School of
Business and Humanities
Programmatic Review

iadt
DUN LAOGHAIRE

Report of Programmatic Review Process

Tuesday 20th April and Wednesday 21st April 2010

Including School response to panel findings and recommendations

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Programmatic Review: Introduction

Programmatic Review is a quality review and self study process whereby a provider conducts a critical evaluation of its programmes (or all programmes within a department/school, or all programmes within a field of learning), and produces a self evaluation report (SER).   It comprises a critical evaluation of all aspects of each programme – its strategy, learning outcomes, modules, assessment, resources etc. Such a comprehensive review shall take place at least every five years, in keeping with current best practice.

Programmatic Review involves engagement in a process of self assessment, with inputs from experts and stakeholders, leading to an SER. Review of this report is by external peers, and results in a set of recommendations and clear actions based on interaction with the review group.

Programmatic Review is part of a continuous improvement which all providers of programmes should embrace and embed within their organisations. It is intended to be a positive, supportive and open process. It results in a five year plan for the provider in respect of the specific provision under review and which therefore will feed into the strategic plan.

School of Business and Humanities: Summary

Background

This Programmatic Review was the second for the School of Business and Humanities; the first Review took place in 2005. Since the last Programmatic Review in 2005, the School has maintained steady growth in student numbers.

The years 2005-2010 have been characterised by steady growth, and continuous process review. Programme development includes two post graduate programmes, four Special Purpose Awards, an innovative teaching and assessment model, advanced entry, changing student demographic and student lifestyle, alongside the development of systems and processes to cope with increasing numbers.

The student population in the School of Business and Humanities currently accounts for 34% of the total student population of IADT.

Suite of Undergraduate Programmes

Department of Business Head Dept: Ms. Therese Moylan	Department of Humanities Head Dept: Dr. Paula Gilligan
DL231 Bachelor of Business in Entrepreneurship Level 7	DL241 Bachelor of Arts (Honours) in English, Media and Cultural Studies Level 8
DL242 Bachelor of Arts (Honours) in Business Studies and Arts Management Level 8	
DL243 Bachelor of Business (Honours) in Entrepreneurship Add-On Level 8	
DL245 Bachelor of Business (Honours) in Entrepreneurship and Management Level 8	
Special Purpose Awards: Enterprise Development Online Business Trading	Special Purpose Awards: Citizenship and Society Creative Writing

For Level 9, HETAC accredited courses at the Institute, the School sought revalidation at Programmatic Review for a Postgraduate Diploma and a Masters programme

Suite of Postgraduate Programmes

Department of Business	Department of Humanities
DL253 Postgraduate Diploma in Cultural Event Management Level 9	DL254 Master of Arts in Public Culture Level 9

Staff of the School produced a self-evaluation report (SER) prior to Programmatic Review.

The Registrar then convened an external peer review panel, which met on 20th and 21st April 2010. The following report identifies the findings of this panel.

IADT and the School of Business and Humanities
Vision and Mission

The School of Business and Humanities played an active role in the development of IADT's Strategic Plan 2008-2012 and shares the mission, vision and core values articulated in the plan *Creating Futures.*

IADT's vision which the School shares is:

To be at the forefront of teaching, research and innovation at the convergence of the arts, technology and enterprise, and to contribute to Ireland's development as a creative knowledge economy.

This is translated and embedded into the School's programmes which demonstrate convergence of the Arts, Technology and Enterprise. The School's programmes includes cross Institute project work with students from the Schools of Creative Arts and Creative Technologies, for the purpose of maximizing the learning experience and achieving learning outcomes.

Cross Institute student projects are specifically designed to reflect the convergence of the Arts, Technology and Enterprise, and require considerable resources to implement, assess and manage. Examples of such projects run by the School include:
- Art exhibitions and auctions (Arts Management and Visual Arts students)
- *Dragon's Den* with cross Institute student teams (Psychology and Enterprise; Multi Media and Enterprise)
- Radio content development, Joyce day, Business Planning competitions, etc. (See Appendix 1 for list of student projects).

The IADT and the School of Business and Humanities mission is:

To sustain and enhance our reputation as the college of preferred choice in our areas of specialisation. This will be achieved by providing professional and industry relevant programmes, innovative approaches to teaching, learning and assessment, and by engaging in research, enterprise development and innovation.

The School of Business and Humanities is the second largest School in IADT. It has achieved and maintained steady growth in CAO applications since its establishment in 1998. The table below shows a steady increase in CAO applications in first and second preferences between 2005 and 2009.

CAO applications and trends in School of Business and Humanities:

School of Business and Humanities, IADT: Programmatic Review Final Report, June 2010
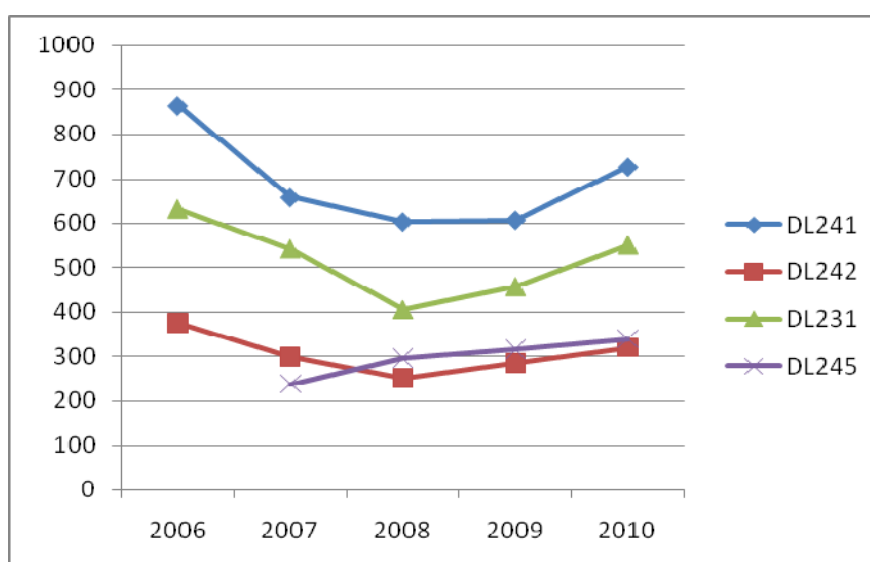
CAO Applications – first preferences to School programmes:
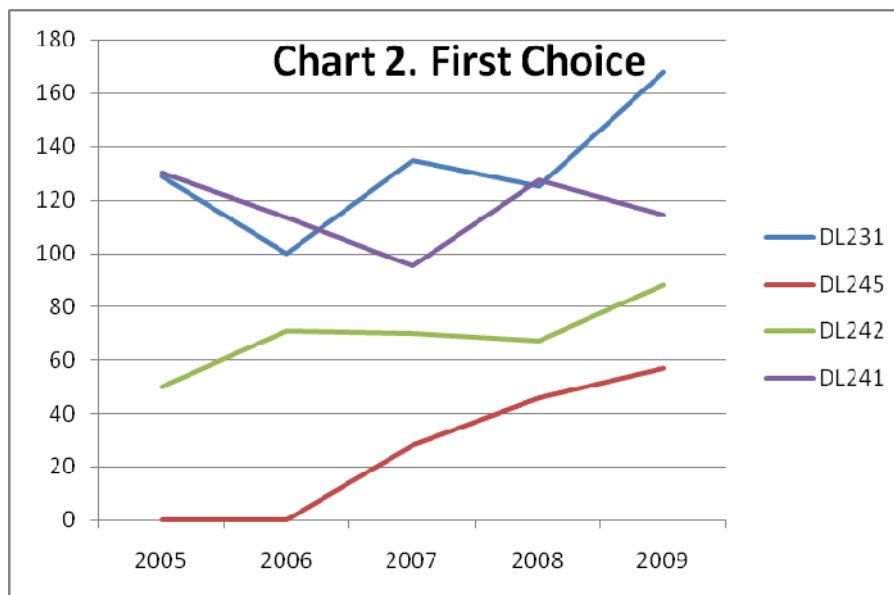
The table below shows student growth in the three schools in IADT 2005-2009. In 2005/06 academic year there were 518 full-time students registered in the School of Business and Humanities. This number increased to 750- a growth rate of almost 50% in five years while maintaining CAO points.

