awards Policy](#)
- [Administrative Procedures & Regulations for Examination & Assessment](#)
- [Complaints Policy - Students and General](#) - Revised January 2022
- [Complaints Procedure - Students](#) - Revised January 2022
- [Access, Transfer and Progression at IADT](#)

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 [2021-22 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](#) (Currently under revision)

**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 relation 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

### Related IADT Policies & Procedures

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

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

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

All of these resources work together to provide students with 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) those listed above.

### Student Experience

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 the [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 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 coordination 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 the term.

Self-help mental health resources were regularly uploaded for students on the Institute 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, and 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 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 Focus Programme**

IADT conceived and developed an all-Institute initiative that supports and facilitates the successful integration and transition to Higher Education for all incoming first year students. The First Year Focus programme (previously known as First Year Matters) is run over the first four weeks of the Autumn term and is co-ordinated by the Students' Union and the FYF

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 - Moving On 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, laptops are available for loan to students from the self-service laptop loans lending kiosk .
- 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. 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 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 undertaking 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.

IADT has an Ethics Committee which oversees 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

### Related IADT Policies and Procedures

- [Staff Training, Learning and Development Policy](#)
- [Mutual Respect Policy](#)
- [Equal Opportunities Policy](#)
- [Equality, Diversity & Inclusion Policy](#)
- [Learning, Teaching and Assessment Strategy](#)

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](#).

### **Staff 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.

IADT provides a wide variety of Continuous Professional Development (CPD) and training opportunities to staff across the Institute each year and all staff are invited and encouraged to participate. 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 and other recordings such as IBEC, Irish Times training etc.)

The programmes/events offered can broadly be categorised as follows

- 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 - these are delivered online or in person.
- Staff Wellbeing events
- Teaching and Learning - including short courses and Certified programmes

In addition, support is given to staff for advancing personal Qualifications - NFQ Levels 8 & 9 - as per guidelines in the Staff Training and Development Policy. Individual staff may also apply for funding to participate in specific training events, professional development programmes and to attend conferences. Long-term study in relation to further qualifications are also supported both financially and with study leave.

## **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

### Related IADT Policies and Procedures

- [Procedure for the Development & Approval of Programmes](#)
- [Procedures for the Quality Assurance of Collaborative Provision](#)
- [ICT Acceptable, Appropriate User Policy](#)

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 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](http://www.iadt.ie). Programme Information is published on the Courses Section of the IADT Website, and kept up-to-date with accurate and relevant information for prospective students. A full Prospectus is produced annually for undergraduate programmes and since 2019 has been published online.

Information for current students is also published throughout the year, and accessible via the website, including class timetables, examination timetables, student support services, student policies and procedures, academic calendar, student handbook and learner charter etc. In respect of other information, the website provides news, details on upcoming events, job vacancies, and policies and procedures related to quality assurance.

IADT publishes all annual reports relating to governance and quality, including the Annual Quality Report (AQR), which is the annual report about internal quality assurance provided to QQI. The outcomes of all quality reviews are published to the Institute website. These include institutional review and programmatic review reports, as well as the response of the Institute or Faculty/Department.

A summary of quality assurance-related information published on the Institute website and is as follows:

- [Annual Quality Reports](#)
- [IADT Annual Reports](#)
- [Outcomes of Programme Validations and Programmatic Review](#)

- [Governing Body Minutes](#)
- [Governance Statements](#)
- [Policies and Procedures](#)
- [Financial Statements](#)
- [Audit + Risk Committee Minutes](#)

The IADT website is also utilised to keep internal and external audiences informed of News and Events and an optional newsletter is available for subscription as desired.

## 8.0 Monitoring and Periodic Review

### Related IADT Policies and Procedures

- [Programmatic Review Policy](#)
- [Policy on Committee Membership & Terms of Reference](#) - Revised October 2021
- [Programme Boards Terms of Reference and Procedures](#)
- [External Examiner Procedures](#)
- [Procedure for the Development & Approval of Programmes](#)

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

### Definitions:

QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012 defines collaborative provision as a process that occurs where two or more providers are involved by formal agreement in the provision of a programme of higher education and training.

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'joint award' as a single award made jointly by two or more awarding bodies

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'linked provider' as a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body.

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: <a href="http://www.iadt.ie/courses/design-for-change/">http://www.iadt.ie/courses/design-for-change/</a>
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 : <a href="https://iadt.ie/news/iadt-and-sheridan-college-canada-sign-historic-transatlantic-agreement-for-animation-education/">https://iadt.ie/news/iadt-and-sheridan-college-canada-sign-historic-transatlantic-agreement-for-animation-education/</a> Details of programme can be viewed here: <a href="https://iadt.ie/news/irelands-first-masters-degree-in-3d-animation-in-partnership-with-sheridan-college/">https://iadt.ie/news/irelands-first-masters-degree-in-3d-animation-in-partnership-with-sheridan-college/</a>
Date of last review	30/09/2019
Date of next review	30/09/2022

<b>4. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Screen Skills Ireland
Programme titles and links to publications	Post Graduate Diploma in Series Production <a href="https://iadt.ie/courses/series-production/">https://iadt.ie/courses/series-production/</a>
Date of last review	01/09/2019
Date of next review	

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

<b>6. Collaborative provision</b>	<b>Collaborative programme</b>
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. <a href="https://www.loras.edu/academics/study-abroad/">https://www.loras.edu/academics/study-abroad/</a> <a href="https://iadt.ie/study/international-students/">https://iadt.ie/study/international-students/</a>
Date of last review	31/08/2020
Date of next review	24/08/2025

<b>7. Collaborative provision</b>	<b>Collaborative programme</b>
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 <a href="https://www.filmeu.eu/">https://www.filmeu.eu/</a>
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

### Definition:

Per the IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision, an articulation agreement may be defined as a process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advance standing to a subsequent stage of a programme of a degree awarding body. These arrangements are subject to a formal agreement between the parties.

<b>Articulation agreements - Total number</b>	<b>6</b>
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<b>1. Articulation agreement</b>	<b>Articulation agreement</b>
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. <a href="https://www.bfei.ie/">https://www.bfei.ie/</a>
Date of agreement/arrangement or last review	31/08/2016
Date of next review	31/08/2021
Detail of the agreement	<ul style="list-style-type: none"> <li>• A number of progression pathways will apply to students of BFEI.</li> <li>• Projects will be developed between the parties over the lifetime of this agreement.</li> </ul>

<b>2. Articulation agreement</b>	<b>Articulation agreement</b>
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. <a href="https://www.bife.ie/">https://www.bife.ie/</a>
Date of agreement/arrangement or last review	31/08/2016
Date of next review	31/08/2021

Detail of the agreement	<ul style="list-style-type: none"> <li>• A number of progression pathways will apply to students of BIFE.</li> <li>• Projects will be developed between the parties over the lifetime of this agreement.</li> </ul>
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<b>3. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Dundrum College of Further Education (DCFE)
Programme titles and links to publications	<p>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.</p> <p><a href="https://cfedundrum.com/">https://cfedundrum.com/</a></p>
Date of agreement/arrangement or last review	31/08/2019
Date of next review	31/08/2024
Detail of the agreement	<ul style="list-style-type: none"> <li>• A number of progression pathways will apply to students of DCFE.</li> <li>• Projects will be developed between the parties over the lifetime of this agreement.</li> </ul>

<b>4. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Sallynoggin College of Further Education (SCFE)
Programme titles and links to publications	<p>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.</p> <p><a href="http://www.scfe.ie/">http://www.scfe.ie/</a></p>
Date of agreement/arrangement or last review	31/08/2017
Date of next review	31/08/2022
Detail of the agreement	<ul style="list-style-type: none"> <li>• A number of progression pathways will apply to students of SCFE.</li> <li>• Projects will be developed between the parties over the lifetime of this agreement.</li> </ul>

<b>5. Articulation agreement</b>	<b>Articulation agreement</b>
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. <a href="https://www.dfei.ie/">https://www.dfei.ie/</a>
Date of agreement/arrangement or last review	31/08/2016
Date of next review	31/08/2021
Detail of the agreement	<ul style="list-style-type: none"> <li>• A number of progression pathways will apply to students of DFEi.</li> <li>• Projects will be developed between the parties over the lifetime of this agreement.</li> </ul>

<b>6. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Stillorgan College of Further Education (SCFE)
Programme titles and links to publications	<p>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.</p> <p><a href="https://stillorgancollege.ie/">https://stillorgancollege.ie/</a></p>
Date of agreement/arrangement or last review	31/08/2017
Date of next review	31/08/2022
Detail of the agreement	<ul style="list-style-type: none"> <li>• A number of progression pathways will apply to students of Stillorgan FE.</li> <li>• Projects will be developed between the parties over the lifetime of this agreement</li> </ul>

[Higher Education Institution]

2023

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**Annual Quality Report (Institution)**  
**PART B: INTERNAL QUALITY ASSURANCE**  
**ENHANCEMENT & IMPACT**  
**Reporting Period 2021-2022**

## PART B: INTERNAL QA SYSTEM

### Guidelines on Completing Part B

As outlined in the general guidelines for this template (p.6), **Part B** of the AQR focuses specifically on the effectiveness and impact of the IQA framework on the QA activities and developments across the institution during the reporting period.

Here, the institution is invited to document the quality enhancements adopted and implemented during the reporting period and describe concisely the impact of these across a selected range of activities. Part B should also be used to demonstrate how plans set out in the previous AQR were progressed during the reporting period. These plans may be linked to strategic objectives, to QQI reengagement advices, or to Cinnte 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. The institution is encouraged to reflect on what worked well and what did not, and to consider impact measures, using both quantitative and qualitative evidence (metrics, benchmarks and feedback/judgement) and detail how they led to specific improvements of and enhancement in QA activities.

Part B provides evidence of quality improvement and enhancement and impact<sup>2</sup> of QA activities within the totality of the institution's QA system.

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

**Section 2** considers the institutional analysis of IQA enhancements and their impact on a range of activities including academic integrity.

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

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

Institutions are invited 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 and concise concluding paragraph with an overview of the key outcomes/learning.

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<sup>2</sup> 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

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.



## 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

In 2021 IADT conducted a mid-term review of the Strategic Plan as a result of that review, the decision was taken to shorten the timeframe of the Strategic Plan from 2023 to 2022, with the approval of the Governing Body. A small number of actions were discounted, and all strategic priority areas were signalled for completion by the end of 2022. The closing review of the Strategic Plan (due end Q1 2023) anticipates an 80% completion rate, with the vast majority of Institute-level actions successfully completed.

### Review of HEA Compact 2018–2021

The [Higher Education System Performance Framework 2018-2020](#) details the national priorities and key objectives of government for higher education. IADT produced a self-evaluation report on an annual basis as part of the process and a dialogue meeting with the HEA was held annually to review progress against the Compact. The final and concluding self-evaluation under Compact 2018-2021 was undertaken in Q1 2022. IADT and the HEA met in October 2022 to consider IADT's progress under the Compact and conclude the Strategy and Performance Dialogue for IADT.

