Programme Validation Report

iadt
DUN LAOGHAIRE

Programme Title(s):
1. **Masters of Business in Digital Entrepreneurship**
2. **Postgraduate Diploma in Business in Digital Entrepreneurship**
3. **Masters of Business in Cultural Event Management**
4. **Postgraduate Diploma in Business in Cultural Event Management**

Date of Report: 29th June 2018

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Part 1 Introduction

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 the IADT must respond to.

1   Overall Recommendations

Provider Name		Dun Laoghaire Institute of Art, Design & Technology Faculty of Enterprise and Humanities
Date of Site Visit		Thursday 14th June 2018
Date of Report		Friday 29th June 2018
Principal Programme 1	Title	Master of Business in Digital Entrepreneurship
	Award	Master of Business, NFQ Level 9
	Credit	90 ECTS
	Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	Satisfactory with recommendations
Embedded Award 1	Title	Postgraduate Diploma in Business in Digital Entrepreneurship
	Award	Diploma in Business, NFQ Level 9
	Credit	60 ECTS
	Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR	Satisfactory with recommendations

	Not Satisfactory	

Principal Programme 2	**Title**	Master of Business in Cultural Event Management
	Award	Master of Business, NFQ Level 9
	Credit	90 ECTS
	Recommendation **Satisfactory OR** **Satisfactory subject** **to proposed** **conditions OR** **Not Satisfactory**	Satisfactory with recommendations
Embedded Award 2	**Title**	Postgraduate Diploma in Business in Cultural Event Management
	Award	Diploma in Business, NFQ Level 9
	Credit	60 ECTS
	Recommendation **Satisfactory OR** **Satisfactory subject** **to proposed** **conditions OR** **Not Satisfactory**	Satisfactory with recommendations

2   Evaluators

Name	Role	Affiliation
Professor Anthony Dean	Chair	Professor of Performing Arts University of Winchester, UK
Professor Colette Henry	Academic Expert	Head of School of Business and Humanities Dundalk Institute of Technology
Professor Aileen Pearce	Academic Expert	Associate Professor School of Business, University College Dublin
Mr Andrew Hetherington	Industry Expert	Chief Executive, Business to Arts, Dublin
Ms Lisa Cunningham	Industry Expert	Managing Director Vogue Business Development, Wicklow
Mr Colin McLean	Quality	Registrar, Sligo Institute of Technology
Mr Niall Torris	Students Union	Graduate Officer, University College Dublin

3 Principal Programmes

- MBus in Digital Entrepreneurship
- MA Cultural Event Management

Names of Centres where the programmes are to be provided	Maximum No. Learners	Minimum No. Learners
IADT Campus	25	10

Enrolment Interval (normally 5 years)	Date of First Intake	2018
	Date of Last Intake	-

Maximum number of annual intakes	25
Programme duration (months from start to completion)	18 months
Target learner groups	Level 8 graduates with a desire to pursue opportunities in the area of Digital Entrepreneurship and Cultural Event Management
Approved countries of provision	Ireland
Delivery mode – Full-time/Part-time	Currently full time delivery, but the Faculty is seeking approval for both full time and potential part time delivery in the future
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)	MBus in Digital Entrepreneurship: A level 9 Masters with an emphasis on digital skills. Research indicates a significant gap in the application of digital tools in business, in particular around SMEs. Graduates will have the capacity to develop and promote digitals skills and apply these tools in business as an entrepreneur or an employee. MA Cultural Event Management: A level 9 Masters with a focus on Cultural Event Management. Target learners will have an interest in identifying and pursuing opportunities in the Cultural sector.
Summary of specifications for teaching staff	MBus in Digital Entrepreneurship: Minimum of Masters, or PhD in the following disciplines: Business Management, Information Systems, Computer Science, Business Entrepreneurship, Digital Marketing, User Centred Design MA Cultural Event Management: Arts Management, Entrepreneurship, Cultural Policy

Summary of specifications for the ratio of learners to teaching staff	1/25 Classroom or Lab

4 Embedded Programmes

- PGDip in Digital Enterprise
- PGDip in Cultural Event Management

Names of Centres where the programmes are to be provided	Maximum Number of Learners (per centre)	Minimum Number of Learners
IADT Campus	25	10

Enrolment Interval (normally 5 years)	Date of First Intake	2018
	Date of Last Intake	-

Maximum number of annual intakes	25
Programme duration (months from start to completion)	30 weeks
Target learner groups	Postgrad. Dip. in Digital Entrepreneurship: Level 8 graduates with business/technology/creative industry background. Applicants already running their own business with a desire to augment their digital skills Postgrad. Dip. in Cultural Event Management: Level 8 graduates with an interest in a career in the Cultural and Arts sectors.
Approved countries of provision	Ireland
Delivery mode – Full-time/Part-time	Currently full time delivery, but the Faculty is seeking approval for both full time and potential part time delivery in the future
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)	Postgrad. Dip. in Digital Entrepreneurship: A level 9 Diploma with an emphasis on digital skills. Research indicates a significant gap in the application of digital tools in business, in particular around SMEs. Graduates will have the capacity to develop and promote digitals skills and apply these tools in business as an entrepreneur or an employee. Postgrad. Dip. in Cultural Event Management: A level 9 Diploma which addresses the business skills deficits in the Creative and Cultural sectors.