Students Registered in IADT by School from 2005/06 to 2009/10:

School of Business and Humanities, IADT: Programmatic Review Final Report, June 2010
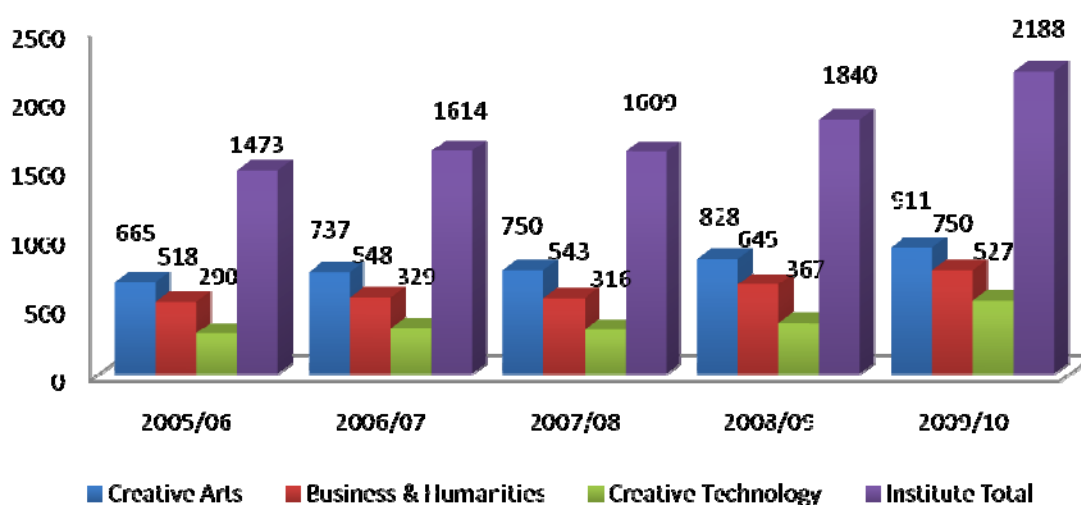
Learner Profile and Target Learner Groups

The total applications and particularly the first choices in the above tables show a strong performance in the school over the last five years. The changes implemented since the last Programmatic Review appear to have had a positive impact from 2007 onwards.

CAO demand for Business Administration programmes has declined across the Sector: 36% decrease for Level 7 programmes and 6% decrease for Level 8 programmes. However the School of Business and Humanities applications continue to perform well, as the previous tables show.

IADT strategy places particular emphasis on first preferences. The first preference performance of the School is indicative of the importance of developing and cultivating a relationship with local feeder schools, corroborated by analysis carried out for this programmatic review.
The School also admits students transferring from level 6 and level 7 programmes outside the college. The enterprise and entrepreneurship programmes admitted 26 students in 2009 and intend to maintain or increase this level.

The steady growth in student numbers in the School of Business and Humanities is evidenced from the Stakeholder consultation sessions and input into programme validation panels. Furthermore, the success of Business and Humanities graduates in the labour market is further evidence of the relevance and existence of transferable skills acquired by graduates.

The School has noted the findings of a recent Forfas study (2009) on skills needs and the labour market. Including a need for transferable skills to assist employees negotiate the demands of an ever changing labour market. In particular the report refers to 'soft skills' acquisition, which the programme learning outcomes deliver.

School Structure

School of Business and Humanities, IADT: Programmatic Review Final Report, June 2010
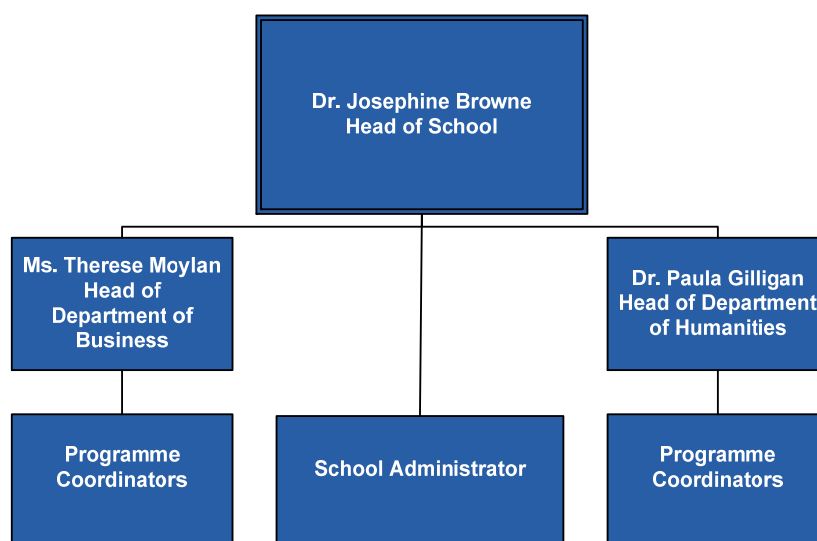
Membership of Programmatic Review Panel

Professor Chris Kemp (Chair) Pro Vice Chancellor/Executive Dean of Faculty of Design, Media & Management	Senior Management Team Buckinghamshire New University, UK
Mr. Danny Brennan	Registrar Letterkenny Institute of Technology Co. Donegal
Dr. Thomas O'Toole	Head of School of Business Waterford Institute of Technology Co. Waterford
Professor Diane Negra	Professor of Film Studies/Screen Culture School of English, Drama and Film UCD, Dublin
Dr. Marian Fitzgibbon	Head of School of Humanities Athlone Institute of Technology Co. Westmeath
Dr. Murray Clark	DBA Programme Leader Sheffield Business School Sheffield Hallam University, UK
Mr. James H. Casey	FCA Ryan Casey Auditors Dun Laoghaire
Mr. Rory Connaughton	Managing Director Holfeld Graphics Dun Laoghaire
Mr. Niall Doyle	CEO Opera Ireland
Mr. Hugh Sullivan	Education Officer Union of Students in Ireland

For IADT

Mr. Jim Devine	President
Dr. Annie Doona	Registrar
Dr. Josephine Browne	Head of School of Business and Humanities
Ms. Therese Moylan	Head of Department of Business
Dr. Paula Gilligan	Head of Department of Humanities
Ms Laura Devlin	Cross Institute Administrator
Also present were Programme Coordinators and staff members, representing undergraduate and postgraduate programmes across the School of Business and Humanities.	

The Registrar of IADT attended the two day process in an observer/advisory capacity, and to provide guidance and information around IADT processes and procedures.

The IADT Cross Institute Administrator recorded the two day process, and subsequently drafted a report of the proceedings, in collaboration with the Panel Chair.

