Programme Validation Report

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DUN LAOGHAIRE

Programme Title(s):

1. MSc in Cyberpsychology
2. Msc in User Experience Design
3. MA in Creative Production & Screen Finance
4. MA in Screenwriting for Film & Television
5. MA in Digital Broadcast Production
6. MA in Art & Research Collaboration
7. MA in Interdisciplinary Design Strategies

Date of Report: 29th June 2018

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Part 1 Introduction

Programmatic Review:

Programmatic Review is a quality review and self-study process which takes place at least every five years. IADT conducts a critical evaluation of programmes and produces a self-evaluation report (SER). The SER comprises of a critical evaluation of all aspects of each programme – its strategy, learning outcomes, modules, assessment, resources etc., with inputs from external experts and stakeholders, and results in a set of conditions and/or recommendations set out by the external programmatic review panel and to which IADT must respond to.

1   Overall Recommendations

Provider Name		Dun Laoghaire Institute of Art, Design & Technology Faculty of Film, Art and Creative Technologies
Date of Site Visit		Friday 15thth June 2018
Date of Report		Friday 29th June 2018
Principal Programme 1	Title	MSc in Cyberpsychology
	Award	Master of Science, NFQ Level 9
	Credit	90 ECTS
	Recommendation **Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory**	Satisfactory with recommendations
Embedded Award	Title	The programme does not offer an embedded award. However, consistent with IADT's access and progression policies, the programme incorporates an *exit award* of a Postgraduate Diploma in Cyberpsychology, upon the successful completion of 60 credits.
Principal Programme 2	Title	MSc in User Experience Design
	Award	Master of Science, NFQ Level 9
	Credit	90 ECTS
	Recommendation **Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory**	Satisfactory with recommendations

Embedded Award	Title	The programme does not offer an embedded award. However, consistent with IADT's access and progression policies, the programme incorporates an *exit award* of a Postgraduate Diploma in User Experience Design, upon the successful completion of 60 credits.
Principal Programme 3	**Title**	MA in Creative Production & Screen Finance
	Award	Master of Arts, NFQ Level 9
	Credit	90 ECTS
	Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	Satisfactory with recommendations
Embedded Award	**Title**	A student may request to formally exit a programme prior to its completion. Provided such an award has been validated and provide a student has attained the requisite number of credits, this can be considered. For further information see IADT's Exit Awards Policy, V2.0, Feb 2018

Principal Programme 4	**Title**	MA in Screenwriting for Film & Television
	Award	Master of Arts, NFQ Level 9
	Credit	90 ECTS
	Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	Satisfactory with recommendations
Embedded Award	**Title**	A student may request to formally exit a programme prior to its completion. Provided such an award has been validated and provide a student has attained the requisite number of credits, this can be considered. For further information see IADT's Exit Awards Policy, V2.0, Feb 2018
Principal Programme 5	**Title**	MA in Digital Broadcast Production
	Award	Master of Arts, NFQ Level 9
	Credit	90 ECTS
	Recommendation	Satisfactory with recommendations

	Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	
Embedded Award	**Title**	A student may request to formally exit a programme prior to its completion. Provided such an award has been validated and provide a student has attained the requisite number of credits, this can be considered. For further information see IADT's Exit Awards Policy, V2.0, Feb 2018
Principal Programme 6	**Title**	MA in Art & Research Collaboration
	Award	Master of Arts, NFQ Level 9
	Credit	90 ECTS
	Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	Satisfactory with recommendations
Embedded Award	**Title**	The programme does not offer an embedded award. However, consistent with IADT's access and progression policies, the programme incorporates an *exit award* of a Postgraduate Diploma in Art and Research Collaboration, upon the successful completion of 60 credits.
Principal Programme 7	**Title**	MA in Interdisciplinary Design Strategies
	Award	Master of Arts, NFQ Level 9
	Credit	90 ECTS
	Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	Satisfactory with recommendations
Embedded Award	**Title**	The programme does not offer an embedded award. However, consistent with IADT's access and progression policies, the programme incorporates an *exit award* of a Postgraduate Diploma in Interdisciplinary Design Strategies, upon the successful completion of 60 credits.

2   Evaluators

Name	Role	Affiliation
Professor Anthony Dean	Chair	Professor of Performing Arts University of Winchester, UK
Dr Liz Greene	Academic Expert	Liverpool Screen School John Moore's University, UK
Professor Lizbeth Goodman	Academic Expert	Chair Creative Technology, Professor of Inclusive Design for Education University College Dublin
Mr Andrew Hetherington	Industry Expert	Chief Executive, Business to Arts, Dublin
Ms Sarah O'Neill	Industry Expert	Deputy Arts Officer, Fingal County Council, Dublin
Mr Colin McLean	Quality	Registrar, Sligo Institute of Technology
Mr Niall Torris	Students Union	Graduate Officer, University College Dublin

