Parts 2-6

Institution-led QA – Annual Information

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

Part 2: Institution-led QA – Annual

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

Section 1: Quality Assurance and Enhancement System Developments

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

As noted in the previous annual submission, IADT is committed to continuous quality enhancement across all of its activities. The Institute has developed significant quality assurance policies, procedures, guidelines and processes to support:

- The vision, mission and strategic plan of the Institute
- A student centred learning and teaching ethos

The Institute has a series of sub-Committees of Academic Council that support the strategic objectives, which include:

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

Each Committee meets at specific dates during the year and reports back at each meeting of Academic Council, at its monthly meetings.

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

Policy Management
During the period 2016-17, the following documents were reviewed, revised and updated:

- Protection of Children and Vulnerable Adults Policy – minor changes
- Disciplinary Procedures
- Appeals Policy
- Deferrals Policy
- External Examiner Procedures
- Student Complaint Procedures
- General Complaint Procedures
- Procedures and Guidelines for Research Degrees (arising from award of Delegated Authority at Level 9)
- Procedures for the Development and Approval of New Programmes

Senior Quality Officer
As evident of IADT's ongoing commitment to quality assurance, the Institute appointed a Senior Quality Officer from July 2017. This post arose from the retirement of a Grade 6 administrative staff member whose role was re-defined to focus more on quality assurance issues within IADT. The new post will:
- Provide strategic and operational support for the Registrar's Office
- Provide organisational and administrative leadership in relation to quality systems across the Institute
- Responsible for reviewing, developing and implementing quality processes, procedures and policies
- Have delegated responsibility for all quality operations and support the work of the Academic Council, Academic Planning Co-ordination and Review Committee, Programme Validation Committee, Teaching & Learning Committee and the Quality Enhancement Committee
- Work closely with the Faculties and Registrar's Officer in the area of programme validation and programmatic review

1.3 The schedule of QA governance meetings.

The following meetings were held in 2016-17:

Title of Committee	Meeting Dates in 2016-17
Academic Council	12 September 2016 10 October 2016 7 November 2016 5 December 2016 16 January 2017 27 February 2017 27 March 2017 8 May 2017 12 June 2017
Teaching & Learning Sub-Committee	21 September 2016 19 October 2016 16 November 2016 14 December 2016 18 January 2017 15 February 2017 15 March 2017 26 April 2017 24 May 2017 14 June 2017
Quality Enhancement Sub-Committee	5 October 2016 9 November 2016 7 December 2016 11 January 2017 8 February 2017 8 March 2017 5 April 2017 17 May 2017 14 June 2017
Academic Planning, Co-ordination & Review Sub-Committee	4 October 2016 8 November 2016 6 December 2016 10 January 2017 7 February 2017 7 March 2017 4 April 2017 9 May 2017 13 June 2017

Programme Validation Sub-Committee	13 September 2016 11 October 2016 15 November 2016 13 December 2016 17 January 2017 14 February 2017 21 February 2017 25 March 2017 23 April 2017 6 June 2017
Research & Development Sub-Committee	20 September 2016 18 October 2016 22 November 2016 17 January 2017 21 February 2017 28 March 2017 9 May 2017 6 June 2017
Student Experience Sub-Committee	5 October 2016 7 December 2016 1 February 2017 5 April 2017

Section 2: Reviews in the reporting period

2.1 Internal reviews that were completed in the reporting period.

New Programmes Approved and Validated in 2016-17:

1   Postgraduate Diploma in UX Design (60 credits) and Certificate in Fundamentals in UX Design (10 credits)
The Panel met on 15 September 2016 and approved both programmes with no conditions. The panel report is available on
http://www.iadt.ie/content/files/Postgrad._Dip__SPA_User_Exp._Design,_Panel_Report.pdf.

Composition of Panel	
Chair	Male
Academic Representatives	1 Male
Industry Representatives	1 Male

2   **BA (Hons) in New Media Studies (240 credits)**
The Panel met on 7 October 2016 and approved the programme with no conditions. The panel report is available on
http://www.iadt.ie/content/files/BA_in_New_Media_Studies_Panel_Report.pdf.

Composition of Panel	
Chair	Male
Academic Representatives	1 Male, 1 Female
Industry Representatives	1 Male, 1 Female

3   MA in Interdisciplinary Design Strategies (90 credits)
The Panel met on 22 November 2016 and approved the programme with no conditions. The panel report is available on
http://www.iadt.ie/content/files/MA_Interdis._Design_Strategies,_Panel_Report.pdf.