Timetable for Programmatic Review

Tuesday 20th April 2010:

9.00-10.00am	Initial meeting of Panel	Main issues and School Overview documentation
10.15-11.30am	Meeting with IADT Executive	Institutional context
11.30-12.30pm	Tour of Facilities	
13.30-15.00pm	Meeting with School Management, Programme Coordinators, Teams	Overview of programmes and School development
15.30-16.15pm	Meeting with Student reps	Student Feedback
16.15-17.00pm	Meeting with External Stakeholders	Industry/Stakeholder Feedback
17.15-18.00pm	Private Panel meeting	
18.00-18.30pm	Summary of Day 1	Feedback to School from Day 1

Tuesday 16th March 2010:

9.15-10.15am	Main Issues for Phase 2	Programme Documentation
10.30-13.00pm	Review of undergraduate programmes. Postgraduate SWOT analysis	Programme documents, including Level 9
14.00-15.00pm	Panel meeting	
15.00-15.30pm	Overall Summary	Feedback to Senior IADT Management

Documentation provided for Panel

1. Volume 1: Institute Overview
2. Volume 2: School Overview
3. Programme Documents
4. Staff CVs

Tuesday 20th April 2010

Private Panel Meeting to Identify Issues

The Chair welcomed the Programmatic Review Panel

Background information provided by Registrar, IADT

- The Programmatic Review process was taking place in the context of an uncertain climate in the educational sector. Talks around a possible amalgamation between IADT and NCAD (as outlined in the McCarthy Report) have stalled due to NCAD commencing talks with another Institution in the university sector.
- It is hoped the niche specialisations at IADT will ensure the Institute continues as an important contributor at national level, either independently or within a new Institutional structure.
- The Institute will undergo Institutional Review in January 2011
- All documents under consideration by the Panel have been subjected to rigorous internal procedures, having previously been submitted to IADT Programme Validation Committee and Academic Council

Issues for consideration:

Following discussion, the Panel identified some issues and queries they wished to pursue with the School teams. These included:

a) Funding and the notion of a Unique Selling Point (USP). Is this at School or Institute level?

b) Future government strategies around sectoral mergers – how will this affect the School's survival?

c) Proposed public/private partnership building projects – are these affected by the economic downturn? The Panel noted page 33 of the *Creating Futures* document may now be redundant, with assumptions about funding no longer valid

d) The unique hybrid of business and humanities in the School is different to the usual profile of a Business school; how does this align with the IADT stake in local and national economy?

e) What process does the Institute use to generate funding, i.e. the Development Office?

f) How to effect growth strategy and diversity of academic work in current challenging climate of limited resources and increased staff/student ratio?

g) What is the Institute and School position on Research? Where is the strategy focus going? What are the resources/funding issues?

h) To what extent do academic issues surface at the Executive team meetings, particularly in relation to tracking issues that arise at Academic Council and Executive meetings.

i) The overall student experience is an area for consideration

j) How does the Institute view itself at macro level? Explore the initiatives and interaction between arts management and the business world

k) Consider the issue of currency and current practice

l) How to grow internationally in a competitive environment?

m) What level of interaction is there with the Media Cube?

Questions and issues for discussion with School staff

1. In relation to business management and the Arts, to what extent is the USP of the Institute defined?

2. Is the School strong enough to survive in any new sectoral structure?

3. How is the Teaching & Learning Strategy adapted to deal with the increase in student numbers? How is the strategy applied on the ground?

4. In relation to increased numbers, resources and space are an area of concern.

5. How is industry feedback dealt with/responded to?

6. What is the level of interaction with local and domestic industry? Are there many innovation projects and/or industry partners?

7. How do the teams view entrepreneurial education and its influence on programme design?

8. Given a link between good teaching and outstanding Research, how are staff supported in their Research work?

9. Is the process of Modularisation at the Institute a way of dealing with increased numbers in the current climate?

10. In relation to levelness across Institute programmes, is there a difference in learning outcomes at similar stages?

11. Should the Institute/School consider expanding module options?

12. Is there cross Institute integration of projects?

13. Where are resource issues discussed (Academic Council, Executive?)

14. What evidence is there to demonstrate transparency in decision making?

15. How is the Virtual Learning Environment utilised at the Institute?

Observations on School documents:

1. In the School Overview document, there is an apparent contradiction between the consolidation strategy and plans for growth, and the description of the programmatic review process is sketchy. What is the process?

2. In the School Overview document, the Teaching & Learning Assessment Strategy is slightly generic. More detail needed on Assessment. Innovation did not come through in the T & L document. Given that there is a focus on this area and it is identified as a USP.
3. A lot of modules are 100% Continuous Assessment – this does not match with the Teaching & Learning Strategy.
4. Details of module descriptors, learning outcomes, sources uneven across the programmes – not enough guidance on what is intended.
5. Not a lot of information on external benchmarks and external examiners in the School document. Tracking process should be included, to demonstrate how the loop is closed.
6. Programmatic Review process is not clear (the overall process).
7. Entrepreneurship philosophy not apparent in document; how does this impact on programmes?

Institutional Context

The President of IADT gave a presentation, outlining the Institute's vision, mission statement, and strategic collaborations and imperatives against a background of continuing changes in the Higher Education sector. The HEA strategy report is expected around June 2010, and curriculum and financial rationalisation is anticipated to figure prominently in this report.

However, the Capital development programme at the Institute is going ahead, with the construction of the National Film School building due to start at the end of 2010. This building will provide important and much needed space for Film and Media activities at IADT, and allow for a reconfiguration of currently available space, thus helping to alleviate timetabling pressures across the Schools.

School Context

The Head of the School of Business and Humanities gave a presentation, summarizing the School's perspective within the overall Institute strategy:
- The School is enjoying an increase in 1st and 2nd student choice for programmes
- The School's programmes are relevant to current labour and market opportunities
- Despite constraints, School staff are managing to promote a Research agenda
- The School has an innovative Teaching and Learning model
- The review process and regular engagement with stakeholders ensure programmes stay relevant and meet the needs of students
- Student numbers were growing across programmes in the School, and a lot of students continue on to postgraduate level

- Programme development has included 4 Special Purpose Awards, postgraduate diploma and Masters programmes, and the development of a Certificate in General Studies

Challenges for the School include:
- Resources, space and materials
- Staff numbers
- Pedagogic needs of the 21st century learner
- Retention
- Internationalisation
- Research agenda

Strengths of the School include:
- Diverse skills set for the SMART economy
- Innovative programmes
- Motivated staff
- Soft skills development
- Graduate success
- Student centred

Identified areas and issues in need of support at Institute and sector level:
- Innovative teaching and pedagogy support to deliver programmes
- Re-validation of the Foundation Certificate and development of skills for new learners. This programme was crucial in bringing first generation students into higher education.
- Clear guidance from the Minister of Education with regard to a strategy for Higher Education

Meeting with Panel, Head of School & Heads of Departments

A question and answer session ensued with the Head of School and Heads of Department. Issues discussed included:

Competitiveness

If the unique selling point of the Institute is to be at the fore of creative and cultural industries, how does it compete, and how does it generate income? What is the strategic and operational process for this?

The President responded by citing an employment survey of graduates with business and humanities degrees. The unique blend of business and humanities was favoured by employers willing to employ students with a different skills set. Competition was not a threat, as there were many opportunities to collaborate. The School had links with North America (Loras College) and a trip to China was planned for May 2010, creating an opportunity to engage internationally.

The Head of the Quality Enhancement Committee spoke of the unique position of students in the School, working in applied and interdisciplinary teams. Because of the applied nature of the programmes, programmes were relevant and students developed multi disciplinary skills. The link between attendance and participations was strengthened by the applied nature of the School's programmes.

The Head of Dept. of Business cited the example of mini companies and student projects helping to develop students' experience of real world business, with size and scale allowing for innovation and practical application.

The Panel were informed that students from the School go on to postgraduate studies, and links have been formed with DCU, Maynooth and Trinity College. The BA Honours in English, Media and Cultural Studies programme run by the School has the highest number of applications in the Institute.

Sectoral amalgamation

With government demands for unit costing, and the consequent critical mass in terms of student numbers becoming increasingly important, how does the School envisage its survival in any proposed new sectoral model?

The Head of School informed the Panel that the School already had links with other institutions, i.e. Institute of Technology Tallaght, and any future alliances would be viewed from a positive perspective. IADT had a regional as well as a national brief, and a lot of students came from feeder schools in the Dun Laoghaire and surrounding areas, demonstrating a continued demand for a facility in the area.