3   Programmes

Names of Centres where the programmes are to be provided: IADT for all programmes and additionally The LAB, Foley St. Dublin for Art Research & Collaboration	Maximum No. Learners	Minimum No. Learners
Cyberpsychology and User Experience Design Creative Production & Screen Finance Screenwriting for Film & Television Digital Broadcast Production Art Research & Collaboration Interdisciplinary Design Strategies	24 12 15 22 15 15	12 10 12 15 10 12
Enrolment Interval (normally 5 years)	Date of First Intake	2018 for all programmes, now 90 credits
	Date of Last Intake	-
Programme duration (months from start to completion)		
Cyberpsychology User Experience Design Creative Production & Screen Finance Screenwriting for Film & Television Digital Broadcast Production Art Research & Collaboration Interdisciplinary Design Strategies	60 weeks 60 weeks 45 weeks 45 weeks 45 weeks 45 weeks 45 weeks	
Target learner groups	Level 8 graduates with a desire to pursue opportunities in the relevant discipline areas, mature applicants with industry experience, back to education applicants with the appropriate Recognised Prior Learning criteria.	
Approved countries of provision	Ireland	
Delivery mode – Full-time/Part-time	The Faculty is seeking approval for both full time and part time delivery	
The teaching and learning modalities	Guest lecturers, tutorials, case studies and self-directed study.	
Brief synopsis of the programme (e.g. who is it for, what is it for, what is involved for learners, what it leads to)	Cyberpsychology: applicants include educational psychologists, lecturing staff and journalists for whom cyberpsychology is applied in their everyday work. Students will develop transferable skills to work as usability experts, online investigation specialists and IT professionals.	

	User Experience Design: applicants include those already working in the field who want to upskill their design capabilities, who will be able to work as visual designers, web designers and in product management. Creative Production: designed for those who wish to pursue a career as a producer in the broader Screen industries. Students will have an opportunity to practice, research and develop a project at the Berlin Film Festival. Screenwriting: a practical course for writers who wish to focus and hone their skills. Graduates will go on to work as screenwriters, script editors, teachers on creative writing programmes. Digital Broadcast: enables students to develop practical and theoretical skills required for modern media. Graduates go on to work in radio, television, advertising and online content production. Art Research/Collaboration: Students will develop interdisciplinary enquiry skills across a broad range of the Arts sector; film, philosophy, architecture etc. Applicants will go on to work as artists, critics and curators. Interdisciplinary Design: students learn to apply modules and theory of design strategy using real case studies. Graduate pathways include design strategists, planning, architecture and research in local and global enterprises.
Summary of specifications for teaching staff	A minimum of Master of Arts, Master of Science or PhD in the relevant discipline areas for each programme.
Summary of specifications for the ratio of learners to teaching staff	1/25 Classroom or Lab maximum

4 Programmes being replaced

Programme being replaced (applicable to applications for revalidation)		
Code	Title	Late Enrolment Date
	Not applicable	

Part 2 Evaluation against the Validation Criteria

2.1 Criterion 1

The provider is eligible to apply for validation of the programme(s)	
Satisfactory (Yes, No, Partially)	Comment
Yes	IADT was awarded Delegated Authority for Level 9 Taught Masters in 2011, and DA for Research Masters in 2017. The Panel made a site visit to IADT on 15th June 2018. The Panel reviewed the content of each programme and the Faculty Self-Evaluation Report. In their preparation for the visit, the Panel noted the excellent quality of the documents submitted for review. Prior to submission for validation, the programme documents underwent internal review by the IADT Programme Validation Committee (a sub-committee of Academic Council) in accordance with procedures laid out in the Institute Programmatic Review Policy; the latter is guided by quality assurance criteria set out in *Core Policies and Criteria for the Validation by QQI of programmes of Education and Training.* The final submission documents were approved by IADT Academic Council. The Panel met with the President, Registrar, the Head of the Faculty of Film, Art and Creative Technologies, the Heads of the Departments of Technology and Psychology, Film and Media and Design and Visual Arts, and with the programme teams to discuss how the programmes fit into the overall Institute strategy. Following discussion and review of the programme documents, the Panel agreed that the provider is eligible to apply for validation of the programmes.

2.2 Criterion 2

The programmes' objectives and outcomes are clear and consistent with the QQI awards sought	
Satisfactory (Yes, No, Partially)	**Comment**
Yes	The Panel discussed the aims and learning outcomes of the programmes with the Registrar, Head of Faculty and Heads of Department. The Panel was of the view that the SWOT analyses conducted for each of the Self-Evaluation Reports should be used to inform future strategic planning in the Faculty over the coming years. Across the Institute there is a strategic objective to align all Masters' programmes to a tariff of 90 credits. The new 90 credit format will facilitate opportunities for module sharing across programmes. The panel reviewed the programmes' learning outcomes and were satisfied students would be able to achieve the required knowledge, consistent with level 9 programmes. The panel was also satisfied that the outcomes were consistent with the QQI Business awards standards, under section 84 (10) of the Qualifications (Education and Training) Act 2012. The Panel formed the view that the aims and learning outcomes of each programme were clear and were consistent with the award level.