### Strategic Plan 2019-2023 - Theme 1 - Excellence

#### Communicating

*'Develop our core brand messages. Present and articulate these through ongoing campaigns to tell our story, champion our successes and highlight what makes us unique.'*

The website was updated and relaunched in 2020. Prior to this site traffic was around 1,500 visitors per day. Following the launch site visits peaked at 9,000, and then settled to 6,000 daily visitors. Since the launch, there have been 3.5M unique user sessions on the site. Prospective students in the 16-19 age cohort prefer to refer to digital media to become informed regarding the Institute and its programmes. The print run for the Institute prospectus has been reduced accordingly by 60%. IADT's social media presence has expanded over recent years, the Institute has seen audience growth across all social media platforms with a 71% increase in followers between 2019 and 2022.

### Strategic Plan 2019-2023 - Theme 2 - Growth

#### Collaborating and Developing Partnerships

*'We will strengthen our current relationships with our partners'*

One of the key strategic priorities identified in the Strategic Plan 2019-2023 is “Collaborating and Developing Partnerships”. This was further progressed with the continued collaboration between IADT, NCAD and UCD through Creative Futures Academy (CFA). 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 meets key deliverables (for IADT, the HEA compact) in areas relating to participation, equal access and lifelong learning. It prioritizes excellence in teaching and learning, institutional collaboration, and is committed to the quality of the learner experience, particularly in its engagement with enterprise and the community.

### Developing an International Institution

*‘Develop structures and processes to support IADT in becoming an international Institution’*

Developing an International Institution is one of IADT’s strategic priorities under the Strategic Plan 2019-2023. Supporting our international learners to integrate into IADT and its learning environment and Irish culture is a priority across the Institute. Outward mobility of staff and students is also encouraged and supported.

IADT has had significant growth in international partnerships and alliances; the Institute has successfully joined the European Universities project and is a key member of the European University Alliance, FilmEU, which has attracted core funding under Erasmus+ and additional funding from the HEA and from other EU sources (Horizon Europe, European Institute of Innovation and Technology)

Established in 2021, the International Office is currently building its services for international learners. The Institute recognises that international students face additional challenges and barriers while studying in Ireland, including distance from family and potential cultural and language barriers. Individual guidance and assistance is provided to every international student and the International Officer also manages all tasks relating to the management, development and reporting responsibilities relating to the Erasmus programme (incoming and outgoing) and Traineeships.

## 1.2 Update on Planned QA Objectives identified in Previous AQR

### Guide:

An update should be provided on objectives/planned actions for the year as outlined in the last AQR. If these have not been completed or are no longer applicable this should be indicated.

The table is designed to assist in this process and should include headline information only.

*Please delete guide text before submission.*

No.	<b>Planned objectives (Previous AQR)</b> Note: Include reference to the relevant section of the preceding AQR, where applicable	<b>Update on Status</b> 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	New Strategic Plan	<b>In Progress</b> During 2023, the 2024-29 Strategic Plan will be drafted, consulted on, finalised and approved by the Governing Body.
2	Banner 9 - Student Information System Upgrade	<b>Completed</b>
3	Commence New Building Project - Digital Media Teaching Building	<b>In Progress</b> Work did not commence in 2021-22, but building started December 2022, due for completion in 2025
4	Collaborating and further developing Local Partnerships	<b>In Progress</b> Various local partnership collaborations ongoing

## 1.3 Governance and Management

### 1.3.1 QA Governance Meetings Schedule

**Guide:**

Include the meeting schedules for all significant academic governance bodies, e.g. governing authority, academic council (or equivalent), quality committee, for the reporting period.

*Please delete guide text before submission.*

Body	Meeting dates
Governing Body	08 September 2021 06 October 2021 03 November 2021 08 December 2021 12 January 2022 02 February 2022 02 March 2022 06 April 2022 04 May 2022 15 June 2022
Academic Council	18 October 2021 15 November 2021 13 December 2021 10 January 2022 07 February 2022 07 March 2022 04 April 2022 09 May 2022 13 June 2022
Quality Enhancement Committee	26 October 2021 30 November 2021 19 January 2022 16 March 2022 27 April 2022 14 June 2022
Teaching + Learning Committee	21 October 2021 17 November 2021 08 December 2021 12 January 2022 09 February 2022 09 March 2022 06 April 2022 11 May 2022

Academic Planning, Co-Ordination and Review Committee	25 October 2021 03 January 2022 28 February 2022 02 May 2022
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## 1.3.2 QA Leadership and Management Structural Developments

### New senior leadership roles

A number of senior leadership appointments were made during the year 2021-22. These included appointments to existing roles where vacancies occurred due to retirements or promotions or where a new role had been created.

#### Assistant Registrar

A new role of Assistant Registrar was established in October 2021, with responsibility for managing Academic and Student Affairs and Quality. The Assistant Registrar reports to the Vice President, Academic Affairs and Registrar.

#### Senior Quality Officer

There was a new appointment to the role of Senior Quality Officer in November 2021 and the role was relocated to the Academic and Student Affairs Office.

#### Head of Department of European Projects / FilmEU

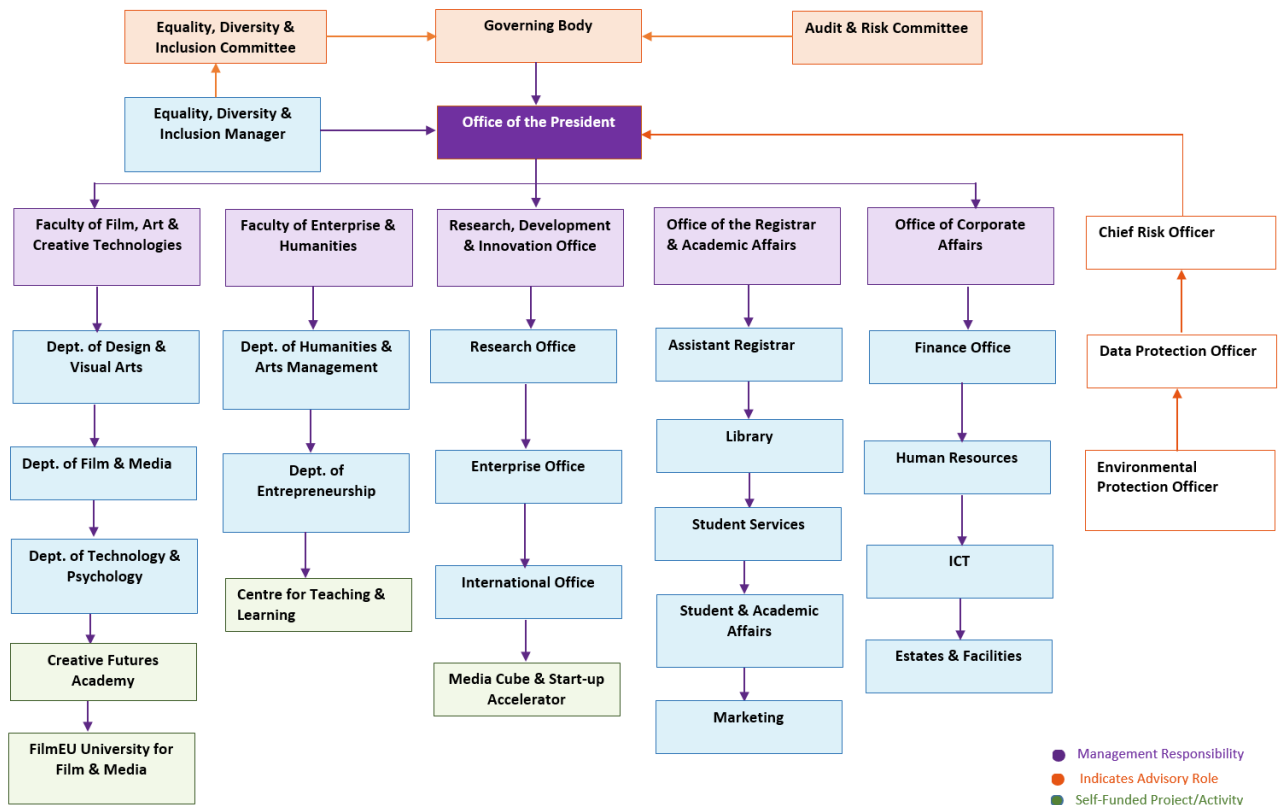
The Head of Department of European Projects/FilmEU is a new role at IADT established in 2021, with responsibility for FilmEU, the European University Alliance comprising four higher education institutions: the Institute of Art, Design + Technology in Dublin, the LUCA School of Arts in Brussels, the Universidade Lusófona in Lisbon, and the Baltic Film and Media School at Tallinn University and other European collaborations.

#### Enterprise and Development Manager

There was a new appointment to the role of Enterprise and Development Manager in 2021. This role oversees the Enterprise and Innovation Department at IADT, which supports our academic and student community who are engaged in innovation and entrepreneurship. The aim of the Department is to capture the commercial potential of the expertise and the ideas generated by the researchers and entrepreneurs.

## IADT Organisational Chart 2021-22

### 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
Higher Diploma in Business in Digital Content Creation Programme	Validation was approved in 2020-21, and subsequently published to website in 2021-22	<a href="https://iadt.ie/wp-content/uploads/2022/07/IADT-Prog-Validation-Panel-Report-Higher-Dip-in-Digital-Content-Creation-Faculty-Response.pdf">https://iadt.ie/wp-content/uploads/2022/07/IADT-Prog-Validation-Panel-Report-Higher-Dip-in-Digital-Content-Creation-Faculty-Response.pdf</a>
MSc Data Visualisation (PG Diploma in Data Visualisation)	October 2021	<a href="https://iadt.ie/wp-content/uploads/2022/07/IADT-Prog-Validation-Report-MSc-PG-Dip-Data-Vis-Faculty-Response-2021.pdf">https://iadt.ie/wp-content/uploads/2022/07/IADT-Prog-Validation-Report-MSc-PG-Dip-Data-Vis-Faculty-Response-2021.pdf</a>
Certificate in Professional Skills for Creative Industries	May 2022	<a href="https://iadt.ie/wp-content/uploads/2022/07/IADT-Val-Report-Cert-in-Prof-Skills-for-CI-Signed-Faculty-Response.pdf">https://iadt.ie/wp-content/uploads/2022/07/IADT-Val-Report-Cert-in-Prof-Skills-for-CI-Signed-Faculty-Response.pdf</a>
Certificate in Professional Skills for Graduates	May 2022	<a href="https://iadt.ie/wp-content/uploads/2022/07/IADT-Val-Report-Cert-in-Prof-Skills-for-G-Signed-Faculty-Response.pdf">https://iadt.ie/wp-content/uploads/2022/07/IADT-Val-Report-Cert-in-Prof-Skills-for-G-Signed-Faculty-Response.pdf</a>
MA Filmmaking (Kinoeyes)	July 2022	<a href="https://iadt.ie/wp-content/uploads/2022/12/IADT-Programme-Validation-Panel-Report-MA-Filmmaking-Kinoeyes-July-2022-Faculty-Response.pdf">https://iadt.ie/wp-content/uploads/2022/12/IADT-Programme-Validation-Panel-Report-MA-Filmmaking-Kinoeyes-July-2022-Faculty-Response.pdf</a>