Composition of Panel	
Chair	Male
Academic Representatives	2 Male
Industry Representatives	2 Male

 4   **BA (Hons) in Creative Music Production (240 credits)**
The Panel met on 30 March 2017 and approved the programme with no conditions. The panel report is available on
http://www.iadt.ie/content/files/BA_Honours_in_Creative_Music_Production,_Panel_Report_April_2017.pdf.

Composition of Panel	
Chair	Male
Academic Representatives	1 Male, 1 Female
Industry Representatives	1 Male, 1 Female

Changes to existing Programmes Approved in 2016-17:

1   **BA (Hons) in English, Media and Cultural Studies** - Module changes were agreed at the Programme Validation Sub-Committee on 25 April 2017

2   **BA (Hons) in Business Studies & Arts Management** - Module changes were agreed at the Programme Validation Sub-Committee on 25 April 2017

3   **BA (Hons) in New Media Studies** - Module changes were agreed at the Programme Validation Sub-Committee on 25 April 2017

4   **BA (Hons) in Animation** - Module changes were agreed at the Programme Validation Sub-Committee on 25 April 2017

5   **BA (Hons) in Photography** - Module changes were agreed at the Programme Validation Sub-Committee on 23 May 2017

6   **BA (Hons) in Animation** - Module changes were agreed at the Programme Validation Sub-Committee on 23 May 2017

7   **BA (Hons) in Art** - Module changes were agreed at the Programme Validation Sub-Committee on 23 May 2017

8   **BSc (Hons) in Creative Computing** - Module changes were agreed at the Programme Validation Sub-Committee on 23 May 2017

9   **MSc in User Experience Design** - Module changes were agreed at the Programme Validation Sub-Committee on 23 May 2017

10 **BA (Hons) in Art** - Module changes were agreed at the Programme Validation Sub-Committee on 6 June 2017

11 **MA in Cinematography** - Module changes were agreed at the Programme Validation Sub-Committee on 6 June 2017

12 **BA (Hons) in Photography** - Module changes were agreed at the Programme Validation Sub-Committee on 6 June 2017

13 **BA (Hons) in English, Media and Cultural Studies** - Module changes were agreed at the Programme Validation Sub-Committee on 6 June 2017

14 **BA (Hons) in Design for Stage & Screen** - Module changes were agreed at the Programme Validation Sub-Committee on 6 June 2017

15 **BSc (Hons) in Creative Media Technologies** - Module changes were agreed at the Programme Validation Sub-Committee on 6 June 2017

Delegated Authority Award in 2016-17:

1   **Delegated Authority awarded at Level 9**
    Confirmation of QQI's extension of delegated authority to Level 9 was agreed on 20 February 2017. The letter of authorisation is dated 20 February 2017 and is available to view here http://www.iadt.ie/content/files/00_iadtpolicy_QQI_approval_of_DA_for_level_9_research_degrees.pdf.

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

Number of new **Programme Validations/Programme Approvals** completed in the reporting year	**3**
Number of **Programme Reviews** completed in the reporting year	15
Number of **Research Reviews** completed in the reporting year	0
Number of **School/Department/Faculty Reviews** completed in the reporting year	0
Number of **Service Unit Reviews** completed in the reporting year	0
Number of **Reviews of Arrangements with partner organisations** completed in the reporting year	1

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

Composition of Panels	%
Internal	0
National	15
UK	2
EU	0
Student	0
Other	0

Chair Profile	%
Internal	0
Similar Institution	75
Different Institution	25
International	0

Section 3: Other Implementation Factors

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

Data is collected via our Management Information Systems including Banner, Agresso, and CMIS as well as via Committee meeting and Programme Boards. This information is used for a variety of purposes which includes:

- Day-to-day financial management and monitoring of budgets
- CAO and Direct Entry reporting
- Persistence/Progression and Completion rates
- Award classification rates
- Graduate Survey
- Revised and new policies
- Examination/Assessment statistics
- Monthly Sub-Committee minutes and Annual Reports are reported back to Academic Council
- Programme Boards prepare an Annual Report for Academic Council, typically presented at its September meeting

Reports are made to staff and students on a regular basis via:
- Programme Board meetings
- Talks by the President
- Academic Council meetings (student and staff representatives)
- Governing Body meetings (student and staff representatives)
- Central Management meetings
- Faculty Meetings

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

There were some issues over 2016-17 related to developments in IADT which impacted on quality policies and procedures. These included:

Collaborative Programmes
The development of collaborative programmes brings with it an even more important focus on ensuring quality. In the usual course of events, a programme is developed and delivered by a single institution which brings with it the usual requirements to adhere to institutional quality assurances processes. However, in the case of collaborative programmes, there is a further requirement to ensure that the partner institution or institutions also adhere to the same level of quality assurance protocols. This involves a significant level of work, over and over that of normal programme development.