2.3 Criterion 3

The programmes' concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)	
Satisfactory (Yes, No, Partially)	**Comment**
Yes	In recent years the Faculty has experienced an increased demand for taught postgraduate programmes and the teams have continued to engage with representatives from industry, professional practitioners and other external stakeholders in order to develop new programmes that are both attractive to students and meet current and likely future employment opportunities. The programme teams work with External Examiners throughout the year, who review student work in relation to the operation of fair assessment processes and appropriate standards of marking. There is an on-going consultative process with students, industry experts and external stakeholders about the content and delivery of the curricula. **Cyberpsychology:** The programme has strong currency in relation to industry practice, and it provides opportunities for a student cohort from diverse backgrounds who intend to apply their learning to a range of different employment contexts.

Future accreditation for the programme as a sub-set of Psychology is being considered by the team, and a submission to the *Psychological Society of Ireland* is currently being planned. On successful graduation from the programme students find employment opportunities in both the technical and business sectors, education, IT and entrepreneurship.

User Experience Design: The programme has a partnership with *Technology Ireland Software Skillnet* (a network of 300 companies across the technology sector). On successful graduation from the programme students find employment opportunities across technology/finance and creative media industries, in companies such as Google, IBM and Paddy Power.

Creative Production: The has good links with *PACT* (a UK trade organisation representing the interests of independent practitioners) and engagement with *Tisch School of the Arts* (New York) and the *Graduate Film Division* at *Columbia University*. On successful graduation from the programme students find employment opportunities as independent producers and/or entrepreneurs.

Screenwriting: Programme staff are also industry practitioners with close links to *RTE*, *TV3* and the Irish Film industry. On successful graduation from the programme students go on to practice as independent producers, script editors or educators.

Broadcast: In developing the curricula, programme staff consulted with the *Broadcasting Authority of Ireland*, *Screen Producers Ireland* and other media networks. On successful graduation from the programme students go on to work as media producers, editors and journalists

Art & Research Collaboration: The programme has close links with the *Museum of Modern Art*, the *Arts Council* and the *Irish Film Institute*, who foster and encourage student work. On successful graduation from the programme students find employment in a diverse range of employment fields, one recent graduate secured employment as a fashion retail stylist, and another sourced funding in the art and furniture fabrication business.

Interdisciplinary Design Strategies: Feedback from the *International Design Alliance* identified that the major challenges for the 21st century included an aging population, climate change and sustainable transport. The programme provides students with the necessary interdisciplinary skills to work in the broader design, technology and professional service sectors. On successful graduation from the programme students find employment in industry and government organisations. A 2018 graduate is working with Toronto City Council with a view to accommodate his project proposals into local by-laws.

In regard to the MA in Interdisciplinary Design Strategies, the Panel recommend that the Institute ensures that the memorandum of understanding between IADT and George Brown should formally acknowledge an agreed protocol for any changes to the programme. Regular module-mapping should continue so as to ensure consistency of delivery; at least one regular joint programme board meeting would be a way to facilitate this.

The Panel was satisfied that the implementation strategy and interpretation of QQI awards are well informed and based on sound supporting evidence from industry and other external stakeholders.

2.4   Criterion 4

The programme's access, transfer and progression arrangements are satisfactory	
Satisfactory (Yes, No, Partially)	**Comment**
Yes	Applicants to the programmes are assessed in accordance with IADT's *Admissions Policy.* In regard to learner expectations, the Panel noted the entry requirements were quite broad and felt a more focused descriptor for the programmes would be helpful, e.g.; 'a typical applicant would have…'. The Panel recommend that the programme teams review the entry requirements to ensure more targeted guidance for entrants and focus on the intended learner cohort. The Panel recommended that promotional material for all the programmes could include some anonymised case studies of students, to help ensure a more focused target audience. The panel referred to the website for the MA in Art & Research Collaboration programme as a good example of relevant information for potential applicants. Programme staff interact with applicants at an early stage of the recruitment process. Screenwriting staff meet with individual applicants to discuss their portfolio. UX Design staff carried out extensive research around applicant profiles, with a large cohort coming from HCI or Design background. Demand for places on the programmes is strong leading to a doubling of intake on some programmes. The Panel noted the diverse background of learners across the programmes, which provided an enriched learning environment for the student cohorts. Minimum English language requirements apply to applicants. The Panel was informed that, as applicants to the programmes were being admitted with a level 8 award, a certain level of competence and learner independence could be assumed. The Institute has a clear *Recognition of Prior Learning Policy* which outlines the criteria for admissions for applicants coming back to education or people working in the industry who want to up-skill. The Panel noted that a number of the modules available within the curriculum would be of interest to a wider community of potential students. The Panel recommend that the programme teams should consider offering a Special Purpose Award for two modules; Professional Development on the MA in Art & Research Collaboration, and Interdisciplinary Research Methods on the MA in Art & Research Collaboration and the MA in Creative Production & Screen Finance. The Panel also recommend that the Institute considers the possibility of establishing a Level 9 showcase, perhaps feeding into an industry event with a focus on key stakeholders, where students would have an opportunity to present their work. This could usefully be explored with the IADT Communications and Marketing department. Student Feedback: • In general students expressed a positive response to the new 18 months' format for Level 9 programmes.