	Students will be equipped to negotiate the complex world of event management.
Summary of specifications for teaching staff	Postgrad. Dip. in Digital Entrepreneurship: Minimum of Masters, or PhD in the following disciplines: Business Management, Information Systems, Computer Science, Business Entrepreneurship, Digital Marketing, User Centred Design Postgrad. Dip. in Cultural Event Management: Minimum of Masters, or PhD in the following disciplines: Arts Management, Entrepreneurship, Cultural Policy
Summary of specifications for the ratio of learners to teaching staff	1/25 Classroom or Lab

5   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 14th June 2018. The Panel reviewed the content of each programme – the main programmes and the embedded awards - and the Faculty's Self Evaluation Report. The Panel noted the excellent quality and clarity 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 Enterprise and Humanities, the Head of the Department of Entrepreneurship and the programme teams to discuss how the programmes fit into the overall Institute strategy.

Following its discussions and its review of the programme documents, the Panel came to the view that the provider is eligible to apply for validation of the main programmes and the embedded 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 objectives and outcomes of the programmes with the Registrar, Head of Faculty and Head 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. This proposal is in response to the existing dynamic economic climate, in which digital business delivery has a high currency. The embedded 60 credits awards will facilitate learners who want to enter industry to gain real world experience, with an option to return at a later stage to complete a Master's degree.

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.

In relation to module learning outcomes, the Panel was satisfied the levels were appropriate (knowledge, breadth, skills, etc.). However, the Panel noted some variation between the number of learning outcomes across the various modules. An institutional guideline is for 4 – 5 learning outcomes (with exceptions for amalgamated modules). The Panel recommends that the definitive programme documents are reviewed to ensure the cohesion and alignment of programme learning outcomes and module content, mapping learning outcomes for module assessments more explicitly, ensuring that learning outcomes of each module contribute in turn to the overall programme learning outcomes. |

	MBus in Digital Entrepreneurship: In Digital Innovation and Entrepreneurship, outcome 4 indicates the learner will be able to '*think critically in light of their own digital business/entrepreneurial idea and experience*', the Panel queried where this learning outcome was supported in the curriculum and advised that a review of all modules is undertaken with a view to ensuring the consistency of all learning outcomes with programme content. Student feedback: • Learners were aware of what was expected from them on the programmes, and were clear about the standard of achievement that they were required to demonstrate in their work in relation to the learning outcomes. The Panel formed the view that the learning objectives of each programme were clear and consistent with the awards.

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	Students on the current Postgraduate Diplomas had indicated that there is a clear demand to continue on to Master's level. The programmes build on the Faculty's existing provision and allow for flexibility in responding to the dynamic labour market. The Panel was impressed with the commitment of the programme teams to engaging with real-world businesses, consulting with industry and encouraging visits and lectures by professional experts in the various specialist areas. **MBus/Postgrad. Dip. in Digital Entrepreneurship:** Relationships have been carefully built with local enterprise, professional bodies and industry experts, for example; Dun Laoghaire/Rathdown Chamber of Commerce, Dun Laoghaire Local Enterprise office and Kieron Branagan of Open Jaw Technology (entrepreneur and investor). These provide good employment opportunities – Dun Laoghaire/Rathdown is focused on the *Digital Dun Laoghaire* initiative to complement the fast-growing business and technology districts in nearby Sandyford and Cherrywood. **MA/Postgrad. Dip. in Cultural Event Management:** Employment opportunities are, for example, provided by the *Fishamble Theatre Group*, the *Lingo Poetry Festival*, the *Dublin Fringe Festival* and the *Arts Council*. A survey undertaken in 2016 indicated that that 85% of students were employed in the cultural sector one year after graduation.

The programme teams work with external examiners, who review completed project work throughout the year. There is an on-going consultative process with students, industry experts and external stakeholders. There is a high level of engagement with alumni through *LinkedIn* forum. The relatively small size of the Faculty facilitates the forging of active informal links with industry and visiting lecturers.

MBus/Postgrad. Dip. in Digital Entrepreneurship: The graduate profile to date includes; sole traders, freelancers, entrepreneurs and employees. Statistics indicate that around half of graduates stay in the sector and usually enter the programme with some real-life industry experience and professional contacts and already in place.

MA/Postgrad. Dip. in Cultural Event Management: The Graduate profile to date includes; Arts managers, curators, administrators, event managers and teachers.