## 1.4.2 Expert Review Teams/Panels<sup>3</sup> involved in IQA

*Please delete guide text before submission.*

### (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	3	3					
<i>of those:</i>							
On-site processes							
Desk reviews							
Virtual processes *(Hybrid)	2 Virtual 1 Hybrid	<ul style="list-style-type: none"> <li>• Dept of Creative Technology &amp; Psychology</li> <li>• Dept of Film &amp; Media (Creative Futures Academy)</li> <li>• Dept of European Projects</li> </ul>			4		
Average panel size for each process type*		3			4		

\* excluding secretary if not a full panel member

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<sup>3</sup> 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		1	2			3				2	1
Secretary			3		3						
Academic/Discipline Specific		3				2		1		3	
Student Representative											
QA											
Teaching & Learning											
External Industry /Third Mission			3			3					

## 2.0 IQA System – Enhancement and Impacts

The commencement of Academic Year 2021-22 saw a return to more on-campus activity following the previous year which was impacted by Covid-19. IUA and [THEA](#) published a cross-sectoral Plan that complemented [A Safe Return](#), the discretionary framework and guidance for Higher Education published by D/FHERIS in June. Much of the work and best practices developed over the previous year remained in place to ensure there was a safe and sustainable return to on-campus learning that year. The return to campus was well received by students who welcomed a return to in person classes and activities. This opinion was reflected through various forum including feedback at Sub-Committee Meetings and Programme Boards.

## Governance and Management of Quality

### Policies and Procedures

The following Policies / Procedures were revised during 2021-22

- [Conferment of the title of Honorary Professor in IADT](#) (Approved AC Jan 2022)
- [Complaints Policy - Student and General](#) (Approved AC Dec 2021)
- [Complaints Procedure - General](#) (Approved AC Dec 2021)
- [Complaints Procedure - Student](#) (Approved AC Dec 2021)
- [Procedure on Committee Membership & Terms of Reference](#) (Approved AC Oct 2021)

### Academic Council and Sub-Committee Membership and Meetings

Across Academic Council and its Sub-Committees, a number of members were due to complete their 3 year term at the end of the academic year. Over the summer 2022, the Senior Quality Officer (SQO) generated a tracker list using Microsoft SharePoint to assist with the planning and recruitment of new staff and student members for the commencement of the new academic year. The SQO also created a Meeting tracker to streamline the recording of meetings for simpler administration and reporting. The role of minute taking at sub-Committee Meeting was extended to other members of Academic and Student Affairs in September 2021. This provided a more robust support system across the Sub-Committees.

## Teaching Learning and Assessment

### Teaching and Learning

The position of Head of Teaching + Learning was appointed and commenced September 2021. They became a member of the Teaching + Learning Sub-Committee, and this was reflected and updated in the [Procedure on Committee Membership and Terms of Reference](#), revision 4, approved by Academic Council 18 October 2021.

IADT's [T+L web page](#) was revised in 2021-22 and is continually updated. [Resources for staff](#) and a [bank of video and teaching resources](#) have been developed and published.

Since 2021, a quarterly T+L newsletter has been circulated to all staff outlining events, news, and funded/non-funded research activities/opportunities within the context of scholarship of teaching and learning.

Two Level 9 Postgraduate Certificates ran over the academic year with 21 participants:

- Certificate in Learning and Teaching
- Certificate in Universal Design for the Learning Curriculum

### [VIT&L \(Valuing Ireland's Teaching and Learning\) in IADT](#)

In November 2021 IADT in collaboration with IADT Students' Union, ran a number of events as part of VIT&L. This was a nationwide initiative in HE, supported by the National Forum for the Enhancement of Teaching and Learning. IADT's event covered a range of interactive sessions and focus groups on a variety of topics ranging from Academic Integrity, Learning Difficulties Entrepreneurial Education. The Teaching + Learning Committee recorded the success of the week's events and noted attendees found it interesting and beneficial. Events were recorded and made available on the [IADT Website](#).

### Exams and Assessments

The increased return to on-campus activity during the academic year provided the opportunity to re-introduce in-person exams, which some programmes availed of. The Summer 2022 Exams and Assessments were delivered using a hybrid model; incorporating a blend of continuous assessment, online multiple-choice questionnaires, online written exams and on campus written exams. This allowed us to facilitate the needs of the students and academic staff in delivering the end-of-year examination sessions, while maintaining a safe environment.

### Exam Boards

The initiative of holding Formal Exam Board Meetings in an online format was maintained in 2021-22. The online format proved to be successful and effective during the previous two academic years, while ensuring the integrity and quality of the process. Informal feedback from attendees indicated that the online format was more time efficient, streamlined, and reduced paper use. It also provides a more practical option for External Examiners to join the meetings if desired (especially those based internationally). The decision was made to retain this format for Examination Board Meetings going forward.

## Programmes of Education and Training

### IADT Programmes

IADT has broadened its programme portfolio over the past 5 years. From a total of 53 programmes in 2016-17, to 72 in 2021-22 student are registered across 9 programme types.

Programme Type	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Total</b>	<b>53</b>	<b>58</b>	<b>55</b>	<b>63</b>	<b>64</b>	<b>72</b>
Certificate	5	4	4	4	7	8
Higher Diploma	0	0	0	1	1	1
Masters Research (Postgraduate)	4	5	3	3	2	2
Masters Taught (Postgraduate)	7	10	11	11	12	12
Post Graduate Diploma	3	2	2	4	5	5
Postgraduate Certificate	8	9	8	11	12	13
Postgraduate Occasional	0	0	0	1	1	1
Undergraduate General Degree	7	7	5	7	2	2
Undergraduate Honours Degree	19	21	22	20	22	28
Undergraduate Occasional	0	0	0	1	0	0

### Ongoing Monitoring and Periodic Review

A number of minor changes were proposed at Programme Validation Sub-Committee during the year, all of which were considered and approved by the Committee. Programme teams submitted proposals based on academic staff, External Examiner and/or student feedback. Some involved reverting assessment methods back to the pre-pandemic mode of assessment (e.g., continuous assessment to written exam). It is worth noting that continuous assessment has been retained as the main assessment method for modules on many programmes, as programme teams found it works effectively for assessment in many cases.

Programmatic Review for all undergraduate programmes was carried out in 2020. Copies of the Programmatic Reviews and faculty responses are available from the IADT website [here](#). Academic Year 2021-22 saw the commencement of the stage one of the newly revised or designed programmes across the Institute. Programme Boards monitored and reviewed the key accomplishments, staff and student achievements, student performance, student and External Examiner feedback and identified areas for improvements and priorities for the next academic year. The findings were compiled in the Annual Programme Board Reports, and overall, the undergraduate programmes performed well. Suggested changes based on the findings were actioned on, and major changes submitted to Programme Validation Sub-Committee.

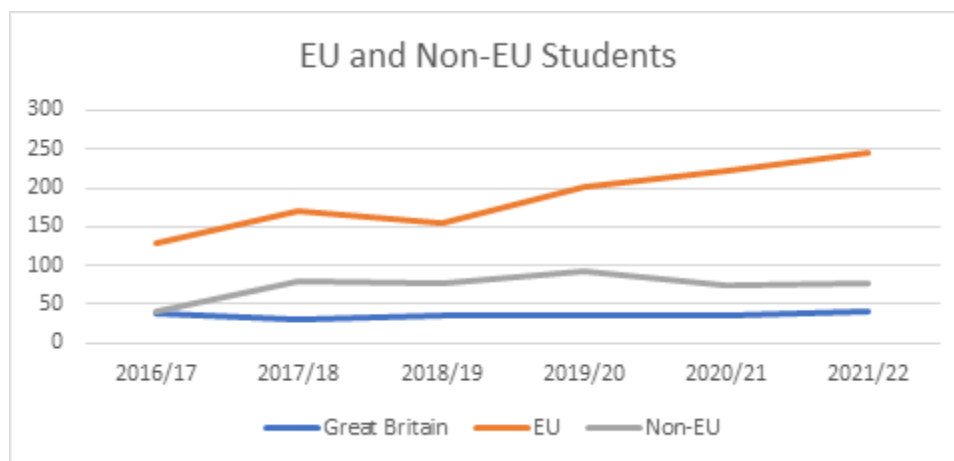
## Student Admission, Progression and Certification

### Admissions

In the academic year 2021-22, in order to provide a more responsive and timely admissions process, non-EU applications were removed from the CAO system and applicants now apply directly to the Admissions Office. This ensures that non-EU applicants that are offered a place on an IADT programme, are informed in a timely manner and have sufficient notice to organise their visa and their travel to Ireland in advance of the start of the academic year.

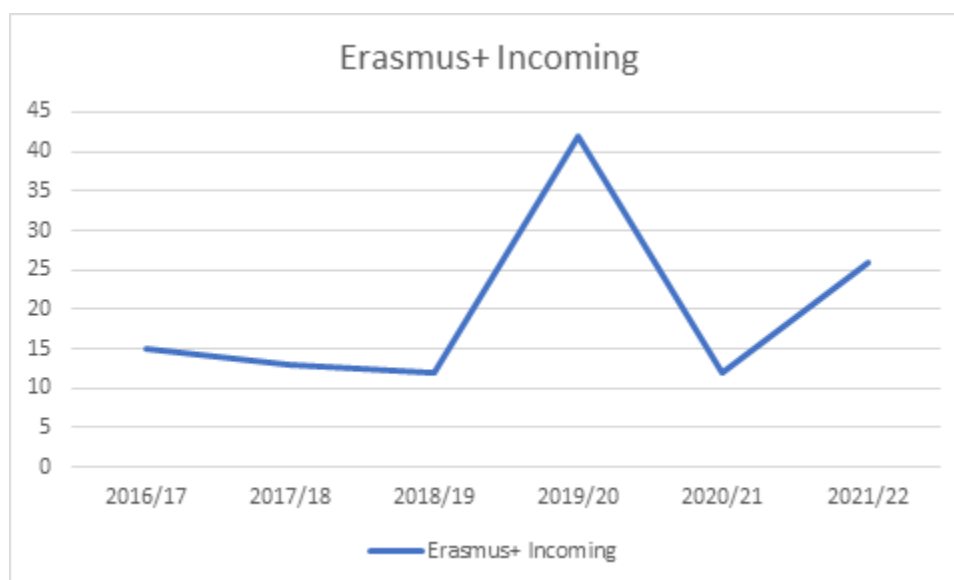
### Increases in EU and Non-EU Applications

In August 2022, the [Irish Independent](#) reported that applications from EU for places in Irish universities trebled since the Brexit referendum in 2016. Analysis of IADT's student body (based on self-declared nationality), indicates there has been a noticeable uptick in the number of EU students enrolled in programmes since the referendum. The number of Non-EU and British students enrolled has remained steady.