	• Learners referred to the student handbook which provided information on programme content and what was expected from them in terms of input. • Level 8 to Postgraduate study is a clear pathway at IADT. The programme admissions criteria are clear. The Panel agreed that access, transfer and progression arrangement were, in general, satisfactory but it recommended that a review of the entry requirements is undertaken to define a more nuanced wording of the entry requirements.

2.5   Criterion 5

The programme's written curriculum is well structured and fit-for-purpose		
Satisfactory (Yes, No, Partially)	**Comment**	
Yes	The panel reviewed the approved course schedules, credits and individual modules for each programme. Staff are fully aware of the rapid and on-going changes in technologies and, with this in mind, have design the curricula to allow for flexibility and the avoidance of overly-prescriptive requirements. Students are provided with the required learning outcomes along with their brief for each assessment at the commencement of each module. For programmes with Placements, students are required to undertake a 'self-audit' of their skills (with tutorial guidance) and are then directed to look for a placement that meets their individual skills requirement. Placements form part of the Major Project, which requires students to develop an individual development plan. On the Art & Research Collaboration programme, the possibility of external collaboration across modules is being explored, so for example, the undertaking of an Erasmus exchange in an area where a student could apply their particular art and research skills. For the Interdisciplinary Design Strategies programme, it was noted that a dedicated virtual open-source platform would help to attract further international interest and to help manage the 'charrette' projects. The Panel commends the Institute on its prescient approach to the alignment of the suite of Masters programmes, which allows for a unique, interdisciplinary delivery, that enhances the student learning experience, and provides a clear concept across the curriculum design of its programmes. Student Feedback: • The curriculum for Creative Production is very well structured. Visiting the Berlin Festival was a great experience. • The Deconstruction module on Art & Research Collaboration could move more quickly to next phase, Implementation. • There was some overlap of module content on Cyberpsychology, and Consumer Psychology assessment could be better. • Students were allowed the opportunity to 'fail' initially on Screenwriting work, as their work was not formally assessed until the final draft. • More guidance on working freelance would be helpful. • The Finance & Marketing aspect of programmes should be based more on real-world practices.	

	• Student self-confidence grew on programme, but they would like more guidance on the budgeting aspects of writing a proposal. The Panel formed the view that the curriculum is well-structured overall and fit for purpose.

2.6   Criterion 6

There are sufficient qualified and capable programme staff available to implement the programmes as planned	
Satisfactory (Yes, No, Partially)	**Comment**
Yes	IADT is an equal opportunities employer and is committed to equality of opportunity for existing and potential employees and to ensuring compliance with legislative provisions. Core staff qualifications on the programmes are minimum Master's level and/or PhD completion. Staff are encouraged to engage in research and to participate in professional development programmes. A percentage of the overall budget of the Institute is allocated to supporting staff in research. A survey of staff will identify their PhD expectations over the next five years, with the aim of developing a critical mass of research activity around specific themes over the coming years – so as to build up a profile of expertise in identified key areas. In the interim, there is a focus on incremental investment around the specialist needs of individuals and continuing professional development. Innovation vouchers provide staff with the opportunity to interface and work directly with industry. The Panel was satisfied that there are sufficient qualified and capable staff to deliver the programmes as planned.

2.7   Criterion 7

There are sufficient physical resources to implement the programme as planned	
Satisfactory (Yes, No, Partially)	**Comment**
Yes	On campus, the programmes are delivered in classrooms and laboratories. Part of the Art & Research Collaboration programme is delivered in *The LAB* (Foley Street, Dublin). Students have access to the campus library facilities, both on-campus and remotely via the internet. The Institute's IT department provides support for all technology-based services across the campus.

A particular challenge for the Faculty is to maximise the availability of, and access to, both technical equipment and specialist facilities within the current constraints. The constant advances in the technical specification and application of professional-level equipment in industry promotes a competing set of demands for equipment across programmes. This requires a highly considered approach to identifying and meeting convergent needs, for example; one of the TV studios is now also able to serve as a Black Box /VR space. The Panel learned that the Faculty were developing a strategy for the sharing resources, so as to ensure that there is an equivalency of access for students in relation to their specified learning needs. Students have high expectations in relation to the availability of information technology, with some using computer software beyond that available in the generic computer suites on campus. However, new technology recently installed for the use of cyberpsychology students – the *Virtual Reality Lab* – is well supported and provides students with enhanced opportunities for the completion of their final projects.

The Panel recommend that the Institute considers using available open source virtual reality platforms, as a way of extending programme delivery, to a virtual IADT exchange campus and virtual studios. This will enhance internationalisation by remote and create real and virtual studio practice.

During the site-visit, the Panel learned about the planned expansion of the campus – thereby affording more student space. While the Panel welcomed this initiative, it asked if, in this context, the provision of a postgraduate physical space should be investigated, in order to provide opportunity for students across programmes to interact and share learning experiences.

Student Feedback:

- Parity of access to equipment can sometimes be an issue.
- Provision of postgraduate space for students from across the Institute to interact and share experience.

The Panel recommend that the use of shared equipment should be monitored. A phased use of core tools would ensure all students have fair access and provide assurance that assessment of projects is equitable, based on equipment available to all.