In 2016-17, IADT developed two international programmes, the MA in Interdisciplinary Design Strategies in partnership with George Brown University in Canada, and the MA in Cinematography in partnership with The University of Theatre and Film Arts, Budapest, Hungary (SZFE), and the Baltic Film, Media, Arts and Communication School of Tallinn University, Estonia, (BFM). Both development projects required the Institute to review its Quality Assurance of Collaborative Programmes Policy document which will be further reviewed and refined in 2017-18.

Delegated Authority
IADT received Delegated Authority up to Level 9 in 2016-17 which had the effect of updating the Procedures and Guidelines for Research Degrees document, to reflect some minor procedural changes following Delegation of Authority. The changes were limited to the sections on Examination Procedures, Examiners' Reports, and Rules for the Presentation of the Thesis. The amendments relate, in the main, to changes in the administrative process for interaction with external examiners.

Student Experience
As a result of regular Student Experience Committee meetings and input from the Student Services Team, a range of updated/new policies were developed. These included:
- Reasonable Accommodation Policies, Procedures and Guidelines in Examinations for Students with Disabilities
- Supplementary Alternative Admissions for Students with a Disability or SLD
- General Disability Support Service Reasonable Accommodation Procedures
- Code of Practice for Students with Disabilities

3.3 A description of other implementation issues.

The result of developments in IADT (as listed in Section 3.2 above) had the following implementation effects:

Programme Development Workload
As discussed in Section 3.2 above, and elsewhere in the document, there was a significant level of programme development in the period 2016-17. Alongside the regular monitoring of programmes, there were a number of new programmes developed, including a number of international programmes. The workload associated with this level of development was heavy and, especially in the case of international programmes, there were additional procedures in the area of due diligence and the work of our Partnerships Oversight Committee. Development of the programmes also included staff travelling to both George Brown University in Toronto, Canada and The University of Theatre and Film Arts, Budapest, Hungary and the Baltic Film, Media, Arts and Communication School of Tallinn University, Estonia.

Registry Workload
Staff in the Registry also experienced an additional workload due to the level of programme monitoring and development. To meet the needs of international students, and the programmes, additional Exam Boards and the ensuring processes increased the type and range of work undertaken. To assist in this additional workload, the Institute employed a dedicated Post Graduate Admissions Officer with responsibility for admissions in post graduate programmes, and provision of assistance for the students, especially international students in the areas of visas etc.

No increase in ECF
In 2016-17, there was no increase in the ECF (Employment Control Framework) which had the effect of the staff in situ taking on increasing levels of work and the re-organisation of existing roles to ensure that the needs of both the programmes and students are met.

Part 3: Effectiveness and Impact

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

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

During 2016-17, IADT has continued to review and update its policies and procedures which have been effective in maintaining and enhancing quality throughout the Institute. The upcoming changes to programme validation, in terms of a new template for programme documentation, were discussed at length and the QQI guidelines reviewed in the context of their effect on quality assurance within the Institute.

As part of the quality review cycle, a number of key policies were updated. Changes arising from the delegation of authority at Level 9 required some further updating of policies, especially those in relation to Research Masters.

The Institute has plans to commence Programmatic Review in the period 2017-18 and, in order to plan for this project, discussions took place in 2016-17 regarding this project. It was decided to commence the review with all Level 9 programmes across both Faculties, the first time a joint review was undertaken at the Institute.