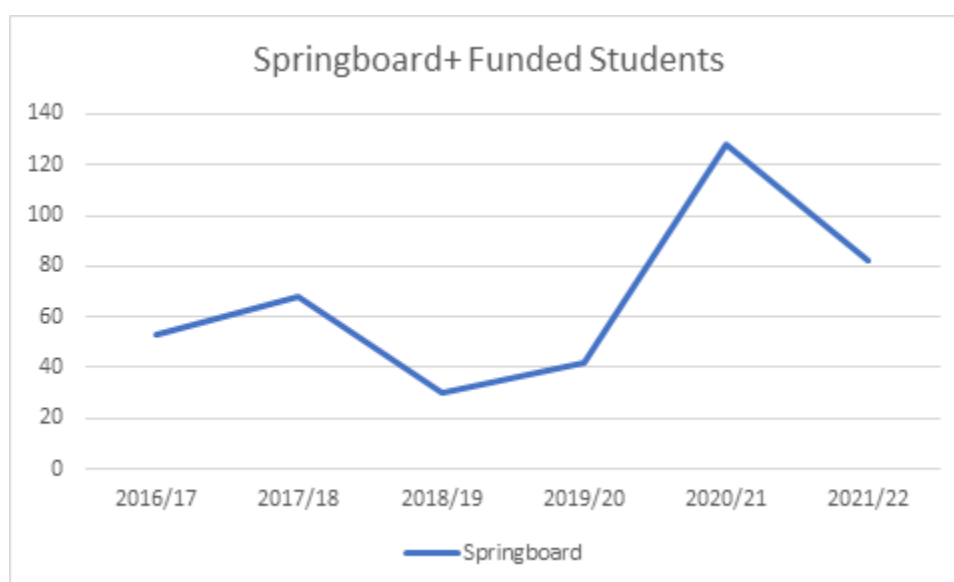
### Recovery of Erasmus+ Numbers

The pandemic had a large impact on the number of incoming Erasmus+ students. 2021-22 did see the number of incoming Erasmus students start to recover.



### Springboard+ Funded Students

The pandemic, and the associated educational supports provided by the Irish government, resulted in IADT's highest ever number of Springboard+ funded students. As the stimulus and supports have ended, the number of students in Springboard+ funded courses have decreased but remain well above pre-covid levels.



### Progression and Retention

**Progression Rates:** Progression of students from their first year of study to the second year is a key metric used both by IADT and the HEA. Progression data is provided to Programme Chairs on an annual basis and included in Programme Board Reports. Overall, IADT's progression rates are in line with other institutes in the sector.

In May 2022, the HEA published a report entitled “[Analysis of Non-Progression Rates in Irish HEIs 2015/16 to 2019-20](#)”. The purpose of this report was to identify the overall rate of non-progression of students from their first year into the following academic year and more particularly, to enable identification of particular cohorts of students with a high risk of non-progression.

- IADT’s non-progression rate for Level 7 programmes was lower than the overall average.
- IADT’s non-progression rate for Level 8 programmes was higher than the overall average.
- This trend was reversed in 2019-20 for both Level 7 and Level 8 programmes.

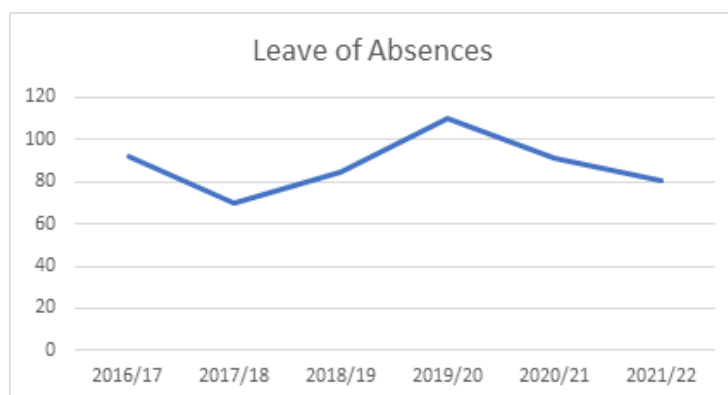
	IADT			Overall*		
	Level 7	Level 8	Total	Level 7	Level 8	Total
2015-16	24%	11%	13%	25%	10%	14%
2016-17	20%	13%	14%	23%	10%	13%
2017-18	16%	13%	13%	26%	11%	13%
2018-19	23%	15%	15%	24%	10%	12%
2019-20	23%	7%	7%	18%	8%	9%

\* Overall % includes Athlone IT, DCU, IADT, Dundalk IT, GMIT, IT Carlow, IT Sligo, Letterkenny IT, Limerick IT, Mary Immaculate, MTU, NCAD, NUI Galway, RCSI, St Angela’s, TUD, TCD, UCC, UCD, UL and Waterford IT.

The HEA also conducted a logistic regression analysis of the data. This analysis attempted to disentangle the effects of assorted variables (e.g. leaving certificate points, age, gender, socio-economic background, domicile etc.) and model non-progression rates based on like-for-like students.

After these controls had been applied, IADT’s overall non-progression rate declines (e.g. in 2019-20, it declines from 7% to 6%), and analysis indicates the Institute’s non-progression rates align more closely with Universities than with Institutes of Technology or Technological Universities.

**Leave of Absence:** The number of students who undertook a leave of absence peaked in 2019-20, and remained high in 2020-21. However, the number of students who took a leave of absence in 2021-22, returned to pre-covid expected levels. We expect this trend to continue in 2022-23.





### Conferring Ceremony

In response to the national restrictions imposed due to the Covid-19, IADT was still unable to hold the Conferring Ceremony in November 2021 in its usual venue of the Royal Dublin Society (RDS). However, it was possible to hold an in-person event for the first time since 2019. In its place, a number of smaller ceremonies were held on Campus in IADT in October 2021 over two days, to facilitate social distancing. Almost 700 students were conferred from 44 programmes.

## Supports and Resources for Learners

### International Office

As referred to in Section 1.1 above, The International Office was established, and an International Officer was appointed in 2021 to support international students and the ongoing internationalisation of the Institute. The International Officer works closely with the Admissions Office, to ensure that queries and applications from international students are managed in an integrated and consistent manner. Individual guidance and assistance are provided to every international student and the International Officer also manages all tasks relating to the management, development and reporting responsibilities relating to the Erasmus programme (incoming and outgoing) and Traineeships.

### Erasmus Status Report 2021-2022

- Incoming long term\* mobilities: 27 incoming Erasmus students. An increase of 15 compared to 2020-2021.
- Outgoing long term mobilities: 49 students abroad on studies - compared to 27 students in 2020-2021
- 12 students on traineeships: compared to 1 student in 2020-2021
- 8 graduates on recent graduate traineeships: compared to 7 students in 2020-2021

*\*long term mobilities refers to mobilities that cover a term or full academic year*

### Ukrainian Support

The International Officer was identified as being the point of contact in IADT for the National Steering Group for displaced Ukrainian student applications in March 2022. This involved weekly meetings with counterparts in all the HEI's. Bringing together a working plan to enable Ukrainian students apply for programs in HEI's for the academic year 22-23 (which resulted in 10 undergraduate students and 1 postgraduate).

## Academic and Student Affairs

The Office of Academic and Student Affairs team provides academic and/or personal support to students. Functions of the office comprise the entire life cycle of the student at IADT; from enquiries and admissions through fees, registration and examinations to the conferring and provision of parchments and transcripts to alumni. The team ensures that accurate data relating to each student's academic history is maintained via the Student Record System.

2021-22 saw a number of staff changes in the Academic and Student Services department to support the improvement of quality of service to students and staff. Some positions were filled due to retirement or relocation to other departments, and others were new fixed-term roles. These changes included:

- Assistant Registrar - responsible for managing Academic and Student Affairs and Quality
- Senior Quality Officer role filled and relocated to Academic and Student Affairs
- Admissions Team responsibilities were merged to incorporate the supporting of undergraduate and postgraduate admissions within the same unit
- Dedicated role of Institutional Research & Data Analysis Officer responsible for generation and return of required student-focused data reports for internal, external and statutory bodies
- Two new Fixed Term Assistant Staff Officers appointed

### **SUSI Awards:**

The Fees + Grants office is a unit within Academic and Student Affairs, and responsible for the collection, processing, administration and reporting on student contribution and tuition fees and grant payments to the Institute in respect of all students. This includes the processing of SUSI grants awarded to IADT students. Approximately 35% of IADT students are awarded SUSI grants annually. In 2021-22, this equated to 775 students to the value of just over €2m in that year. Students are regularly communicated throughout the academic year in relation to their SUSI award and support and information provided as required. The maintenance of records and files for reporting and auditing purposes is key to the management and administration of the SUSI process.

## ICT

IADT's main Virtual Learning Environment (VLE) platform is Blackboard. In Q2 of 2021, ICT conducted a pilot of and updated product Blackboard Ultra Courses, which promised a more modern, accessible user experience for students and staff. Volunteers were invited to take part and feedback on their experience. The responses collected from the pilot were positive about the upgraded product.

- 75% agreed or strongly agreed that it was easier to learn and use compared with the previous version.

- 72% agreed or strongly agreed that they would recommend all courses should be converted to Blackboard Ultra

The upgrade was deployed and implemented, and all Blackboard courses were created as Ultra Courses from September 2021 onwards and has been successfully used since then.

## Library

Developments of the Library website, services and supports for students and staff:

- The Library 101 Guide was published and promoted on all screens on campus.
- The range of LibGuides on the Library website was expanded.
- The Library Newsletter was launched.
- 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, avoiding plagiarism, literature reviews, and understanding reading lists.

## Library Activities and Events

- Library staff carried out a full stocktake of the print collection. The exercise established that about 10% of the collection hadn't been migrated from Millennium to the Koha Library Management System. Significant work has been completed to update records. It was also discovered that 8% of stock was missing from the print collection. The Library have followed up to replace essential missing titles.
- The Library went out to tender for the supply, installation and maintenance of security gates.
- Facilitating a range of Teaching & Learning events, author talks, and Transition Year visits.
- National Forum for the Enhancement of Teaching and Learning LEP Funding was awarded to three Library projects: a feasibility study into the establishment of a National Script Archive, further development of a Materials Library, and the pilot installation of the Loughborough Online Reading List System (LORLS).
- Monthly meetings were held with the Research Office and Catherine Ferris, Irish ORCID Consortia.
- The Librarian sat on the Institute's CRIS Evaluation Panel.