The Panel agreed there are sufficient physical resources to deliver the programme in a safe and supported environment for students.

2.8   Criterion 8

The learning environment is consistent with the needs of the programmes' learners	
Satisfactory (Yes, No, Partially)	**Comment**
Yes	There is a Faculty and IT induction process for all new students at the start of the academic year.
	Student support services include academic and pastoral advice, so as to ensure learners can fully engage in their studies and maximize their potential.

	Support is available via the *Student Assistance Fund* for students facing financial difficulties. There are other support processes around reading and writing skills, physical disability and mental health. The Institute employs a doctor and nurse, who are on campus at designated times. There is a full time Careers Office on campus, available throughout the academic year.
	The Library facilities are available to students both on campus and remotely via the internet. A periodic review of the library's reference resources, in particular the availability of e-journals to ensure currency was suggested by the Panel. The Panel was satisfied the learning environment supports the needs of learners.

2.9   Criterion 9

There are sound teaching and learning strategies	
Satisfactory (Yes, No, Partially)	**Comment**
Yes	The delivery of the programmes is underpinned by the quality assurance criteria set out in the suite of IADT policies, such as:
	- Learning, Teaching and Assessment Strategy - Marks and Standards Policy - Reasonable Accommodation Policy
	There is a mix of delivery modes, to accommodate the differing requirements of students, including classrooms-based, laboratory, practical workshops and online networks.
	The Panel applauds the Institute's commitment to diverse pedagogic approaches, which are grounded in industry practices. Allied to the practice of inviting relevant experts and practitioners in as guest speakers on the programmes, which provided a positive real-world perspective for students. However, the Panel noted that, in the case of some programmes, the range of guest speakers were predominantly male. The Panel recommend that the Institute ensures that its policy on gender and inclusivity extends to any list of guest speakers invited on to the programmes.
	The practical programmes require students to engage principally with project work that is iterative in nature, prior to the submission of the final work. Formative feedback, including oral feedback during the studio teaching process, is provided during the development stage of projects. Research proposals are assessed through group-based round table discussions, which facilitates peer feedback.
	The Panel agreed the teaching and learning strategies were sound and fit for purpose.

2.10　Criterion 10

There are sound assessment strategies	
Satisfactory (Yes, No, Partially)	**Comment**
Yes	The assessment mode across the programmes is by 100% continuous assessment. The rationale being that continuous assessment is the appropriate mode for programmes that have a strong practical element. The Panel noted that the relatively small scale of IADT facilitated more individual attention to the monitoring of student performance and the provision of one-to-one feedback for students. The programme teams strive to ensure that there is a consistent internal moderation of student work throughout the academic year. Formative assessment is provided to students so as to help ensure that the required learning outcomes are met for each stage. Group projects are assessed with individual input allocated a percentage of marks, and summative assessment of group outcome. Peer evaluation also forms part of the strategy, with staff observation. Rubrics have been developed to illustrate the expectations for assignments, teams meet to discuss issues and track any decisions. Student work is then reviewed by external examiners. Assessments are reviewed by both External Examiners and industry experts. Grades are discussed at the Examination Board and these are then sent to the External Examiners to review. Externals are sent all project briefs to review and are provided with an overview of the progress of the curriculum twice a year, in June and September. Double marking is applied as standard for the Research Project. The Panel recommend that the informal processes by which staff currently undertake the moderation of assessment within and across modules are formalised, to ensure the process is applied fairly within and across the programmes. The Panel suggests that the programme teams give consideration to the marking of the *Proposal* element of the *Research Project* (which may often change from initial conception to completion), to become a pass/fail assessment component – the rationale for this being so that the *Proposal,* not being weighted in assessment terms, would be GPA neutral, so that more credits could then be assigned to the final submission of the *Research Project*. This way, students would not be inadvertently disadvantaged if the focus of their *Research Project* changes for good reason. Student Feedback: • Students were enthusiastic about the level of staff engagement they experienced and their availability to discuss feedback**.** The Panel was satisfied that assessment strategies were sound for the programmes.

2.11 Criterion 11

Learners enrolled on the programme are well informed, guided and cared for	
Satisfactory (Yes, No, Partially)	**Comment**
Yes	There are a range of support mechanisms in place for students from the point of admission through to graduation. Induction takes place at the start of the academic year, and students receive information on institution-wide services around health, special needs, assistive technology and finance. A range of policies relating to the overall student experience is available on the IADT website. These policies provide information on Examinations, Appeals, Complaints, Bullying and Mutual Respect. A range of dedicated staff is available on campus, including a Disability Officer, a Student Experience Manager, a Student Counsellor and a Writing and Research Officer. The Panel commend the Institute for the positive, interactive relationship that exists between staff and students, the Panel noted a genuine collegiate and supportive environment on campus. The Panel was of the view that, overall, learners were informed, guided and cared for.