The Panel were informed that the 2006 unit costing figures for the School was in the low to middle range, and with increased student numbers, costs would be further reduced.

Fund generation

Has the Institute considered ways to generate non government funding, i.e. could the Development Office connect with Alumni as a possible way of generating funds?

The President informed the Panel that the creation of an Alumni base had been considered a few years ago, but the Institute was not yet in a position to create an infrastructure to seek monies this way. The President added there was not yet an established philanthropic culture in the IT sector in Ireland.

Growth

Noting the high ratio of students to staff, the Panel queried how the School proposed to align growth aspirations with reduced resources.

The Head of School acknowledged this was an everyday dilemma. The School try to be innovative in programme structure and delivery, as there was no spare capacity in terms of teaching. While an increase in students meant an increase in funding, frontline staff were needed to run programmes. This was an issue the HEA would inevitably have to review at sectoral level. All postgraduate programmes had to be self funding.

Strategy

In response to a query about the School strategy going forward, the Head of School replied Business and Humanities was not in competition with institutes such as Trinity and UCD; the preferred approach was a collaborative model, and the School were developing links via postgraduate work and European funded projects.

Resources

The Panel noted IADT was at capacity level in terms of numbers, and asked the team where resource issues were raised, i.e. at Academic Council?

The Head of School replied the IADT Academic Management Group was the forum to discuss bread and butter issues. The Minutes of these meetings then went to the Executive.

The Head of the Department of Business added that programme board meetings were also the forum for recording and problems identified. Issues were collated, and subsequently sent to relevant department Heads, with a request for response and closure. The feedback and responses were sent to Academic Council and the Executive. Feedback is accessible to students.

At this point the Panel requested to see an example of Minutes from the Space Utilisation Group, the forum where issues related to timetabling and space are discussed.

The President informed the Panel that the public private partnership building projects are currently on track, and it is hoped space will be released in 2011-2012.

Changes since last Institutional Review (2005)

The Head of the Department of Business cited areas where progress and improvements had been made:
- Standard of delivery of programmes
- Mentoring, facilitation and support structures
- Time management awareness– students sometimes felt there was a bottleneck issue with assessment deadlines, but this was often about students learning to manage their time. The workload was now modular and more evenly distributed, and student feedback indicated satisfaction with the integration of modules
- Communications between students and tutors

School of Business and Humanities, IADT: Programmatic Review Final Report, June 2010

Media Cube

The Panel asked about the possibility of using the Media Cube to alleviate the lack of space.

The Head of School replied that deployment of students to new space without academic and structure support was not feasible.

The Head of the Department of Business informed the Panel there was increasing traffic between the Media Cube and the School of Business and Humanities; an Intranet was in place, and individuals from companies in the Cube regularly delivered lectures to students in the School.

Noting the Cube was used by the 3 Schools, each of which had been affected by cutbacks, the Panel queried if the facility should be more commercially viable in the current climate.

The President replied that the Media Cube was an incubation centre, and port of the core mission was to develop clusters of new media. . The Cube has a relationship with the County Enterprise Board, and is open to graduates and non graduates.

Rationalisation/Amalgamation

Cognisant of the HEA Strategy anticipated across the higher education sector, the Panel asked if the School had a preference for any particular proposed model of amalgamation.

The Panel were informed by the President the preferred HEA approach was to encourage non enforced mergers between institutes with complementary interests, adding that IADT would be proactive in any discussions around the issue. The 'Creative University' model was yet to be clarified, and at present seemed to be aimed more at the private sector.

Postgraduate & Enterprise Growth

The Panel asked about the School approach, and the Institute targets in relation to Level 9 growth

The Head of the Quality Assurance Committee was of the opinion that without an international office onsite and a lack of language skills, it was difficult for Irish students to take up opportunities abroad, and consequently a pragmatic and realistic approach was called for. At present staff in the School are learning French in preparation for Erasmus exchange and postgraduate growth.

The President cited the Institute metric of 10% for international students at IADT over the next 5 years. The Institute was looking at a strategic plan to implement this.

The Head of School informed the Panel the School was involved with the LORAS college in America, around the possibility of IADT business students travelling to the US.

Tour of School Resources and Facilities

Accompanied by the Head of School and the Heads of Departments of Business and Humanities, the Panel were guided around the School, to view resources and facilities available to learners.

The Panel met Students who were attached to the Entrepreneurship programmes, who were involved with the 'Social Entrepreneurship' projects on display at the Institute.

The projects run as part of the Enterprise Management module in year 3 of DL231 Y 3.

Examples of the projects included:

- Developing an alumni for IADT
- Adding value through entrepreneurial skills to the Irish Society for the Prevention of Cruelty to Animals.
- Hoodies for IADT students and staff (design, pricing, sales and logo "lets get down to business" colour schemes
- Football tournament with proceeds going to Special Olympics
- Podcasts on the theme of social enterprise projects
- Music promotion for emerging bands

The members of the programmatic review team who met the students and engaged with their projects were most impressed.

Meeting with School Teams and Coordinators

During the meeting, the following topics were discussed, with the School elaborating on details and providing examples for the following:

Competitiveness

The School continued to deliver programmes successfully in an unstable environment, i.e. the BA Honours in Business Studies and Arts Management. This programme was introduced in 2001, and has been through several amendments and changes to the approved course schedule. The Panel were informed this was the only such full time undergraduate programme on offer in the sector, with a content and context quite different from Event Management. Dynamics was important for the survival of such a progamme, as interaction happened organically.

The School has begun to track graduates – 180 over the past five years, with replies received from 85 graduates, and the results are very positive. 40% of graduates are working in Arts and Culture, 29% have gone on to further education, and 33% are using their business skills in the corporate sector. The calibre of graduates have proved to be adaptable and entrepreneurial; working as project managers, and creating their own positions utilising their flexible skills sets. The emphasis on developing transferable skills has also proven beneficial to students' career paths.

The Work Placement aspect has been successful in helping to preserve the integrity of the programme, and allows the School to continue to develop industry links and build networks.

Teaching & Assessment Strategy

The School acknowledge class sizes had to be managed, involving a lot of planning, preparation and feedback. There was a continual balance between resources and the needs of students. Entrepreneurship was 80% continuous assessment, and this put a demand on resources. However the clear guidance in the teaching and learning strategy provided practical support on the ground. Learning outcomes were linked to modules, and this helped to maintain quality and the successful delivery of programmes.

Feedback

Each year the School reviews programme performance, often referring changes to schedules to stakeholders for their views. There is ongoing engagement with industry, and staff visit students on the site of their work placements. Regarding student feedback (60%), the School endeavours to cover all modules, and this figure should be read in light of the sample size. The return rate for QA forms varied; the practice of highlighting issues at programme boards was deemed to be more detailed and effective. A systematic and rigorous programme board process with full student involvement was introduced across IADT in 2008/9.

School of Business and Humanities, IADT: Programmatic Review Final Report, June 2010

Retention
Students in first and second year were interviewed. School staff work with non attendees, to try and resolve issues. Retention issues are often due to external factors.

Programmatic Review Process
The Programmatic Review process started last year. The Head of the Department of Business chaired the Steering Group which reviewed programmes by department.

The Department of Humanities course schedules were restructured in 2008 to comply with the European Framework; all credits are now multiples of 5.

Interaction with local Industry
There are links with the County Enterprise Board. The School are developing a project based module over 30 credits, though this is not yet formalised. Innovation vouchers have been discussed by the Executive, and staff can take these up in their own time.