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

The **Quality Enhancement Sub-Committee's** main function is to facilitate an integrated approach to academic quality, including IADT's policies, procedures and systems and is the central forum for monitoring and improving standards of academic quality. The key successes for 2016-17 for this Committee were identified as:
− Review of repeat mechanisms across all programmes
− Preparation and reviewing of the new AIQR report which was approved by QQI
− New QQI documents were reviewed, discussed and the new system for validation/revalidation fed back to the various academic teams

The **Teaching and Learning Sub-Committee** has delegated responsibility to uphold the standards set through the National Qualifications Framework and ensure that examination/assessment procedures are fair, consistent and compliant. In 2016-17, the Committee undertook a wide range of work in this area including those listed below, all of which have an impact on the quality assurance of IADT programmes:

− **Staff Development for Teaching and Learning**:
  • Three LIN Certificates ran during the year

- A Staff Development Day was held on 1 November 2016 with 11 events held over the day with 87 staff members participating
- Teaching & Learning Induction programme held on 9 September and Tutor Demonstrators Induction in December
- IADT Teaching and Research Showcase took place on 13 June 2017

− **Review of staff engagement in Professional Development**
  - Internal focus groups held in December 2016
  - Staff survey sent out in May 2016 to establish the level of professional development activity and qualifications staff have gained

− **Review of Policies**
  - RPL policy
  - Report on Community Engagement Initiatives commenced

− **Involvement with the National Forum for the Enhancement of Teaching and Learning**
  - Involvement with the national pilot project on the Continuing Professional Development framework – input to the pilot completed in June 2017
  - IADT partnered on three projects:
  - Online credited Teaching & Learning 5 credit programme for Graduate Teaching Assistant/Associate Faculty by Leinster Pillar 1 Cluster with Trinity College, NUIG, Marino Institute of Education
  - ATLAS – mapping LIN certificates to the Professional Development Framework – lead partners AIT/ Carlow IT, GMIT
  - Developed a Professional Development Digital Badge in Entrepreneurship Education with Cork Institute of Technology, Dundalk Institute of Technology, Dublin Institute of Technology and DCU
  - Submitted three proposals for the DELTA Awards, one of which is currently in Phase 2 development
  - Ran the AllaBoard Digital Skills Weeks from 3 – 7 April 2017 (offering a range of options to both internal and external stakeholders with a total of 182 participants)

The **Programme Validation Sub-Committee** key successes for 2016-17 were:

Development of New Programmes
− MA in Interdisciplinary Design Strategies, approved in October 2016, validated in November 2016
− MSc/MA in Design Futures, approved for development in December 2016
− Certificate in Design Thinking Level 9 (SPA), approved for development, December 2016
− BSc in User Experience Design, approved for development in December 2016
− MA in Sound Design, approved for development in January 2017
− BA (Hons) in Creative Music Production, approved in February 2017, validated in March 2017
− Advanced Cert in Applied Digital Business Skills Level 8 (SPA), approved for development in April 2017

Amendments to Programmes
− MA in Creative Production & Screen Finance March 2017
− BA Hons in English Media & Cultural Studies April 2017
− BA Hons in Business Studies & Arts Management April 2017
− BA Hons in Animation April 2017

- BA Hons in New Media Studies April 2017
- MSc in User Experience Design May 2017
- BA (Hons) in Art May 2017
- BSc (Hons) in Creative Computing May 2017
- MA in Screenwriting for Film & Television (90 credits), approved in May 2017

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

During 2016-17, a number of significant developments were made, which included:

− Ongoing policy development and review plan and, during 2016-17, a number of policies were updated.
− In September 2016, it was agreed to include a retention table in the Annual Reports for programmes. This assists in the analysis of retention figures and also helps to collate information on retention to act as an early warning system for Faculties.
− A number of new programmes were validated in 2016-17 and a number of amendments to existing programmes were also made in the period
− Articulation agreements were signed with George Brown College in Canada – this was a precursor to the new MA in Interdisciplinary Design Strategies
− Memorandums of Understanding were signed with FETAC providers in Blackrock, Dun Laoghaire, Bray, Sallynoggin and Stillorgan
− IADT was awarded Delegated Authority up to Level 9
− IADT signed up to the HEAR and DARE Schemes during 2016-17 with students coming on campus through these schemes from 2017-18
− The Graduate Survey was issued with a 70% response rate and 80% of graduates tracked being in employment
− New Senior Quality Officer appointed in July 2017 with a particular focus on quality assurance issues in IADT
− New Post Graduate Admissions Officer appointed in April 2017 with a particular focus on assisting post graduate, especially international, students

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

The key themes emerging from IADT implementation of quality enhancement and quality assurance measures during the 2016-17 period are:

− The growth of IADT's Level 9 provision has been a key element and has taken two forms. Firstly, the review of our processes and procedures for taught undergraduate study in preparation for programmatic review in 2018 and, secondly, our successful application for delegated authority for Masters by Research, and the associated updates to policy and procedure arising

− Enhancing and supporting our diverse and diversifying student population. Reorganizing the library space and redesigning and revamping the Atrium building were key undertakings in 2016-17

− The Cultural and Creative Industries sector is a significant contributor to the Irish economy and IADT's mission is to specialise in creativity and innovation and develop graduates who are equipped to work in this sector. With this in mind, IADT has evolved its policies and programmes taking on board stakeholder feedback from the CCI sector so that we can best support it

− Internationalization is a key priority for IADT. The above developments, especially in the areas of Level 9 and diversity have increased the growth in international students through formal connections with HEIs oversees via Erasmus, Erasmus+, MOUs, and joint ventures. For example, we have developed two Masters Programmes, one with George Brown University in Canada (MA in Interdisciplinary Design Strategies) and one through Erasmus Mundus/Viewfinder (MA in Cinematography).

Part 4: Quality Enhancement

Part 4 provides information which goes beyond the description of standard quality assurance procedures. Quality enhancement includes the introduction of new procedures but also extends the concept of quality assurance to other initiatives, activities and events aimed at improving quality across the institution.

4.1 Improvements and Enhancements for the Reporting Period
Improvements or enhancements, impacting on quality or quality assurance, that took place in the reporting period.

Senior Quality Officer
IADT's new Senior Quality Officer was appointed in July 2017 with a particular focus on quality assurance issues in IADT. The post also provides a key link between the Sub-Committees of Academic Council, the Registrar's Office and the Academic Council itself whilst also having a role in periodic review of programmes and in the reviewing, updating and development of policy in relation to quality assurance issues across the Institute.

Post Graduate Admissions Officer
A new Post Graduate Admissions Officer was appointed in April 2017 responsibility for admissions in post graduate programmes, and provision of assistance for the students, especially international students in the areas of visas etc.

Quality Enhancement Committee
The Quality Enhancement Committee under took a review of the following issues in the calendar year 2017.
– Progression with credit deficit
– Repeat Mechanisms
– Revised deferral policy documents

The Committee examined and reported to academic council on the status of the impact of students progressing with credit deficit. This conversion involved academics, administrative staff and Heads of Department. This fed into the discussion around eth updating of the Marks and Standards documents in 2017-18.

Repeat mechanisms were also a major items of work for the QE committee in 2017. The consistency and clarity of repeat mechanisms was reviewed. Representatives from each Faculty were asked to feedback to their programme, department and faculty teams on the discussion as part of the continual improvement of programmes and in preparation for programmatic review in 2018 and 2019.

Registry developed new forms and policies for the request of deferrals. Three forms have been superseded by two.

The QE Committee's work plan for the year 2017-18 is:

– Quality Documents for Updating

- Quality Framework document
- Marks and Standards Policy
– Programmatic Review preparation
– Current alpha grading system model
– Review of programme process around Programme Validation Committee changes
– Review of External Partnerships Policy
– Review of Marks and Standards Policy

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

First Year Matters
The First Year Matters Programme continues ran again in 2016-17 and was hugely successful. It is a comprehensive, all-Institute interdisciplinary induction programme designed to welcome students, foster engagement, and create a genuine sense of belonging. From the outset, they receive a warm and enthusiastic welcome from the college and are reassured that no question is too big or small.

As part of a schedule of Student Engagement Activities, First Year Matters is designed to support new students and ensure they settle in successfully. The programme is run over the first four weeks of the academic term by the Student Experience team and the Students' Union with support from twelve Student Leaders and first year academic tutors. IADT's retention rates in first year are excellent, and it's clear that First Year Matters offers genuine benefits to incoming students.

First Year Matters aims to:
– Help students successfully transition into third level and become independent learners
– Create a sense of belonging and identity within IADT
– Empower students to navigate college life independently
– Develop a social network with peers and existing student body
– Foster all-Institute and community awareness of first year
– Introduce new students to all aspects of student life
– Cultivate student leadership across IADT
– Develop emotional resilience through its focus on wellbeing
– Nurture the skills and abilities of FYM Leaders and programme participants

Part 5: Objectives for the coming year

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

5.1 Quality Assurance and Enhancement System Plans
Plans for quality assurance and quality enhancement relating to strategic objectives for the next reporting period.