2.12 Criterion 12

The programme is well managed	
Satisfactory (Yes, No, Partially)	**Comment**
Yes	At the level of the Faculty, programmes are managed by Heads of Department and Programme Co-ordinators. There are two programme boards each year, in June and September. External Examiner Reports, submitted following their review visit to programmes, highlight any relevant issues and provide recommendations for the programme teams. Follow-up on any issues mentioned in these reports can be formally addressed via the submission of a request to the IADT *Programme Validation Committee*, for permission to make any necessary remedial changes to a programme. The programme team submit an annual programme board report to *Academic Council*, outlining the delivery and progress of the course in the previous academic year. The Panel was satisfied that the programmes are well managed.

Part 3 Overall Recommendation

3.1   Principal Programmes

Select One	
Satisfactory, with some recommendations	**Satisfactory**
	Satisfactory, subject to proposed special conditions
	Not satisfactory

3.2   Embedded Programmes

Select One	
Not applicable	

4   Summary of Recommended Special Conditions of Validation

No conditions

5   Summary of Commendations to the Provider

a) The panel noted the excellent quality of the documents submitted for review.
b) The Panel commended the prescient approach of aligning the Masters programmes allows for a unique, interdisciplinary delivery, enhancing the student learning experience, with programmes providing a clear concept across curriculum design.
c) The Institute's commitment to diverse pedagogic approaches, which are grounded in industry practices, was commended
d) The practice of inviting relevant experts and practitioners in as guest speakers on the programmes was identified as a positive real world perspective for students.
e) The positive, interactive relationship between staff and students was praised, the panel noting a genuine collegiate and supportive environment on campus.
f) The panel noted the diverse background of learners across the programmes, providing an enriched learning environment for the student cohort.
g) The team should take pride in the loyalty and regard both staff and students demonstrated for the Institute.
h) The relatively small scale of IADT facilitated more individual attention and one to one feedback for students.
i) The planned expansion of the campus, affording more student space was a welcome initiative.

6   Summary of Recommendations to the Provider

a) The provision of a physical postgraduate space should be investigated, to provide students across programmes to interact and share learning experiences.

b) Regarding the MA in Interdisciplinary Design Strategies, the memorandum of understanding between IADT and George Brown should formally acknowledge an agreed protocol for any changes to the programme. Module mapping should be demonstrated to ensure consistency of delivery; a joint programme board meeting would be a way to facilitate this.

c) The Panel recommend that the programme teams review the entry requirements to ensure more targeted guidance for entrants and focus on the intended learner cohort.

d) Entry requirements – promotional material for all the programmes could include some anonymised case studies, to ensure a more focused target audience. The panel referred to the website for the MA in Art & Research Collaboration programme as a good example of relevant information for potential applicants.

e) Ensure the Institute's policy on gender and inclusivity extends to any list of guest speakers invited on to the programmes.

f) Formalise the process for internal moderation of assessments to include some prescribed sampling, to ensure the process is applied fairly across the programmes.

g) Consider using available open source virtual reality platforms, as a way of extending programme delivery, to a virtual IADT exchange campus and virtual studios. This will enhance internationalisation by remote and create real and virtual studio practice.

h) The panel encourage IADT to analyse the interdisciplinary aspect of its postgraduate provision across programmes, as this forms a key aspect of the Institute's USP. There is an opportunity for IADT to further enhance its national and international profile through promoting how this is actively playing out across disciplines.

i) The Panel recommend that the Institute investigates the possibility of establishing a Level 9 showcase, perhaps feeding into an industry event with a focus on key stakeholders, where students would get an opportunity to present their work. This could be explored with the IADT Communications and Marketing department.

j) The team should consider offering a Special Purpose Award for two modules, Professional Development on the MA in Art & Research Collaboration, and Interdisciplinary Research Methods on the MA in Art & Research Collaboration and the MA in Creative Production & Screen Finance.

k) The use of shared equipment should be monitored. A phased use of core tools would ensure all students have fair access and provide assurance that assessment of projects is equitable, based on equipment available to all.

l) Consider merging the Research Module with the Research Project into 30 credits, and making the Proposal element a Pass or Fail, with GPA remaining neutral.

In summing up, the Chair thanked the President and Registrar of IADT for an enjoyable and informative visit to the Institute and for outlining how the programmes fit within the Institute Strategy. The Chair also thanked the programme teams for their input. Mr David Smith, Head of the Faculty, noted the contribution of Ms Linda Carroll, administrator in the Faculty, and thanked her for her input in preparing for Programmatic Review and the programmes' re-validation process.

The Panel was content to recommend the programmes for re-validation to the Academic Council of IADT, with some recommendations for the programme teams to consider.

7 Signature of Chairperson

This report has been agreed by the evaluation panel and is signed on their behalf by the Chairperson.

Panel Chairperson Name	Professor Anthony Dean
Panel Chairperson Signature	
Date	12th July 2018

8 Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While IADT has endeavoured to ensure that the information contained in the report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will IADT be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.