Entrepreneurship/Innovation:
- Students ran 11 stalls in the Dun Laoghaire Market this year
- Second year students ran 23 E-Bay sites
- Third year students completed 6 major projects

Teaching and Learning
New modules have been introduced to prepare students for the work environment. Students learn to critique and present their work clearly. Assessments are linked to learning outcomes. Co-requisites and pre-requisites are important, to develop specific skills.

Entrepreneurship
Entrepreneurship is a wide concept, and the School team have come a long way, developing skills sets and identifying opportunities. Entrepreneurship students involved in problem/work based learning (Placement) are encouraged to reflect on the issues and outcomes. It is important to note that students also learn from their failures.

Staff Research
The issue of staff research poses problems; staff are teaching a full week. An Institute wide, creative approach to releasing staff time was needed. Despite time and cost constraints staff have managed to be productive, but the disadvantage was this work extended into weekends and holiday periods.

Modularisation

A lot of progress has been made. Modules were developed based on disciplines. The word 'Indicative' is important in writing the module learning outcomes, and these outcomes drive assessment.

Modules are integrated, and core modules have pre and co-requisites. A first year module has been developed across the School. The roll out of this will be reviewed, and then hopefully offered across all three Schools.

At the conclusion of this discussion, the Chair informed the School team of a number of issues the Panel intended to follow up with the School at the next day's meeting:

1. Levelness of programmes in terms of learning outcomes
2. Module options; e.g., why Music and not Sport?
3. Flexibility – industry courses, part time provision etc.
4. In the absence of Strand 1, what next?
5. Student feedback; is information in document borne out?
6. Student assignments - workload and timings of assessments
7. Programme assessment strategy?   Document indicates a lot of CA = 100%. Policy or guidelines on CA/Exam breakdown needs to be developed
8. External Examiner system – the Panel indicated they would like to see the tracking for an example of a student issue identified by external examiners, and how this was dealt with.
9. Library – what does it offer the 21st century student?
10. Virtual Learning Environment – percentage of Blackboard users?
11. SWOT analysis - how useful?
12. Are the key recommendations for the Institute or the School?
13. Consolidation strategy versus growing numbers
14. Wider participation development – how does this relate to assessment strategy?

Meeting with Panel and Students

The Panel met with representatives from the IADT Student Union and student class representatives from the following programmes;
DL241 BA Honours in English, Media and Cultural Studies
DL242 BA Honours in Business Studies and Arts Management

The Panel asked students for feedback on the student experience at IADT, in relation to the issues underlined below. Student responses from the various stages included:

Student Expectations
- First year: would like to see a more practical element to the programme, such as a work placement
- Third year: the placement was beneficial and an incentive for joining their course
- SDL241 - the course title was misleading; English, Media and Cultural studies were not three separate subjects
- Third year: course met expectations, and introduced to the course by Careers officer in secondary school
- Students were listened to by staff, and identified issues were acted upon. For example, the room allocated last year was too small, staff acted on this feedback, and an alternative space was provided
- Lecturers were up front with and open, and knew students by first name. Surveys were carried out at the end of the year, and issues identified were acted upon by staff

Teaching/Learning/Assessment
- Problems were experienced with Blackboard. Not all past exam papers were available on Blackboard – some resources were located on the Institute server, 'Sideshow Bob'. Access to the server could sometimes be a problem, with students off campus unable to connect to 'Sideshow Bob'
- Assessment requirements were clear, but a lot of work in fourth year, i.e. 5 assignments of 5,000 words each. This was difficult to manage, especially with the Placement module

Student Union/IADT relationship
- In general communication was good, although occasionally frustrations. Increasing numbers putting a strain on infrastructure; library, canteen, etc. and also stretching the resources of the Student Union.

Facilities, printers etc.

- All students felt this is an important issue that needs to be addressed
- The same problems crop up each week
- Students felt the problems had increased over the past months, and were of the opinion there were not enough printers, and those available were sometimes out of service
- Students experienced problems with printing costs; they put money in to print, but the machine would register zero credit, and fail to deliver the prints requested
- These problems were compounded by restricted opening times in the Library, which meant that printers located in the library were sometimes inaccessible.
- Most of the student computers are located within the library, and students rely on having access to these, particularly when printers located elsewhere on campus are unreliable.
- Library opening hours appear to be flexible. Unexpected early closing occurs, and students are not notified or made aware in advance of these changes. Problems with opening hours include:
  - Limitations on weekend and holiday opening times
  - While opening/closing times may be stated, students experience difficulties continuing to use library facilities, with services being withdrawn before stated closing time. When they requested an explanation, students have been informed there are staffing issues. When problems become as evident as the issues cited above, students felt it would be helpful if communications between the Student Union and the Institute could be improved. That way the SU and the student reps. would be in a better position to try to address and tackle problems on behalf of the student population
- Cognisant of the current economic climate, students nonetheless felt more of an effort could be put into resolving problems with printing facilities and library opening hours, as these are issues that affect every student in the Institute

Placement

- All fourth year students are provided with a placement
- Students receive feedback on the placement, with comments and details on areas for improvement

Repeat modules

- Students talk to Heads of Department/tutors and assess options on an individual basis

IADT versus other Institutions

- Students like the size and scale of IADT
- IADT Open Day was very informative, with lecturers on hand to provide details of programmes on offer
- Programmes of a specialist nature, providing a good combination of subjects
- Unique courses taught in a creative environment

Student Workload

- Students are given assignment dates at the beginning of the academic year
- Students felt the workload was balanced in general. There had been some issues last year, but these were subsequently addressed at programme boards and resolved
- Assignments were usually spaced at reasonable intervals
- Extensions can sometimes cause problems, because of bottleneck effect, with similar deadlines for assignments

Class representatives

- Some students received training at the beginning of the year. However, not all reps. were elected early in the first term, and so missed the training provided.

Group/Team projects

- Students reported positive experiences of these collaborative projects. Examples included and Art exhibition and a film produced by first year students. Students do not keep these assignments.

Industry/Stakeholder Feedback

The Panel met with 5 representatives from Industry:
1. Mr. Michael Johnson, CEO, Dun Laoghaire Rathdown Co. Enterprise Board
2. Mr. Finn McGuirk, Economic Inclusion Coordinator, Southside Partnership, Dublin
3. Mr. Kenneth Redmond, Arts Office, Dun Laoghaire/Rathdown Co. Council
4. Ms. Alison McNamara, Director, Children's Hope, Dun Laoghaire
5. Mr. Tim Carey, Heritage Officer, Dun Laoghaire Rathdown Co. Council

Mr. Johnson informed the Panel his organisation supported the strategy of the School of Business and Humanities. The School's unique package of programmes is leading the emerging entrepreneurship and labour market, and all had interface with Business, SMEs, self employers etc.

Mr. Johnson was of the opinion entrepreneurial ability was not simply the domain of business; such skills should be developed across the 3 Schools. The Institute might consider the possibility of developing more economic partnerships to bring in funding.

Multifaceted collaboration was going on between the School and outside industries:
- o Enterprise Ireland/IDA/UCD/IADT
- o Students and entrepreneurs linked with real time projects
- o Students business propositions have been top class, such as an IAP with coeliac information for people travelling abroad, and special gloves for arthritis sufferers. Both of these are simple but impressive ideas, and Dun Laoghaire Rathdown Co. Enterprise Board have given students from the School a commitment to commercialisation

The Head of the School of Business and Humanities is on the board of the Dun Laoghaire Rathdown Co. Enterprise Board. The Head of School wrote the application for funding for the Labour Market Activation programme, in collaboration with the Development Office; the results of the application are yet to be published.

Mr. Johnson saw potential for the enhancement and development of the relationship between the School and the Media Cube. The Institute had not yet developed an Alumni culture, but the Media Cube's practical engagement with the real world of business could be an opportunity for the School to exploit.