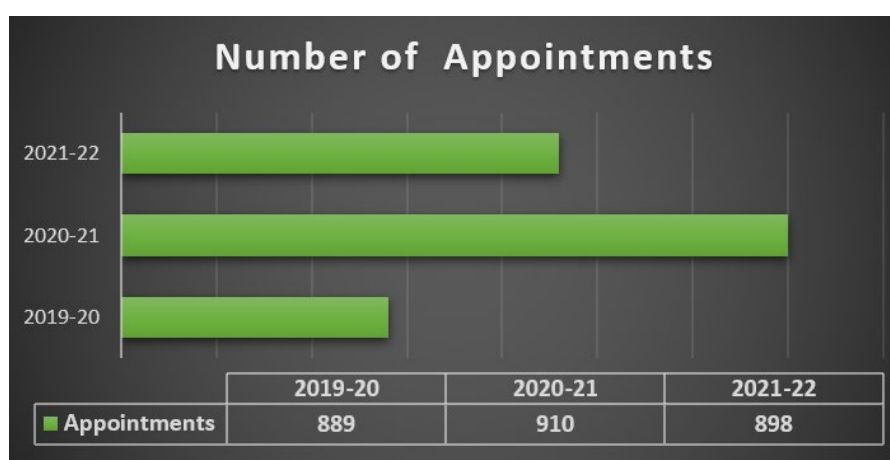
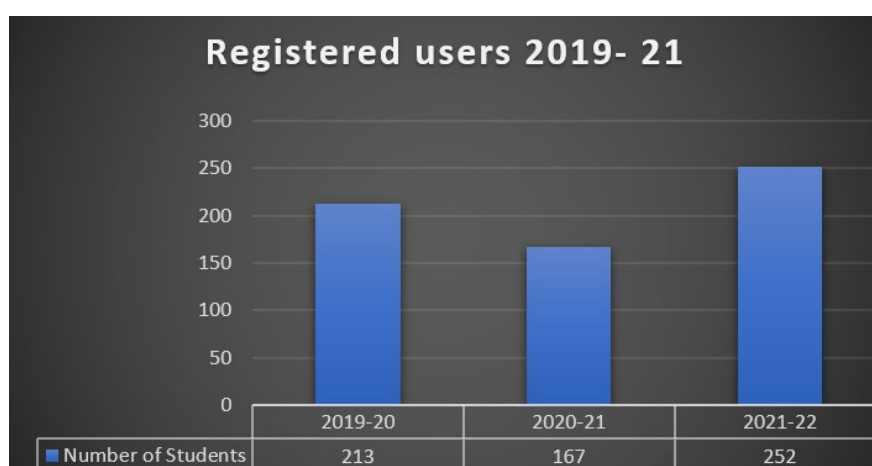
## Student Experience

The Student Experience Team at IADT provides inclusive support services to all students. Working closely with the Students' Union, the team aims to ensure that students' needs are met so that they can maximise their potential and enjoy their experience studying at IADT as an independent learner.

The following section outlines a review of a selection of the support services provided by Student Experience: Counselling, Assistive Technology, Student Learning Centre and Disability Support Services over a three year period.

## Counselling

Student Counselling offers short-term evidence-based counselling support to students up to 6 sessions per student per academic year. The Student Counselling Service is available to all registered undergraduate and postgraduate students, is free and fully confidential. IADT offers Student Counselling support alongside a suite of other Student Support offerings in acknowledgement that the student's learning experience is influenced by their level of wellbeing and overall psychological state; as well as their social, financial and personal circumstances.



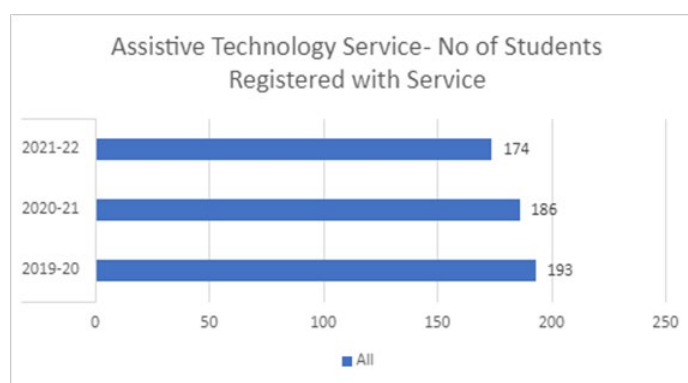
Students report favourably of their engagement with Student Counselling. Students who have engaged with the service during the 2021-22 academic year are invited to complete a brief Likert-style survey response. Students similarly are provided with opportunity to share more in-depth feedback at the end of the survey. In our survey from the academic year 2021-22, 34 students submitted survey responses. Of the respondents, 67% rated the support received as “excellent”, 21% as “very good”, 6% as “good”, and 3% (1 respondent) as “fair” and 3% (1 respondent) “poor”.

Outcomes are showing a consistency of service provision. Consistency is being achieved in spite of additional demands on the service. Student appointment numbers remain consistent because fundamental service capacity has not grown to accommodate further capacity at a core level. External referral to external support services is common; when clinically indicated or otherwise. For example, statistics demonstrate a 33% increase in student engagement numbers with student counselling between 2020-21 and 2021-22. Given that Covid-19 factors found student numbers lower than usual during 2020-21, more accurately the service has recorded a 15% increase in student engagement numbers from a comparable academic year of 2019-20 to 2021-22.

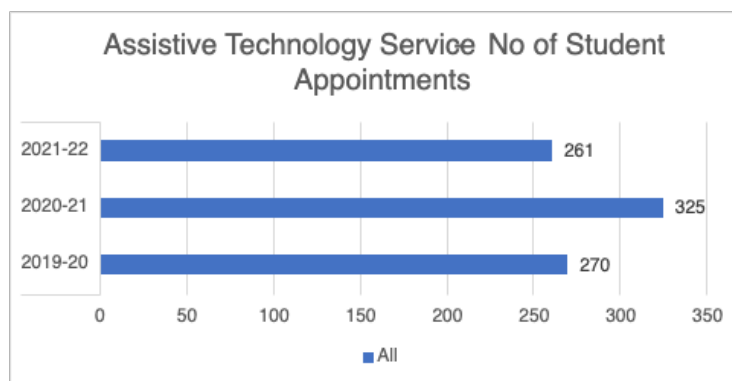
### Assistive Technology

Assistive Technology empowers students to attain equal access to education in IADT. Co-ordinated by the Student Services Manager, 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. Outside of student services, the AT service works with ICT, Academic Schools and Teaching and Learning to enable supports. It is important to note that IADT consistently has a high or the highest percentage of students with disabilities in Ireland - 10.8% in the last Academic term of 2021-22. In IADT most students with a disability use AT such as laptops, mobile devices and AT software and need ongoing AT support. Examples of AT include: Grammarly pro, Voice recognition, Screen readers and Literacy support software. The students comment that the assistive technology and the service is invaluable to them.

### Students Registered with the AT Service



## Number of Assistive Technology Service Appointments



A key objective of the service is one-to-one, in-person assessment for and provision of assistive technology. Training in the assistive technology is also provided. This objective is met. Other goals are the mainstreaming of assistive technology via webpages on the IADT website and site licenses for assistive technology, for example, Grammarly pro.

## Student Learning Centre

The Student Learning Centre is a contracted service provided by the National Learning Network Education Psychology support service. This service provides Disability and Learning Development support in several 3rd level colleges, Maynooth University, Trinity College, University College Cork, Technical University Blanchardstown and the National College of Art and Design. It is staffed by a Chartered Psychologist, an Assistant Psychologist and a Math's tutor. ALL students at IADT are welcome to attend the service, and we provide tailored support to meet each students' needs. Our aim is to teach students the skills and tools needed to become independent learners. We offer a range of core supports:

- Understanding assignment briefs
- Academic writing
- Thesis support
- Math's tutor for statistics, business modules and any math's related work
- Note-taking
- Organisation and time management
- Goal setting
- Research and referencing
- Exam preparation
- Managing the impact of stress on academic learning

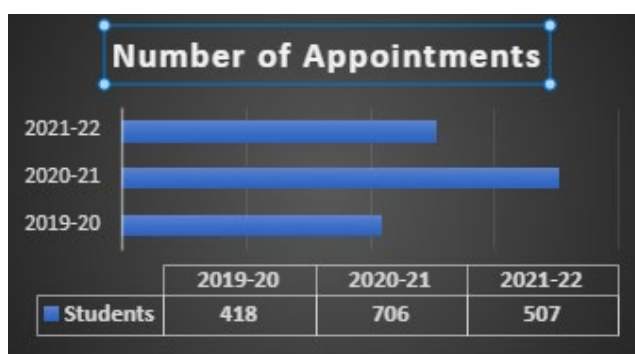
We provide additional added value services as a secondary support to students on a need's basis including:

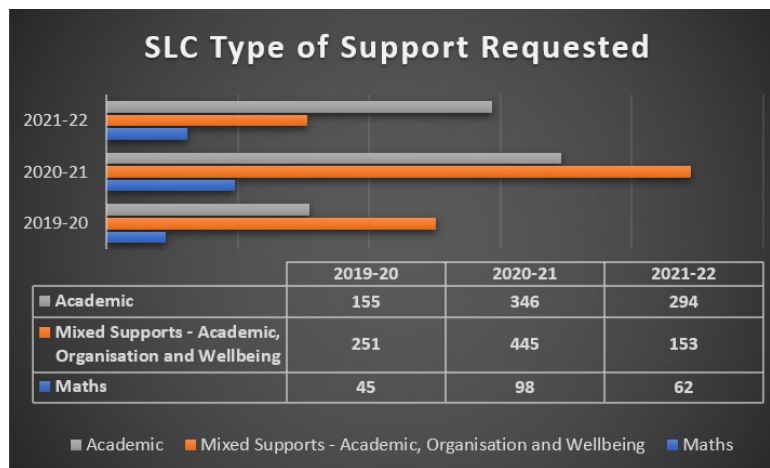
- Educational Psychology Assessments

- ADHD Screening
- DARE Needs Assessments and Profile of Need
- Administration of a Learning and Study Skills profiling tool called the DO IT Profiler to incoming first years to identify potential areas of student support needs

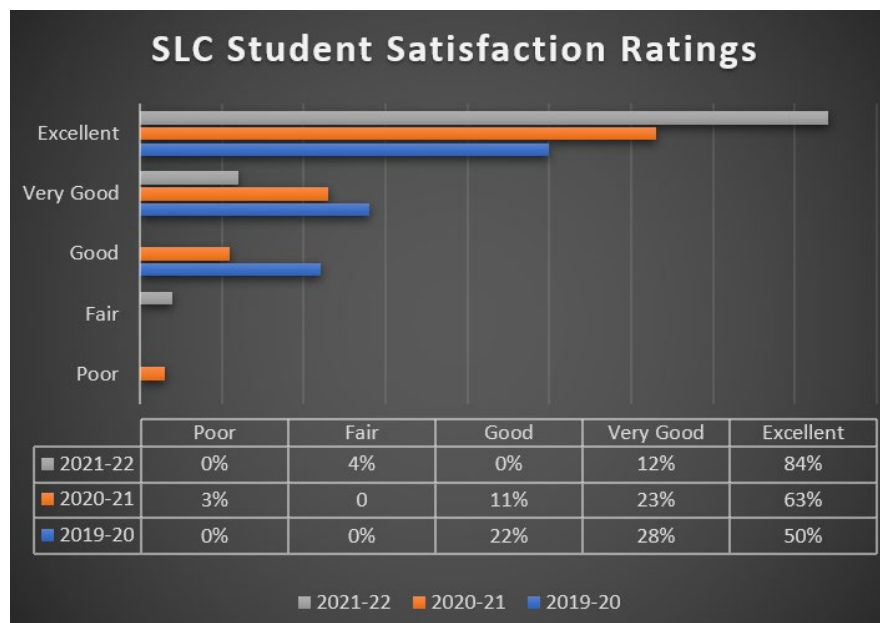
In addition to tailored individual support sessions, we offer workshops throughout the academic year to all IADT students.