Programme Validation Report

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1 Summary of Recommendations to the Provider

a) The provision of a physical postgraduate space should be investigated, to provide students across programmes to interact and share learning experiences.

b) Regarding the MA in Interdisciplinary Design Strategies, the memorandum of understanding between IADT and George Brown should formally acknowledge an agreed protocol for any changes to the programme. Module mapping should be demonstrated to ensure consistency of delivery; a joint programme board meeting would be a way to facilitate this.

c) The Panel recommend that the programme teams review the entry requirements to ensure more targeted guidance for entrants and focus on the intended learner cohort.

d) Entry requirements – promotional material for all the programmes could include some anonymised case studies, to ensure a more focused target audience. The panel referred to the website for the MA in Art & Research Collaboration programme as a good example of relevant information for potential applicants.

e) Ensure the Institute's policy on gender and inclusivity extends to any list of guest speakers invited on to the programmes.

f) Formalise the process for internal moderation of assessments to include some prescribed sampling, to ensure the process is applied fairly across the programmes.

g) Consider using available open source virtual reality platforms, as a way of extending programme delivery, to a virtual IADT exchange campus and virtual studios. This will enhance internationalisation by remote and create real and virtual studio practice.

h) The panel encourage IADT to analyse the interdisciplinary aspect of its postgraduate provision across programmes, as this forms a key aspect of the Institute's USP. There is an opportunity for IADT to further enhance its national and international profile through promoting how this is actively playing out across disciplines.

i) The Panel recommend that the Institute investigates the possibility of establishing a Level 9 showcase, perhaps feeding into an industry event with a focus on key stakeholders, where students would get an opportunity to present their work. This could be explored with the IADT Communications and Marketing department.

j) The team should consider offering a Special Purpose Award for two modules, Professional Development on the MA in Art & Research Collaboration, and Interdisciplinary Research Methods on the MA in Art & Research Collaboration and the MA in Creative Production & Screen Finance.

k) The use of shared equipment should be monitored. A phased use of core tools would ensure all students have fair access and provide assurance that assessment of projects is equitable, based on equipment available to all.

l) Consider merging the Research Module with the Research Project into 30 credits, and making the Proposal element a Pass or Fail, with GPA remaining neutral.

In summing up, the Chair thanked the President and Registrar of IADT for an enjoyable and informative visit to the Institute and for outlining how the programmes fit within the Institute Strategy. The Chair also thanked the programme teams for their input. Mr David Smith, Head of the Faculty, noted the contribution of Ms Linda Carroll, administrator in the Faculty, and thanked her for her input in preparing for Programmatic Review and the programmes' re-validation process.

The Panel was content to recommend the programmes for re-validation to the Academic Council of IADT, with some recommendations for the programme teams to consider.

Post Graduate Programmatic Review 2018

Response from Faculty of Film, Art and Creative Technologies to Final Panel Report

Summary Recommendations of Panel and Chair

(a) The provision of a physical postgraduate space should be investigated, to provide students across programmes to interact and share learning experiences.

Response from Faculty;
Continued growth of our post-graduate offering is a Faculty priority. As such the Faculty recognises both the need – and the opportunity that exists – for a dedicated PG space/hub/centre to maximise the shared learning and research experience of the this specific cohort. The Faculty – with support from the Institute – will continue to try and identify either (i) and on campus solution or (ii) an off-site centre for PG Studies and Research – preferably within DunLaoghaire Centre or Dublin City Centre.

(b) Regarding the MA in Interdisciplinary Design Strategies, the memorandum of understanding between IADT and George Brown should formally acknowledge an agreed protocol for any changes to the programme. Module mapping should be demonstrated to ensure consistency of delivery; a joint programme board meeting would be a way to facilitate this.

Response from Faculty;
It is noted and acknowledged that the MA in Interdisciplinary Design Strategies was co-authored and developed between IADT and the School of Design at GBC. However the MA is an IADT programme and as such the Faculty reserves the right to implement appropriate and necessary changes or amendments without the need for consultation with third-party partners/stakeholders. That said the nature of our relationship both with GBC and our industry stakeholders ensures that there is an ongoing dialogue in respect to curriculum changes, marketing and recruitment. We expect that this positive exchange of ideas and views will continue without a formal or agreed protocol.

(c) The Panel recommend that the programme teams review the entry requirements to ensure more targeted guidance for entrants and focus on the intended learner cohort.

Response from Faculty;
The Faculty welcomes this recommendation (and observation on the needs of diverse cohorts). Given the competitive nature of recruitment for our Postgraduate offering we are obliged to investigate and develop alternative modes for candidate evaluation and learner supports. Postgraduate study is increasingly correlates with the CPD priorities of workers and mature learners and IADTs Recognition of Prior Learning is essential to ensure we attract and retain these candidates. This will be highlighted in all future marketing and communications. Additionally learner supports outside of the class room – such as online feedback, project forums and seminar discussions are essential to supporting a diverse cohort of PG students.

(d) Entry requirements – promotional material for all the programmes could include some anonymised case studies, to ensure a more focused target audience. The panel referred to the website for the MA in Art & Research Collaboration programme as a good example of relevant information for potential applicants.