Mr. Finn McGuirk described the very positive experiences with students from the School, who had completed work placements with Southside Partnership. His organisation had engaged with IADT via the Access Officer, the World Refugee Day project on campus and via employment and enterprise networks.

The Institute had the ability to attract top speakers, and in the debate between County development and heritage, IADT could play a role in exploring attitudes.

Southside Partnership had also run training programmes at IADT, which the Head of the Department of Business helped to organise, strongly supported by Mr. Barry McIntyre from the Department of Business. Mr. Finn saw potential for more engagement between the two organisations – for example, a short entrepreneurship programme, to help provide quick training for people. However, he acknowledged funding could be an issue.

Ms. Alison McNamara spoke about the International Business Fair project; a collaboration between Children's Hope and students from the School. The children were made to feel welcome in the Institute, and with the help of students from the Department of Business developed the confidence to speak about their products. All the children involved in the project went on to complete their Leaving Certificate, and have expressed an interest in going on to third level education at IADT.

Ms. McNamara hoped the students in the School would continue to be involved in the Outreach programme, and suggested students could act as educational ambassadors, incentivising teenagers to remain in school.

Ms. McNamara concluded by noting the great support her organisation had always enjoyed from the School of Business and Humanites, most notably the Head of School and the Head of the Department of Business. However stakeholders felt that access to Industry should be via more than one conduit.

Mr. Kenneth Redmond informed the Panel that Dun Laoghaire Rathdown County Council currently had two interns from the School of Business and Humanities, working in the Arts Office and with the Festival of World Cultures. Both interns were excellent, displaying skills and abilities the Council had come to expect from students provided by the School.

The Council and the School were partners in a 2 year bursary scheme, to fund a research MA in the Social Impact of the Arts

The Writer in Residence at the Council had a working relationship with the School, facilitating creative writing classes. This initiative was funded by Dun Laoghaire County Council, the Arts Council and IADT

Mr. Redmond was of the opinion that the Council's strongest historic relationship at IADT was with the School of Business and Humanities, and from the Council's point of view, the expansion and development of this relationship would be welcome.

At the conclusion of this meeting, the Panel noted the Industry stakeholders' glowing endorsement of the calibre of students from the School of Business and Humanities, and concluded it was clear the strong links between local industry and the School had resulted in some very productive partnerships.

Initial Feedback to Institute

After a private meeting to review issues identified on the first day of the process, the Panel conveyed their initial impressions to the IADT Registrar, Head of School of Business and Humanities and the Heads of Department of Business and Humanities.

Issues the Panel would pursue on the following day included:

Growth vs. Consolidation
- Tension between growth and consolidation. How to manage programmes without extra funding or staff. Consider external sources of funding and new ways of approaching the issue.

Research
- Issues with staff and resources. How is research supported? Institute strategy versus School strategy. Applied funded research and scholarship.

Space
- Space planning at the Institute, how are the issues being addressed?

Accountability
- How are issues tracked – critical pathways. Bottom up and top down model.

Documentation
- Assessment diet
- Module descriptors
- Off the shelf version – would it be understandable to new staff brought in to teach the module?

Levelness of Stages
- How are levels identified within learning outcomes?

Innovation
- Evidence of this in the programmes?

Class sizes
- Flexible learning/blended learning possibilities within School

School strengths
- What strength does the School play to - Arts/cultural element?

Convergence
- Integration of cross Institute module – enterprise and entrepreneurship – multi and cross discipline

Blackboard
- Is there an Institute strategy for this? How is it used as a support for learning in a time of growth?

Student Communication
- Meeting required with Heads of Schools. Are student issues faculty, School or central services based?

Industry
- Access to Industry should be via more than one conduit. Currently this is the Head of School, but should involve more staff across the School, for example programme coordinators

Creating Futures document
- The Panel noted a contradiction in Creating Futures re postgraduate research (dashboard indicators) and internationalisation. How does the Institute source funding for this?

- The Panel noted the School is open to collaboration within the sector, and also noted the unique selling point of the Institute

The day's proceedings concluded with the Chair noting the session had been positive and productive, involving interesting discussions with staff, students and stakeholders.

<u>Wednesday 21st April 2010</u>
Private Panel meeting to identify follow-up Issues

The Panel reflected on the previous day's process, and identified some issues in relation to research, for follow up with the School:

<u>Research</u>
- Support
- Strategy – what is meant by this?
- How much time is allocated for research
- Research strategy – Institute versus School
- Development of postgraduate programmes
- Professional doctorate

<u>Areas for discussion in relation to the above include:</u>
- Examples of research projects carried out in past 5 years – 1 successful/1 unsuccessful
- Plans/initiatives for the next 5 years – what is feasible
- Teaching underpinned by Research
- How to fund Humanities research. Difficulties of funding in the IT sector – most monies go to universities
- Public Cultures centre – plan for this
- What is applied research in Humanities – nebulous area
- Research and knowledge exchange in Public Cultures – enhancing the quality of teaching
- All business research is applied, and should have a practical outcome
- Expand horizons of research, if related to policy – how can a research masters do this? (Pure research is driven by PhD.)
- Innovation vouchers – could manage to move applied work through these
- Industry stakeholders feel a bigger role needed for this kind of research – how to overcome staff/funding issues.
- Could research credits be built up over a series of short courses
- Overview of research strategy
- Have the School applied for grants, ie. Dun Laoghaire County Council

Meeting with Panel and Head of School and Departments to discuss Research Issues

Background
The Panel were informed the School strategy reflects the Institute strategy. Aspirations to provide Level 9 and 10 programmes would require supports, such as staff training and a development budget. All Humanities staff have PhD qualifications.

Factoring in time for staff research is problematic, as the School does not have a facility for reducing teaching hours.

A certain amount of funding is allocated to the School each year for staff development. Applications can also be made on a case by case basis, for Institute monies ring fenced for staff development.

Staff can 'buy time' to devote to research, but this can be a complicated process, involving backfilling of posts. Unless staff fall under Category C, it is not possible to obtain funding resources for backfilling posts. Posts cannot be sub-contacted.

It is difficult to readjust teaching loads across the year, as this can result in a very intensive term of approx 20 hours teaching, with students exposed to the same lecturer across several modules.

Research projects in last 5 years
Policy oriented research carried out:
- young people and social networks
- young people and censorship
- young people and crisis pregnancy

A frustration for researchers was the lack of budget control; this created difficulties in completing and delivering the work. The notion of a research account was discussed, where staff put money in, and the School take a percentage, the aim being to encourage research.

From a business point of view, research can be problematic. The School is strong on entrepreneurship education, with research feeding back into what happens in class. The School hosted a national conference on education, in partnership with HETAC/SIF. The School have been invited by HETAC to work on a steering group to develop research standards.

A frustration has been the non running of the School's postgraduate programmes this year. The financial model at IADT poses problems for running postgraduate programmes;

- Student numbers must reach critical mass before a programme can proceed
- It was suggested that IADT might consider running a new postgraduate programme as a loss leader in its first year
- The date of cancelling programmes is late in September, leaving students with few other options at that stage

- The deficit in student take up numbers was relatively small, balanced against break even numbers which are set relatively high
  - o the postgraduate diploma required 22, and 15 were received
  - o the Masters required 19, and 19 were received

The Masters programme was a good model of flexible learning, and was recognised as a valid qualification by the Civil Service.

Despite the drawbacks, the School staff continue with initiatives and plans:

- a work on female entrepreneurs has been published, and there is an ongoing debate with colleges in London
- publication of a book of research essays
- collaboration with School of Creative Arts in developing theme of public cultures
- an invitation to submit a piece on the Bologna process
- a student from the MA programme is pursuing a PhD in the UK
- a student from the MA programme has been awarded the John Hume scholarship in Maynooth

Staff keep in touch with the IADT Development Office for updates on research funding etc. and also use the DIT website as an important source of information.