Statistics gathered from the Student Learning Centre annual reports for three academic years 2019-2020, 2020-2021 and 2021-2022 (see below) outline the number of appointments, breakdown by support type, and types of supports requested over this time period.





The Student Learning Centre formally ask for feedback at the end of each academic year in the form on an online survey and we regularly get email feedback following service provision. Below is a sample of the typical positive feedback received. Our Student Satisfaction Ratings have risen steadily since 2019.



Our Student Satisfaction Ratings have risen steadily since 2019, but examining quantitative data alone, can be challenging to extrapolate outcomes and trends as many factors have to be taken in to account when you are looking at correlations. For example, the number of appointments attended in the academic year 2020-2021 were 40% higher than 2019-2020 and 28% higher than 2021-2022. Potential reasons for this were:

- The service only took over from a previous provider in September 2019 and was not up to a full complement of staff until the middle of November of that year



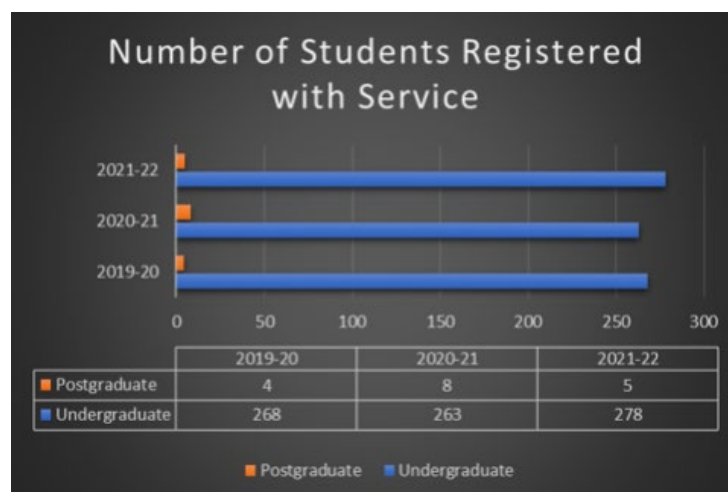
- 2020-2021 was the height of the COVID pandemic and the Institute was operating remotely for much of the time. Students may have reached out more for supports during that time and also there was very few no-shows when compared to the other two years.

### Disability Support Services

The Disability Support Service (DSS) provides equal access to education for all IADT students, including those with a range of disabilities and mental health conditions. The main aim is to promote inclusion, advocacy, and active participation in college life by offering individualised supports and reasonable accommodations to students with disabilities. Reasonable accommodations are put in place to remove potential obstacles and empower a student to access their learning fully. Examples include: exam accommodations, assistive technology, sign language interpreters, personal assistants and notetakers. Students can also avail of holistic, one-to-one support sessions.

The DSS is committed to promoting, encouraging and assisting with the implementation of Universal Design for Learning principles as the first response to ensuring access to learning programmes within IADT. The DSS plays a pivotal role in managing unique relationships with each student, whilst identifying and understanding disability challenges in the higher education environment.

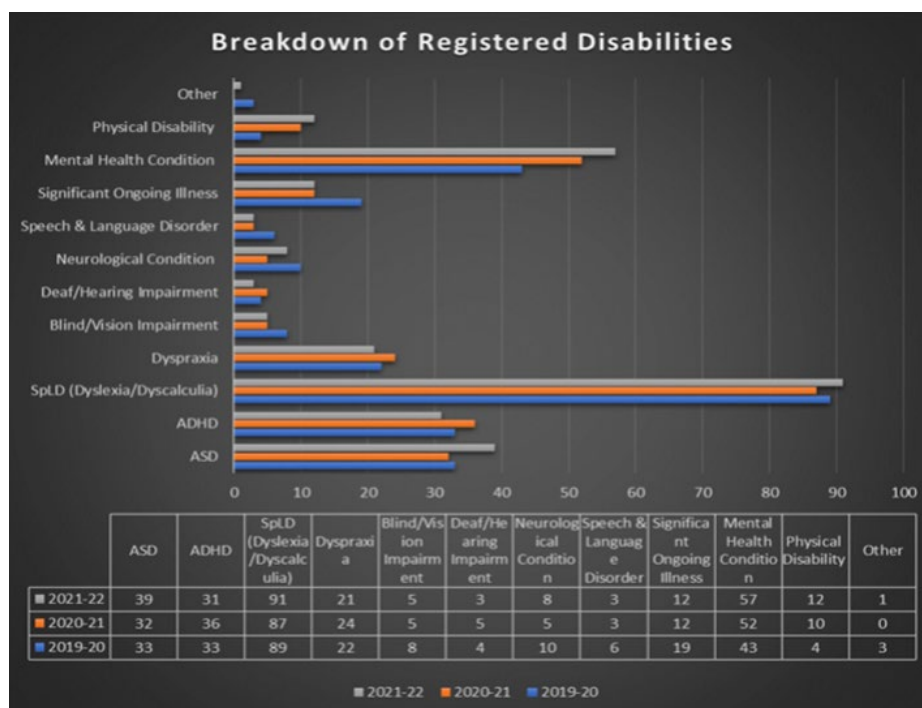
Statistics gathered from the Disability Support Service annual reports for three academic years 2019-2020, 2020-2021 and 2021-2022 (see below) outline the number of students registered with the service and breakdown by registered disabilities over this time period.



283 students were registered with the DSS in the academic year of 2021-2022. This is a 4.4% increase on the previous year's total of 271 registered students.

Outcomes are showing an increase in students both enquiring about the service and the number of students registering with a disability, as well as an increase in referrals from other services. This

demonstrates that the marketing of the service and the communication of the service internally is creating a wider awareness on the campus; this in turn creates a demand on service provision. Consistency is being achieved in spite of additional demands on the service at present.



The aim of the DSS is to provide an inclusive and supportive environment for students to learn; with the implementation of reasonable accommodations, the organisation and provision of external supports and liaising with academic staff, the DSS meets its goals and objectives in this regard. However, it is important to note that the number of students registering with disabilities is on the increase.

## Information and Data Management

### Data Reporting

The Academic and Student Affairs Office is responsible for the generation and return of required student-focused data reports for internal, external and statutory bodies. These are produced and submitted at various stages throughout the academic year. To date, there has not been an information system in place to manage and report on staff and postgraduate student research outputs.

New roles established and filled in 2022, which are key to the ongoing development and enhancement of information and data management systems and reporting in the Institute:

- Management Information System (MIS) Project Coordinator, commenced February 2022
- Institutional Research & Data Analysis Officer, commenced May 2022

### Student Information System Upgrade

Banner is IADT's Student Information System which is used to manage critical student information and deliver services to keep students on track throughout the duration of a student's lifecycle in IADT, from application to graduation. In August 2022 IADT migrated from on-site Banner Version 8 to the industry standard, cloud-based Banner Version 9. This was a cross-institution initiative and also necessitated external expertise and input. The Banner 9 transition was successfully implemented, though a number of technical issues arose (not unique to IADT) in advance of the commencement of the new term in September 2022.

### Student Survey 2022

IADT's response rate to Student Survey 2022 was 32.4%, which was higher than overall average (27.8%) and an improvement over 2021 (31.3%). The IADT response rate is also higher than the Universities average (27.9%) and Technological Higher Education Institutions average (27.9%). 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.

## Quality Assurance of Research Activities and Programmes

A new Vice President for Research, Development and Innovation (RDI) commenced just before the commencement of Academic Year 2021-22.

### Research Policies and Procedures

Work commenced during the Reporting Period on reviewing and revision of the suite of Policies and Procedures related to Research Activities and Programmes. These include the Research Degrees - Procedures and Guidelines, Research Strategy, Ethics Policy, Staff Research Policy.

### Research + Development Sub Committee

Traditionally the Head of Research was the Chair of the Research + Development Sub-Committee. The new Vice President for Research, Development and Innovation (RDI) began in August 2021 and the decision was made for the VP RDI to Chair the R+D Committee from Oct 2021 onwards. This was reflected and updated in the [Procedure on Committee Membership and Terms of Reference](#), revision 4, approved by Academic Council 18 October 2021.

## CRIS

A procurement process commenced of choosing of a Current Research Information System (CRIS) and the decision by Executive in December 2021 to begin discussions with a supplier in respect of a selected product. By the end of August 2022, the evaluation was completed, Executive agreed, contract signed with supplier, Elsevier and a project manager was assigned.

IADT made this decision in 2021-22 in order to secure significant improvements in the visibility and accessibility of IADT's research profile (including to potential research students), the quality of data available to the Research Office, and (through reporting) to relevant agencies. The system will, when implemented during 2022-23, allow researchers (academic staff, research staff, and postgraduate research students) to enter information on their research activities, and associate such with research groups, funded projects, and relevant keywords.

## Research Funding

Various proposals submitted to national and EU research funders were submitted throughout the year, including 6 North-South projects (HEA), 2 Laureate applications (Irish Research Council), 4 Horizon Europe applications (all collaborative projects under 'cluster' calls in Pillar 2), and various Erasmus+ project applications (Key Action 2) under a number of headings.

IADT engaged with and participated in a consortium applying to the European Institute of Innovation and Technology (EIT) for funding as a knowledge and innovation community (KIC) for the creative and cultural sectors and industries.

## Master's by Research

Three students joined the programme during this academic year. Discussions took place in the Research + Development Sub-Committee regarding the future of the programme, including the full consideration of a working paper drawing up by a number of senior academic staff, with the assistance of the Head of Research, at the Committee's March 2022 meeting.

## Staff Research Development Programme

The Research Office initiated a new staff research development programme, in consultation with Heads of Department. A recruitment and selection process took place in May/June 2022 and thirteen staff were selected to take part in the programme, for delivery in the 2022-23 academic year.