Response from Faculty;
We welcome this recommendation and will seek to include case-studies for all future recruitment drives and programme promotion. The acknowledgement of the value of the dedicated MA in Art Research Collaboration is welcome and appreciated. The success and value of this resource is solely a result of programme staff contributing significant additional time and commitment to maintaining the sites content and currency. Given the varying degrees of resources per programme , publishing and maintain a dedicated website each programmes may not be viable. However at a minimum we should seek to extend the range of Post Graduate case-studies and information on main IADT site.

Post Graduate Programmatic Review 2018

Response from Faculty of Film, Art and Creative Technologies to Final Panel Report

Summary Recommendations of Panel and Chair

(f) Formalise the process for internal moderation of assessments to include some prescribed sampling, to ensure the process is applied fairly across the programmes.

Response from Faculty;
As noted during the panel review, the Faculty uses a broad range of assessment processes across its suite of programmes. Each programme uses a number of internal and external means of moderation to ensure parity of assessment. As this is not "formalised per programme or across Faculty" it would make sense for each programme to insert a statement in Student Handbooks that explains how we monitor and moderate assessment to ensure processes are applied fairly. Where common modes of assessment are used it may be feasible to include prescribes sampling – this is something we can possibly introduce to the cluster of MA programmes in the Department of Film & Media.

(g) Consider using available open source virtual reality platforms, as a way of extending programme delivery, to a virtual IADT exchange campus and virtual studios. This will enhance internationalisation by remote and create real and virtual studio practice.

Response from Faculty;
The Faculty (and wider Institute) recognises the deficit that exists within our online provision. While we have had some success augmenting the use of digital tools – and platforms – for learning and enhancing programme delivery, we have no virtual studios or remote learning by online as an option.

Following this recommendation the Faculty will seek financial support to translate or modify an existing syllabus as a model for online delivery.

(h) The panel encourage IADT to analyse the interdisciplinary aspect of its postgraduate provision across programmes, as this forms a key aspect of the Institute's USP. There is an opportunity for IADT to further enhance its national and international profile through promoting how this is actively playing out across disciplines.

Response from Faculty;
The Faculty gratefully acknowledges the recognition of interdisciplinary practices at IADT. Programmatic Review presented us with the opportunity to begin the process of analysing and aligning cross-disciplinary and inter-departmental activities. We hope that these revised programmes, and updated schedules for delivery, will now allow us to advance these opportunities. In respect of communications and marketing this as "a key USP" – we will work with Marketing to showcase and promote existing interdisciplinary projects and activities.

(i) The Panel recommend that the Institute investigates the possibility of establishing a Level 9 showcase, perhaps feeding into an industry event with a focus on key stakeholders, where students would get an opportunity to present their work. This could be explored with the IADT Communications and Marketing department.

Response from Faculty;
This is a very obvious and simple action/ recommendation that for whatever reason we have failed to prioritise and implement thus far. Without question Level 9 projects should feature in our annual exhibition and showcase. In addition to this we will also commit formalising industry visits and activities around Level 9 research and project outputs. This should include targeted marketing and comms for all Level 9 stakeholders.

Post Graduate Programmatic Review 2018
Response from Faculty of Film, Art and Creative Technologies to Final Panel Report
Summary Recommendations of Panel and Chair
(j) The team should consider offering a Special Purpose Award for two modules, Professional Development on the MA in Art & Research Collaboration, and Interdisciplinary Research Methods on the MA in Art & Research Collaboration and the MA in Creative Production & Screen Finance.
Response from Faculty; The Faculty and the respective Departments are overwhelmingly positive about the implementation of this recommendation. Individual Modules are already tabled for Programme Validation Committee (PVC) – the first internal stage to developing and offering discrete modules as SPAs. We intend to progress and implement this recommendation in early 2019.
(k) The use of shared equipment should be monitored. A phased use of core tools would ensure all students have fair access and provide assurance that assessment of projects is equitable, based on equipment available to all.
Response from Faculty; The Faculty is strongly in favour of pooling and sharing resources – particularly for advanced technology; digital tools and specialist workshops/laboratories. The management and access to these resources is agreed at a Department level and in general practice there is an open booking system and fair / equitable access provided to all students and programmes. That said it is acknowledged that staff and students should be encouraged to become more active and engaged in exploiting the specialist resources available to them outside of their core disciplines. Finally the Faculty would like to integrate/implement a cross-institute asset management system that would improve and streamline our booking processes and ensure equitable access to equipment and other resources.
(l) Consider merging the Research Module with the Research Project into 30 credits, and making the Proposal element a Pass or Fail, with GPA remaining neutral.
Response from Faculty; The Faculty welcome this recommendation and will seek to integrate Research Module into Major Research Project where viable. Where merging elements is viable the Faculty will table Pass / Fail recommendation and GPA proposals to PVC and seek guidance on best suited mode of assessment (within context of IADTs Marks & Standards).

3   Signature of Faculty Executive

This response has been prepared and submitted by the Faculty Executive. David Smith Head of Faculty, Dr. Hilary Kenna (Head of Department of Technology and Psychology), Liam Doona (Head of Department of Design & Visual Arts) and Rónán O'Muirthile (Head of Department of Film & Media / National Film School).

David Smith	
Dr Hilary Kenna	
Liam Doona	
Rónán O'Muirthile	