The School encourages a strong mentoring approach to research, and the collaborative approach has helped staff continue to be productive despite constraints.

School staff strive to use Masters research by presenting papers at conferences.

The School received funding from Dun Laoghaire Rathdown County Council for projects, Over the past 10 years have developed a good relationship with the Council, with a high level of engagement, including;

- Literary festival in September
- Poetry Now festival
- Writer in residence engagement with IADT and community

The School also do consultancy work, for example innovation vouchers.

The prospect of a suite of short professional courses was discussed, as a means of generating income for the School

In conclusion, it was agreed the issues discussed required balanced and focus consideration, to find solutions and ensure parity for all.

The Panel split into two at this point, to focus on programmes submitted for re-validation in the two departments; Business and Humanities.

Meeting of Panel members and Department of Business

Issues for consideration:

Entrepreneurship education – long term plan
- How does this filter down into the curriculum
- Integration of applied work
- Project based instead of curriculum

Modules
- Is there a standard IADT format?
- Descriptors may be too brief
- Contact hours, Assessment criteria and Learning Outcomes need to be clearly articulated
- Why is Music the only specific optional module?
- Placement – do all students get this.
- The Panel noted the Stakeholders' perception that students may need to develop better interview skills

A discussion with the School management ensued, covering the following topics:

Entrepreneurship – how will this develop in next 5 years/reflected in curriculum
- Changes proposed mainly on the business side – one part aimed at entrepreneurs, and the other part aimed at people who work for entrepreneurs
- Year 3 Placement, and Year 4 applied business cycle
- Working as a team, the aim is to provide for a different type of students who have a high level of specific learning needs. In a survey three quarters of students said they would like to run their own business
- Collaboration with other Schools will be developed
- Peer to peer collaboration is an area for exploration
- Aim is to encourage students to replicate what is going on in industry, to make informed choices using structured thinking to apply to any business model

Why Music?
- Music is the most tracked commodity worldwide
- The module has an output for students
- The music industry is gender neutral
- Business models can be built behind the music module
- Aim is to develop a range of specialisms across the Institute
- School plan to extend options over time

Multi/Cross disciplinary work
- 7 integrated assessments
- At present approximately one third are integrated, with the aim being 50% in five years time
- E-Bay project running side by side with Multimedia group project
- While projects can go across Schools, the preference is for projects to grow organically from the innovative ideas of students themselves. It is important to preserve the integrity of learning outcomes for each group
- The logistics of integrated work is demanding and involves a lot of team work

Virtual Learning Environment
- Students from Year 1 are encouraged to use Blackboard to support their learning
- The facility is a support, not a substitute for class contact time
- The aim is to use Blackboard in a more encompassing way
- At present, about 90% use
- Currently the Web CT version is not user friendly, so the School have devised a work around by developing a School site, which has hit critical mass
- Other modes of delivery include a plan to offer the Entrepreneurship add on programme in full and part time mode

Programmes for Revalidation
DL231 Bachelor of Business in Entrepreneurship (Level 7)
Minor changes to the programme, including:
- Learning outcomes linked to assessment
- More information needed on the indicative syllabus
- Clarify progression through each stage
- Incorporate stakeholders remarks into module (lack of interview techniques)
- Case studies now included when students return from Placements
- Project based learning will be used with students in the final year

DL242 Bachelor of Arts (Hons.) in Business Studies and Arts Management (Level 8)

Changes include:
- Standardised indicative learning outcomes – useful for new tutors coming to the Institute
- Embedded award now in place
- Placements for all students
- Consistency between years – Music and Accounting now in consecutive years
- Event Management now re-titled Cultural Programme Management
- Academic component of Placement augmented, to ease transition from Year 3
- HR moved from Year 3 to Year 4 – a more strategic approach
- Year 3 preparation for Placement, interview preparation etc. If no Placement available, student may undertake research project (6 students went overseas last year)
- To comply with statutory law, 20% of projects are devoted to Health and Safety aspects

DL243 Bachelor of Business (Hons.) in Entrepreneurship (Level 8)

Changes include:
- Streams – project based learning limited to 20
- Integration and realignment of modules

DL245 Bachelor of Business (Hons.) in Entrepreneurship and Management (Level 8)

Changes include:
- Placement in Year 3 on Social Economy
- Option of Erasmus international study
- Notion of flexible term (real world context)

DL253 Postgraduate Diploma in Cultural Event Management (Level 9)
- Delivery of programme at MA level being considered by School. In the meantime, priority is to continue to deliver the Diploma progamme
- Target market is work based; School might consider delivering as short, sequential modules where students can build up credits

The Panel recommended revalidation of all programmes in the Department of Business.

Meeting of Panel members and the Department of Humanities

DL241 Bachelor of Arts (Hons.) in English, Media and Cultural Studies (Level 8)
Changes include:
- Introduction of a Learning Journal, to help bridge gap between secondary level and higher education learning and study skills
- Critical Theory being built into progamme
- Team work skills developed
- Seminar work in Year 2, with students analysing TV programmes
- Preparation for final project begins in Year 3 – this reflect External Examiners feedback
- Changes in delivery of seminars, emphasis on pre-planning
- Visual Cultures encourages students to reflect on images
- Development of group work
- Advantages to semestered progamme – opportunities for exchanges
- Relationship with FETAC programmes and enhanced direct entries from Stillorgan and Dun Laoghaire Senior colleges

Areas for improvement:
- A standardised module template should be developed
- CA assessment strategies need to be reflected more in the modules
- Students need to be encouraged to look at new media
- More integration across modules

DL254 Master of Arts in Public Cultures (Level 9)
The Head of Department outlined the rationale for the development of the MA
- A demand for a programme based around critical analysis and critique
- An MA programme that reflects the research interests of the area and the School

Areas for improvement:
- Document does not reflect fully what is happening and may need to be revised
- Public sector stakeholders would like to see more interaction in terms of culture debate and a more public role for the Institute

The Panel recommended revalidation of all programme in the Department of Humanities.

At the end of Day 1, the Panel requested further information on a number of areas from the Head of School and the Heads of Department.

Response from School to Panel issues:

1. The School intend to put an external formal Advisory group in place.

2. Module descriptors in the document – IADT template will be utilised and a more structured module development will take place.

3. Diagram outlining learner levels as determined by National Framework of Qualifications will be redrawn for clarification.

4. Flexible learning - pilot special purpose award in Creative Writing will be reviewed at end of first year.

5. School USP – not only creative sector. Students receive transferable skills, to survive in an uncertain labour market.

6. Communications – the School welcome any opportunity to engage with students, and would be willing to formalise any such meetings. A way forward may be to develop small customs and traditions to support staff/student interaction.

7. Retention and completion figures for the School compare favourably with other providers in the sector.

8. The School has increasing uptake of first choice in programmes.

9. Student numbers continue to grow in the School.

10. Student feedback in the School indicates overall satisfaction with programmes.

11. The School supports the development of Level 9 research provision, and will be a full participant in any future plans.

12. Outside sources of funding – this issue requires reflection on what is realistically achievable and how to go about achieving such funding.

13. School staff are fully committed to their students and programmes.

14. The School is signed up to the current IADT strategy, supporting its mission and values.

Panel Findings and Recommendations:

FINDINGS :
The Panel noted the School occupied a unique and valuable niche in Irish education, and were of the opinion the School would benefit by being more public about their achievements.

Staff in the School are enthusiastic, committed and motivated. Student satisfaction was high, and this was borne out by the increasing number of first preferences on CAO applications.

The Masters was designed to prepare students for PhD work, however the programme did not run this year, falling short of the requirement for critical mass numbers. The Panel noted the numbers of actual applications the School received (fifteen) would be considered robust for a Masters programme in other institutes. The model should thus be reviewed.