## Other Parties involved in Education and Training

### Professional and Regulatory bodies

To benchmark IADT programmes against best practice nationally and internationally, IADT seeks accreditation from Professional and Regulatory bodies, where appropriate. Psychological Society of Ireland (PSI) accredits the BSc (Hons) in Applied Psychology (NFQ Level 8) programme. The most recent PSI reaccreditation was approved in November 2021 following a reaccreditation panel held in September 2021. The panel highlighted many positive aspects of the programme; they commented favorably on a functioning programme that delivers a solid curriculum with many commendable features. The panel confirmed that student success and library supports were appropriate and many instances of good teaching and learning practice were identified as part of the programme. The panel also commented on the strong focus on experience-based modules which support students in obtaining a number of employability skills prior to graduation. Resourcing issues that were identified as part of the reaccreditation process were resolved subsequently or in progress, including the maintenance of an appropriate staff/student ratio, dedicated space and technician for the psychology programme students.

### FilmEU Alliance

With regard to feedback from within the FilmEU Alliance itself, the lead partner, Universidade Lusófona in Lisbon, considers IADT as a core, strong and valued member of the FilmEU Alliance. With regard to review of the FilmEU Alliance as a whole, all European Universities Alliances undertook a mid-term review in 2022. The FilmEU review evaluated achievements between November 2020 and May 2022 against the milestones and deliverables that had been agreed for the project. Exceptionally positive feedback was received from the European Commission in November 2022. The feedback confirmed that the project had delivered exceptional results with significant and immediate or potential impact, that the required management structure and foundations of most of the required physical and virtual infrastructure was in place. The achievement of the Alliance in the 18-month period were considered substantive and impressive.

The other projects that come under the FilmEU Alliance are reviewed as part of their project cycle. Review elements assigned to IADT are scheduled and undertaken as required. Additional reviews are imminent.

### FilmEU

The FilmEU core project is funded by the European Commission through Erasmus+. Continuous reporting is tracked and monitored via the EU Grant Management Services Portal in close

collaboration with a project officer. All European Universities Alliances undertook a mid-term review and report covering the period Nov 20 to May 22. This process allowed for a reflection that resulted in an 89-page report on achievements made to that date. Exceptionally positive feedback was received in November 2022 with a headline note of “The project has delivered exceptional results with significant immediate or potential impact “

Significant achievements noted included:

“The alliance has succeeded in both establishing the required management structure as well as the foundations of most of the required physical and virtual infrastructure. The consortium has also succeeded in creating an active community of partners internally, notwithstanding the pandemic, as well as make themselves visible externally within the European Higher Education Area and within the creative and cultural industries sectors in the different countries”.

“In addition, the alliance has achieved interesting results in the areas of digital joint collaboration, quality assurance (Q&A), harmonised design of new degree programmes for the education of creative artists (mostly at Master’s level) as well as the career development of creative artist graduates. The performed communication and dissemination activities are also impressive”

“The alliance has also been an active player in several other initiatives in the European Higher Education Area and has succeeded in acquiring significant additional funds, in particular to drive entrepreneurship and innovation in their sector”.

“The achievements of the alliance in this 18-month period are substantive and impressive “

One challenge the alliance had was the exit of one of the original partners due to a restructuring process that led to a reduction of capacity at SZFE, HU. The reviewer found:

“A significant deviation occurred and caused some delays in the project’s progress to date. Namely, one of the original full members (beneficiaries) of the alliance, SZFE (Hungary) left the consortium on 31 December 2021 and will instead act as associated partner (amendment is in progress - AMD-10104047-4). Instead, BMF Tallinn University became a full member of the alliance on 1 January 2022 and successfully took over SZFE role and its responsibilities (amendment is in progress- AMD-10104047-4). The progress report provides a highly commendable clear explanation of this situation and the mitigation measures undertaken. Despite this major disruption, the activities are on track towards achieving the objectives as stated in the DoA with only a few delays”.

Three minor recommendations were made: one seeking clarification if an EIT HEI Proposal was submitted or successful (the funding proposal was in fact successful and has since launched as C-

Accelerate); another seeking clarification of progress towards the goal of 50% mobility and finally, it was not sufficiently clear in the progress report at what stage the different institutions were with regard to the physical labs.

Upon receipt of the feedback a reply was submitted and accepted with the required clarification. This process allowed the alliance the opportunity to reflect and plan future enhancement that will be implemented in FilmEU+.

## Creative Futures Academy

### **Phase 1 - Pilot Phase: Evaluation**

The primary focus of Phase 1 of the CFA initiative was to trial and pilot live programmes, evaluate learner profiles, develop a clearer idea of sectoral needs, produce some evidence-based research and metrics on impact, develop and test the Creative Attributes Framework, research LMS solutions, and upskill internal capacity. We met these key objectives in a busy and demanding year with a roll-out of fully accredited courses to internal and external learners in the areas of film, media and design which we have designated as our specialist areas of expertise within CFA.

### **Evaluation Processes and Data Analysis from Phase 1 (2021-2022); Learner Data and Sectoral Surveys:**

Phase I involved a comprehensive data collection and evaluation regarding learner experience and learner profile, testing of different modes of T&L delivery (including fully online, blended and immersive) across all of the programmes we delivered. We have collected valuable information on learner profiles to inform the next stages of delivery and planning and to inform further strategic development at IADT generally. In addition, CFA carried out a sectoral survey of current educational provision in the sector, distinguishing between credited and unaccredited programmes which is informing future development of programmes. Our research shows IADT is meeting the deliverables and objectives of CFA and the HCI, namely to 'future proof graduates with industry relevant skills for emerging technologies' and to embed 'transversal skills'.

In direct response to our data analysis of Phase I evaluations, and in response to the needs of industry for agile, short course, professional skills programmes, we designed and validated two Special Purpose Awards as micro-credentials in 2022: Professional Skills for Creative Industries, and Professional Skills for Graduates.

CFA presented three posters at the annual T&L Showcase in June 2022 to disseminate our findings internally. They focused on our learner profile and learner evaluations; the development of VLEs; and a case study of a Design for Technical Arts workshop run as part of our Professional Portfolio skills.

## Staff Recruitment, Management and Development

### Staff Training and Development

The programmes/events offered during 2021-22 relating to legislative and governance requirements included the following compliance self-paced online programmes

- Induction - IADT programme on our VLE
- GDPR Compliance (Legal Island)
- Equality and Diversity (Legal Island)
- Unconscious bias (Legal Island)
- Cyber Security (Legal Island)
- Protecting Yourself when Home Working in Ireland (Legal Island)
- Protecting Data when Home Working in Ireland (Legal Island)
- Anxiety module (Legal Island)
- Child protection (HSE)
- IRHEC - Introductory eLearning in Equality and Human Rights in the Public Service

Other programmes offered to staff on a cross-institute basis in 2021-22 are outlined in the table below. Overall there were 39 events during the year (not including DCM or T&L) with approximately 425 bookings.

Accenture Inclusion talk	Interviewee skills
ADHD Ireland Webinar	Menopause in the workplace
An Introduction to OneDrive	Microsoft Applications
Asylum Process Training	Microsoft OneDrive
Aurora	Microsoft OneNote
Breast Cancer awareness session	Microsoft planner
Business communication and Email Etiquette	Microsoft Teams - Basics & Advanced
College of Sanctuary info meeting	Neurodiversity: Understanding Reasonable Accommodations
Deaf Awareness	PAT testing
Financial Wellbeing session	Professional Interpersonal Communication in the workplace
First Responder Consent Training	Ready to Lead
Fostering an anti-racist and inclusive campus	Retirement Planning
Health Insurance briefing	Return to work after lockdown
In-person Induction	Safetalk Suicide awareness
International Men's day Keynote - Mask of Masculinity	See Change Managers Workshops
Interview Panel and chairing workshop	Supporting you in the return to work and the new norm

In addition, as IADT has full membership in place with a training provider called DCM learning and staff can book relevant courses offered live online as well as access recorded sessions. The programmes available are mainly related to generic employment competencies as well as a suite of wellbeing session in their wellbeing hub. Participation has been very positive across Academic and



PMASS roles. 78 staff availed of 41 courses between Sept 2021 and August 2022. Further details of the programmes attended are in table below:

1 Day Agile & Scrum Course	Mentoring Training Course
1 Day Coaching for Managers Course	Minute Taking Tips Bitesize Session
1 Day Sales Training Course	Negotiation Skills Course
1 Day Train the Trainer Workshop	Project Management Essentials Course
Business Agility	QQI Certified Supervisory Management Course
Coping at Christmas	QQI Level 6 Project Management Online
Creating a Successful LinkedIn Profile	Recognising and Avoiding Negative Thinking Traps
Dealing with Complaints Session	Returning to Work After Grief
Dealing with Long Commuter Journeys	Saying "No" Won't Get You Into Trouble
Dignity & Respect in the Workplace	Self-Criticism and Recognising Your Strengths
Emotional Intelligence Training Course	Social Media Training Course
Employment Law Training Course	Staying Calm in Stressful Situations
Equality and Diversity in the Workplace - Your Obligation	Stress Management 1 Day Course
Equality Diversity & Inclusion Programme	Talking About Mental Health
Growth Mindset	Technical Report Writing Course
Hybrid Team Management	The Official Launch of Our New Wellness and Wellbeing Hub
Introduction to Digital Marketing Course	Time Management Training Course
Lean Six Sigma White Belt Course	Understanding Common Mental Health Issues
Maintain Your Wellness This Christmas	Understanding Your Stress Response
Mental Health Champion	Workload Management

Finally, IADT's subscription to LinkedIn Learning offers staff a wide range of programmes to support their professional development both in the academic and PMASS areas. We offer this to both staff and students and we don't have data specific to staff take up. Opportunities to exploit these resources by setting learning and wellbeing challenges as well as learning paths is something we plan to explore further in 2023.

The Staff Development officer in 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. The theme over the last year has been on employee wellbeing with a specific focus on Financial. Currently the group are working on a project for supporting mentoring across the sector and the use of software to facilitate matching mentors/mentees.

Evaluations of all events and programmes are carried out both formally and informally. They can be done collectively or individually depending on the programmes. The data provided in formal evaluations of courses and events as well as information in planning surveys is used to support planning and changes to existing programmes.

### Staff Wellbeing

As outlined in the strategic plan there is a plan to develop a suite of initiatives that focus on staff health and well-being, encouraging and promoting positive physical and mental health and work life balance. IADT signed up to the Healthy Campus Framework with the HEA in December 2021 and initiatives in

relation to staff and student wellbeing are co-ordinated by the Healthy Campus Steering Group. The group are currently working on an action plan for 2022-23 which will prioritise mental health, improving opportunities for physical activity and healthy eating. The group are also contributing to the work involved in achieving the IBEC Keep Well Mark.

A Weekly Wellbeing email was circulated to all staff during the academic year 2021-22 with a link to wellbeing events, podcasts, programmes, etc. Feedback was very positive about this initiative.

## **Self-Evaluation, Monitoring and Review**

IADT formally commenced the CINNTE Institutional Review process. The schedule of key dates was agreed and the commencement letter with QQI was signed in April 2022. The Review Team visit will take place in May 2023.

The Institutional Co-Ordinator for CINNTE at IADT and Senior Quality Officer commenced planning and preparations. The key deliverable within the reporting period of this AQR was met, with the completion and submission of the [Institutional Profile](#) and submitted to QQI in May 2022.