A large schedule of work is planned for 2017-18 which includes:

Updating of policies due for renewal which includes:

- Erasmus Procedures For Incoming And Outgoing Students
- Guidelines for the Collection of Student Fees
- Reasonable Accommodation, Policy and Procedures
- Intellectual Property
- Collaborative Provision - Quality Assurance of Collaborative Programmes
- Recognition of Prior Learning Policy
- Learner Charter
- Postgraduate Research Masters Handbook (under publications)
- Ethics Policy
- Examinations (Administration) Procedures and Regulations
- Fitness to Study Policy and Procedures
- Plagiarism Policy
- Quality Framework document
- Aergrotat and Posthumous Awards Policy
- Exit Awards Policy
- Code of Practice for Students with Disabilities
- Car Parking Regulations
- Mutual Respect Policy
- Consultancy and External Activity Policy

Given the large number of policy reviews required, a prioritised listing of these will be produced which will allow IADT to review which policies most impact on current activities and which impact most specifically on work towards current strategic aims.

IADT is also preparing to enter into Programmatic Review of all of its Level 9 programmes in 2017-18. This is the first year that the two Faculties will come together and review their programmes jointly. Also, as a result of this joint effort and of the strategic aim for cross Institute development, several new programmes will be developed, at least one of which will be cross-Faculty. A common structure is being planned, to allow for more cross Faculty modules to be taught jointly.

The **Quality Enhancement Sub-Committee** has a work plan for 2017-18 which includes:
− Review of the alpha grading system
− Programmatic Review at Level 9

The **Teaching & Learning Sub-Committee**'s work plan for 2017-18 includes:
− Updating the Teaching & Learning section of the IADT website
− Teaching Induction Day on 15 September 2017
− eLearning/Blackboard workshops & tutorials being held
− Staff Training and Development Day to be held on 31 October 2017
− Ongoing delivery of programmes, ie Certificate in Teaching & Learning, Certificate in Universal Design for Learning and the Certificate in Assessment and Evaluation
− Lunchtime Bites – seminar session held for staff on various teaching and learning related issues
− DELTA submission – results and presentation of work done to date
− Teaching and Research Showcase to be held
− Assistance in policy development
− Collaboration with the LIN Network, the National Forum for the Enhancement of Teaching & Learning and the Professional Development Framework

The **Programme Validation Committee**'s work plan includes:
− Ongoing development of programmes
− Preparation for Programmatic Review at Level 9

In summary, the ongoing development and review cycle for policies in relation to the quality assurance of all areas of IADT will continue, alongside the Programmatic Review at Level 9 and the development of up to five new programmes.

5.2 Review Plans

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

— The Programme Validation Committee meets monthly during term time to seek to validate minor changes to programmes and modules, as necessary

— The Senior Quality Officer has delegated responsibility to manage the review cycle for all policies and to develop new policies/procedures, as required

— The Quality Enhancement Committee has a plan of work for 2017-18 which is detailed in Section 4.1 of this document

— The Faculty of Film, Art & Creative Technologies are working alongside the Faculty of Enterprise and Humanities and the Registrar's Office to carry out a Programmatic Review of all of their Level 9 programmes in 2017-18

— The Faculties and the Registrar's Office will also be planning undertaking Programmatic Review of all other programmes in the Institute during 2017-18

— There is currently ongoing discussions with Sheridan College in Canada with regard to the development of a new programme in Animation, along the model of our MA in Interdisciplinary Design Strategies

5.3 Other Plans   23

- Ongoing Programmatic Review at Level 9 and preparation for Programmatic Review at Levels 7 and 8.
- Review of the alpha grading system, assessment, programme and module design

Part 6: Periodic Review

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

6.1 The Institution and External Review
A description of the impacts of institutional review within the institution.

The Institute will be preparing for its Institutional Review, under the Cinnte review cycle, in 2022-23.

6.2 Self-Reflection on Quality Assurance
A short evaluative and reflective summary of the overall impact of quality assurance in the reporting period or, over a more extensive period, in the review.

The Institute will be preparing for its Institutional Review, under the Cinnte review cycle, in 2022-23.

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

The Institute will be preparing for its Institutional Review, under the Cinnte review cycle, in 2022-23.