RECOMMENDATIONS:

1. Growth/Consolidation
   The Panel **recommend** the Institute and School review current expansion plans, in light of cuts in funding and staffing

2. Research Opportunities
   - The Panel **recommend** the Institute and School look for innovative ways to release staff to develop their research interests. Staff have the burden of a heavy teaching load, and creative thinking is needed to make way for research opportunities.

3. Research Strategy
   - The Panel **recommend** the Institute and School consider their definition of research, to ensure clarity among staff and to encourage staff ownership and involvement with the process

4. External Links
   - The Panel **recommend** communications with stakeholders should be via multiple points of contact within the School (not just the Head of School) and involving programme coordinators, to expand the interface with Industry

5. Advisory Board
   - The Panel **recommend** the School establish an external stakeholder advisory group to advise and support income generation initiatives within the School.

6. Use of Resources
   - The Panel **recommend** the Institute and School audit currently available space at the Institute, and review practices in relation to timetabling and programme delivery within these spaces

7. Communication
   - The Panel **recommend** that formal channels of communication be established between Head of School/Departments and learner representatives on each of the programmes

8. Development Office
   - The Panel **recommend** the role of the Development Office is strengthened to ensure it disseminates research and funding ideas, in a two way partnership with School faculties and staff

9. School Strengths
   - The Panel **recommend** the School promote and market its USP more widely; the USP being the niche programmes on offer.

10. Convergence
    - The Panel **recommend** the School continue to work with the other Schools to develop the sharing of modules, resources and research opportunities, in pursuance of the convergence agenda, as outlined in the IADT strategy

11. Spatial Planning
    - Noting the School cannot grow without more space, the Panel **recommend** the Institute and School develop their Space Utilisation Group, to consider future development and grown on campus. The group should work to identify areas where space may subsequently become available and released to the School, once the PPP development delivers the Film School and Multi Purpose Hall.

CONCLUSION

The Chair thanked the IADT Registrar, Senior Management and all concerned for their hospitality over the two day process, adding it had been an interesting and worthwhile experience. The comments and contributions from School staff during the process had been valuable and informative, and the Chair extended the Panel's support for the School going forward.

Panel signatures

Chairperson

Professor Chris Kemp   _____

                        Date _____

For IADT

Dr. Annie Doona   _____
Registrar

                        Date _____

September 2010: School Response to Panel Findings and Recommendations:

FINDINGS:
The Panel noted the School occupied a unique and valuable niche in Irish education, and were of the opinion the School would benefit by being more public about their achievements.

Staff in the School are enthusiastic, committed and motivated. Student satisfaction was high, and this was borne out by the increasing number of first preferences on CAO applications.

The Masters was designed to prepare students for PhD work, however the programme did not run this year, falling short of the requirement for critical mass numbers. The Panel noted the numbers of actual applications the School received (fifteen) would be considered robust for a Masters programme in some other institutes who did not have a self funding model. The model should thus be reviewed.

The School welcomes the very complementary introductory comments made by the external panel on the day and in writing and also welcomes reference to the School's Masters programme. The School will inform and work with the Secretary/Financial Controller and have the correct break even number for the MA in Public Culture Studies to reflect an accurate business model for this programme.

RECOMMENDATIONS:

   1. Growth/Consolidation

The Panel recommend the Institute and School review current expansion plans, in light of cuts in funding and staffing.

The School notes and welcomes this recommendation and will be take it into consideration when IADT is considering future intake and increase in overall student numbers.

2.   Research Opportunities
        The Panel recommend the Institute and School look for innovative ways to release staff to develop their research interests. Staff have the burden of a heavy teaching load, and creative thinking is needed to make way for research opportunities.

The School welcomes this recommendation from the Panel. The School will consider all avenues available to assist in the promotion of research and funding opportunities for School staff that are compliant with the HEA's Employment Control Framework.

3. Research Strategy
    The Panel recommend the Institute and School consider their definition of research, to ensure clarity among staff and to encourage staff ownership and involvement with the process

The School welcomes this recommendation and will work with the Head of Development in defining the IADT's research strategy and definition of research.

4. External Links
    The Panel recommend communications with stakeholders should be via multiple points of contact within the School (not just the Head of School) and involving programme coordinators, to expand the interface with Industry

The School welcomes this recommendation. There are several points of contact with external stakeholders, including the Head of School, which is part of the role of a Head of School. All staff participate in promoting the School externally, including various staff within the School who are active in external stakeholder engagement, for example Board members of various organisations, external panel reviewers, external examiners in higher education colleges.

5. Advisory Board
    The Panel recommend the School establish an external stakeholder advisory group to advise and support income generation initiatives within the School.

The School welcomes this recommendation. The School has commenced the establishment of external panel advisory groups for each programme and aims to have these in place for the academic year 2010/2011.

6. Use of Resources
    The Panel recommend the Institute and School audit currently available space at the Institute, and review practices in relation to timetabling and programme delivery within these spaces

The School welcomes this recommendation. The School will work with the Space Utilization Group to ensure School's space provision and requirements are adequately reflected in the deliberations of this group. To this end the School will actively support room auditing and timetabling practices across the Institute for the purpose of achieving efficiency.

7.   Communication

>   The Panel recommend that formal channels of communication be established between Head of School/Departments and learner representatives on each of the programmes

The School welcomes this recommendation. While informal channels of communication operate, the School is very supporting of formalising these channels and will work with the Student Union to develop these further.

8.   Development Office

>   The Panel recommend the role of the Development Office is strengthened to ensure it disseminates research and funding ideas, in a two way partnership with School faculties and staff

The School welcomes this recommendation. The School supports the work of the Development Office. The School has two staff members on the Research and Development Committee. The School will continue to collaborate with the Development Office to achieve greater efficiencies and communication of research opportunities.

9.   School Strengths

>   The Panel recommend the School promote and market its USP more widely; the USP being the niche programmes on offer.

The School welcomes this recommendation. The School will continue its efforts to promote its programmes to targeted audiences, given the limitations in marketing budgets available at this time. The School will continue to promote the USP of all its programmes with specified target markets.

10.   Convergence

>   The Panel recommend the School continue to work with the other Schools to develop the sharing of modules, resources and research opportunities, in pursuance of the convergence agenda, as outlined in the IADT strategy

The School welcomes this recommendation. The School has worked hard to actively pursue the convergence agenda, evidenced by the development, validation and open availability across the Institute and external to the Institute of a number of modules including: Enterprise Development, On Line Business Trading, Creative Writing and Citizenship and Society. In further pursuance of the convergence agenda, the School is making available one further module – Introduction to Media Studies. This latter development is in keeping with an Institute agreed approach to convergence – where some modules would be offered initially across the School, and following review of this process, would be offered across the Institute, provided the resources are available to achieve delivery.

11. Spatial Planning

Noting the School cannot grow without more space, the Panel recommend the Institute and School develop their Space Utilisation Group, to consider future development and grown on campus. The group should work to identify areas where space may subsequently become available and released to the School, once the PPP development delivers the Film School and Multi Purpose Hall.

The School welcomes this recommendation and will work with the Space Utilisation Group to ensure this issue forms a major part of the group's programme of work in the coming academic year.

CONCLUSION

The Chair thanked the IADT Registrar, Senior Management and all concerned for their hospitality over the two day process, adding it had been an interesting and worthwhile experience. The comments and contributions from School staff during the process had been valuable and informative, and the Chair extended the Panel's support for the School going forward.

The School thanks the Panel for the challenging and fulfilling review process of the Panel. The School welcomes the Panel's conclusion and looks forward to implementing the Programmatic Review recommendations. The School also looks forward to meeting the challenges of the coming years and preparing for the next Programmatic Review.

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Dr. Josephine Browne
Head of School of Business and Humanities
3rd September, 2010.