Also in May 2022, the Bi-Annual QQI Dialogue meeting was convened on campus in IADT.

## 2.1 Initiatives within the Institution related to Academic Integrity

The current [Plagiarism Policy](#) is under review and will be revised as a new 'Academic Integrity Policy'. The new policy and any related guidelines will be informed by the National Academic Integrity Network (NAIN), QQI and other international bodies and will be linked closely with the IADT Learning, Teaching and Assessment Strategy and Learner Charter. The overarching Academic Integrity Policy is due in 2023.

During 2021-22 several activities and enhancements were implemented to inform and support students and staff in the area of Academic Integrity.

- The Library team delivered online and in-person information skills classes at the request of faculty and students on various topics, including referencing systems and avoiding plagiarism. Information and guides, or '[LibGuides](#)' on academic skills and writing, were provided via the Library Website, including a specific guide on [Avoiding Plagiarism](#).
- IADT has had Turnitin (an online plagiarism detection service based on detecting similarity) for several years. During the summer of 2022, the E-Learning and Educational Technologist and Head of Teaching + Learning commenced investigating 'Turnitin Authorship'. This add-on service is available for the existing software to help academic institutions combat contract cheating. (The software was consequently purchased and implemented in Academic Year 2022-23).
- The E-Learning and Educational Technologist improved navigation on Blackboard (IADT's VLE) to support academic staff when setting up assignments linked with Turnitin. They also provided informational videos for staff on creating Turnitin Assignments in Blackboard and also a video for students about feedback provided via Turnitin Assignments.
- A number of representatives from IADT attended the Academic Integrity Masterclasses hosted by the National Academic Integrity Network (NAIN) and coordinated by QQI in May 2022. Attendees from IADT included the Vice President Academic Affairs and Registrar, Assistant Registrar, Senior Quality Officer and Head of Teaching and Learning.
- The IADT Students' Union was involved in a campaign with Union of Students in Ireland (USI), that produced posters and online information to help inform students about essay mills, contract cheating and the risks and implications to students.
- IADT also collaborated with IADT SU and USI on a Valuing Ireland's Teaching & Learning (VIT&L) event in November 2022 on Academic Integrity. The event was recorded and available for students to view anytime from the IADT website [here](#).

### 3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

#### 3.1 QA and QE supporting the Achievement of Strategic Objectives

No.	<b>Relevant objectives</b>  Note: Include reference to the relevant section of the preceding AQR, where applicable	<b>Planned actions and indicators</b>  <i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation.</i>  <i>If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>
1	<b>CINNTE Review</b> <i>AQR 2022 (Section 3.2.1)</i>	<b>Responsibility:</b> Vice President Academic Affairs and Registrar.
2	<b>Implement the deployment of Current Research Information System (CRIS)</b>	<b>Responsibility:</b> Vice President of Research, Development and Innovation <b>Strategic Priority:</b> “Invest in our research infrastructure and supports to develop and sustain research communities”
3	<b>Complete new Strategic Plan</b> <i>AQR 2022 (Section 3.1)</i>	<b>Responsibility:</b> President
4	<b>IADT HEA Compact</b>	<b>Responsibility:</b> President

## 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
BA (Hons) 3D Animation	Q1 2022	Validated
Certificate Digital Post-Production (CFA)	Q1 2023	Validated
BA (Hons) Business + Digital Technology	Q1 2023	Planning
BA (Hons) English + Media Studies	Q1 2023	Planning
BA (Hons) English + Equality Studies (3 Yr)	Q1 2023	Planning
PG Diploma Teaching, Learning + Assessment	Q2 2023	Planning

### 3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Academic and Student Affairs	Q2 2023	
Library	Q2 2023	
CINNTE Institutional Review	May 2023	2010/11

### 3.2.2 Reviews planned beyond Next Reporting Period

## 4.0 Additional Themes and Case Studies

### Case Study 1

**Title:** Creative Sector Careers Collective – Enhancing Industry Alliance and Employability

**Department:** Student Experience (Careers)

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#### Context

Students in the Creative arts area can often struggle when seeking to establish viable careers and ongoing employment, particularly in a traditionally project and gig economy. The employment landscape for creative industry graduates is not only challenging, but constantly changing. Also, increasingly many creative industry graduates are working in embedded roles in other industries. However, many of these students/early graduates can be slower to utilise Careers Services and therefore many are unaware that these ‘embedded roles’ exist or that they are as divergent and plentiful as they are. Added to all of this, the creative arts area was hit particularly badly by the COVID-19 pandemic and so students looking for work in this sector, it was felt, would need extra supports.

WIT, IADT and DkIT, three small careers services at colleges that have significant student numbers in the creative arts area, came together to create a dynamic, flexible and highly successful partnership for our creative arts students and graduates. We adopted innovative approaches to enhance the employability skills of this creative industry cohort.

Individually we had all struggled to gain traction and provide services to these cohorts, but collectively we saw our partnership share resources, ideas and networks to generate innovative interventions targeting employers, students and graduates with novel and creative engagement strategies.

This led to enhanced student-employer engagement across campuses, a set of re-usable resources and a model for future practice underpinned by the knowledge that a creative arts graduate needs to be well-equipped to respond to rapidly changing and complex work environments.

#### Output

This partnership allowed students and graduates to improve employability and gain a real-time understanding of the employment landscape and the skills most critical for successful progression in the Creative Arts field. We took an industry-first approach – leveraging our combined networks, both employer networks and professional body networks, working with 105 employers to co-design a series of events meeting the complex spectrum of needs of

disparate student and graduate cohorts within creative courses enabling them to compete effectively in the market.

Using a graduate survey to assess employability needs a project plan was created which included a careers summit and a number of employer insights series. Positive outcomes included:

#### **Students/Graduates**

- Weekly employer-led live-streamed discussion recorded for future use.
- 1-week Careers Summit on Instagram involving 67 employers.
- Graduate Survey – designed, disseminated and collated.
- 105 employers given opportunity to meet students from across the three campuses.
- Increased use of Social Media platforms.
- Provided a more comprehensive, coordinated and holistic service to our Creative Arts students.
- Creative Hub and Seminar Panels on the main stage at the GradIreland Fairs for 3 consecutive years. The first time the Creative Industry was represented here.

#### **Careers Service**

- The Careers Advisors learnt so much from each other and were able to share best practice.
- It increased student engagement and academic engagement.
- An increase in work placement and job opportunities being sent directly to the careers services involved.

#### **Employers**

- For employers the increased awareness of their company profile was very important.
- Gave employers opportunities to hire from different cohorts and for different time periods - the entire spectrum from one off project to permanent job.
- Virtuous cycle created with involvement of alumni.

#### **Future**

Moving into the future, this new way of working allows;

- **Careers Centres to co-operate rather than compete**

Running this project has strengthened links between the three career services and the collaboration will continue into the future expanding beyond the Creative Arts focus. TU Dublin also put their shoulder to the wheel for creating Employer Roundtables and Panels at GradIreland in 2022. There is a definite power in collaborating and working together.

- **Increases student/graduate awareness and improves links with academics**

These were structured programmes as opposed to students approaching the Careers Centre on an ad hoc basis leading to more impactful engagement with a greater number of students, graduates, alumni, academics and employers

- **Promotes each Careers Service & Shares Professional Practice**

It raised the profile of Careers Service within the three Institutions and particularly with academic colleagues in Creative Arts thereby creating leverage and support for future initiatives.

Combined the resources of the three Careers Services to produce outcomes which would not have been achievable had they worked separately.

- **Improves understanding of the sector & allows evolution of initial concept to continue**

This partnership has already evolved beyond its initial purpose – for the first time the creative industry was represented in the GradIreland Fair through Creative panels in 2020, ‘The Creative Corner’ in 2021 and in the Gradireland Live Event 2022, and ‘The Creative Hub’ and mainstage in Autumn 2022. We have since been involved in setting up a Community of Practice for the Creative Sector in AHECS – to bring all of our careers colleagues in this space together and harness fresh ideas and energies.

Working in partnership brings about many benefits like widened perspectives, higher quality and more relevant content. In addition, engaging with employers in this way has the power to create a recurring cycle of events that will continue to benefit the three careers centres, future students and graduates, and the curriculum.

Feedback from employers and students has been wholly positive;

- This partnership “displays great innovation, creativity and commitment and should be applauded and recognized” Cartoon Saloon
- “I feel less scared about my future and now I am just excited” Student
- All 3 Careers Centres are genuinely excited about continuing to engage and collaborate together.

**Recognition:**

- This project won a ‘Highly Commended’ award at the GradIreland awards in April 2022
- Invited to present poster and presentation at QQI 10 Year Anniversary Conference in October 2022
- Physical Creative Hub built at GradIreland fair in RDS



## Case Study 2

**Title:** Banner 9 Upgrade Project 2022

**Department:** Academic & Student Affairs

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### Introduction

From February - August, 2022 IADT migrated its Student Information System from on-premise Banner version 8 to the industry standard, cloud version of Banner (version 9 supplied by Ellucian). The previous version of Banner 8 used at IADT was scheduled to be out of external technical support in the near future so there was a compelling rationale for the upgrade to future-proof the support and administration of student services. This was a cross-institution initiative and also harnessed external expertise and input to result in a successful implementation that future proofs IADT's student information systems capabilities.

### Approach to Managing the Project

A team was assembled with representation from MIS function, IT Services, Academic and Student Affairs (a core representation with targeted wider participation in testing & training) and with input from the Faculty of Enterprise & Humanities and the Faculty of Film, Art and Creative technologies. IADT's Registrar acted as Project Sponsor and there was a cross institution steering group with weekly meetings and project reporting and risk/issue management. All of these measures were to provide appropriate project governance and therefore reduce the risk of there being serious problems arising relating to the key project delivery components of Time, Cost and Quality. Timelines for the project were the same for IADT as for its peer TUs and IoTs, despite the different sizes, and IADT having a smaller capacity than its peer institutions.

IADT made full advantage of the excellent support from its external partners. Educampus procured the system and provided business analysis and project management support. DXC were the solution supplier partner and provided in-depth technical know-how. IADT's team worked collaboratively with Educampus and DXC to set up the system, test the system (over 1,900 test steps covered) and went live on time, to agreed quality criteria and within budget.

### Closing out the Project

At the conclusion of the project, there was a comprehensive project closedown process and lessons learnt meeting both with external partners and internally with reporting developed

and shared with participants. Attendees were from ICT, the Registrar, Academic and Student Affairs and MIS area. Banner 9 is now live and used on a daily basis to support IADT's student services and associated business processes.

### **Banner 9 - Live**

Despite the success of the Banner 9 Implementation Project, IADT experienced some issues since the system went live in August 2022. Implementing the student registration process in Banner 9 shortly after the system went live was problematic and some reporting and upload functionality did not work as expected in the live environment. The team have been working internally to identify appropriate resources to address knowledge gaps with regard to Banner 9 and also with the external partners, in order to resolve outstanding issues regarding functionality.