Student Feedback:

- The programmes provide learners with the required skills for industry
- The assignment of a business mentor is useful
- There is a full-time careers officer at IADT, that can help with constructing CVs
- More workshops on finding employment would be helpful

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

2.4   Criterion 4

The programme's access, transfer and progression arrangements are satisfactory	
Satisfactory (Yes, No, Partially)	**Comment**
Yes	With regard to learner expectations, the Panel noted the entry requirements set out in the programme documents were quite broad and it queried whether the phrases '*demonstrate an interest in the programme*' or '*open to graduates from any discipline area*' were sufficiently robust. The Panel recommends that the programme teams review the entry requirements to ensure more targeted guidance for entrants and focus on the intended learner cohort. **MBus/Postgrad. Dip. in Digital Entrepreneurship**: A reasonably high level of numeracy might reasonably be assumed as a pre-requisite for this programme. The Panel also suggested that a 'hard core' commercial sense might be considered as being vital in the area of entrepreneurial practice, the challenge for the team is how best to marry this with the 'softer' cultural and creative aspect of the programme. The Panel learned from the programme team that students are given a grounding in understanding Finance and are introduced to the relevant software packages.

	MA/Postgrad. Dip. in Cultural Event Management: The Finance and Law modules will provide students with the competency to understand the professional 'language' and terminology pertaining to the drawing-up of budgets and company law requirements. 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 programme team pointed out that any student 'teething issues' are usually around software technology but, for example, the programmes used to build websites are off-the-shelf packages and by the end of the first term all students are able to achieve the necessary level of competence in this area. The Panel noted the composition of the student cohorts, with individuals from many different backgrounds enrolled on the programmes, all working towards similar career goals while benefitting from sharing interdisciplinary approaches and a cross-over of skill sets. The ability to manage the different abilities, age-range and skill sets of students was commended by the Panel; it was evident that real consideration to harnessing the benefits that accrue from a diverse student cohort (e.g. non-standard school leavers) and facilitating differing student aims while building learners' confidence This accommodation is supported by 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 minimum English language requirements are: - TOEFL 215 (computer test) or 80 (internet test) - IELTS score in the range of 6.0 to 6.5 minimum - UCLES Grade C or advanced Grade A It is reasonable to assume that applicants entering the programme with a level 8 award from a programme delivered in English will already have achieved a satisfactory level of competence. Student feedback: • Entry to the programme via the *Springboard* initiative was straight forward • There is a clear pathway from Undergraduate to Postgraduate study at IADT The Panel came to the view that access, transfer and progression arrangements were – in general - satisfactory, but it recommended that a review of the entry requirements is undertaken.

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, overall programme credits and individual modules. The Postgraduate Diplomas are delivered over 30 weeks and the Masters over 18 months. 60 credits are attributed to the Diplomas and 30 credits to the Masters, where the third term is devoted to the completion of the Research Project.
	The normal mode of delivery is over 2 evenings per week and one full-day (Saturday) per month, which is consistent with the regulations for full-time delivery. Students are usually highly motivated and are fully aware of the challenges of combining study with work. The extended format of the revised Masters' programmes, which is less intensive than the current model, will help to address potential retention issues.
	The Panel noted that while 100% continuous assessment may be appropriate for applied programmes, it was necessary to ensure the fairness and standards of marking. Accordingly, the Panel advised the programme teams give consideration to establishing a more formal system for second marking through a process of sampling modular assessments.
	The Panel also noted that there is currently no formal placement or internship built into the programmes. The team responded that students must develop a financial business plan, which has to be based on evidence of appropriate preparation and research. The student learning experience is designed to reflect industry/professional practice and this is woven through the assessment process in a significant way.
	To further enhance the curricula, the Panel recommends that the programme teams consider the option of an elective pathway for students, which could lead to an opportunity for cross disciplinary engagement, while augmenting the skill set of students. Negotiated access across undergraduate and postgraduate programmes, and these shared modules could be taken as an alternative to one or more programme modules.
	The Panel was of the view that the curriculum is overall well-structured and fit for purpose, with some recommendations for consideration in the following programme modules:
	MBus/Postgraduate Dip. in Digital Entrepreneurship and MA/Postgrad. Dip. in Cultural Event Management: 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) becoming a pass/fail assessment component – the rationale for this being so that the *Proposal,* not be weighted, 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.
	MBus/Postgrad. Dip. in Digital Entrepreneurship: The Panel suggests that the programme team ensure that Learning Outcome 4, which requires the students to '*think critically in light of their own digital business/entrepreneurial idea and experience*'' is sufficiently well supported by the curriculum content.
	Student feedback: • More focus on contract law

	• Digital Marketing/Law could be more in tune with 2018 environment • More content on HR management • A sense of achievement about work on digital storytelling • A small media module would be beneficial, e.g. making a video • More focus on studies around SMEs, alongside that of larger corporations

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 of Master's level and/or PhD completion. Staff are encouraged to engage in Research and participate in professional development programmes. There is no formal performance review in place for staff, however the IADT *Quality Framework* document and the Institute's *Staff Training and Development Policy* provide guidance for the monitoring of staff performance and staff development – funding is available to support continuing professional development. Some staff contributing to the programmes are practitioners and are active in the business arena, and have developed active links with industry, in turn providing an opportunity for students to develop professional networks in their discipline area. Student feedback on staff: • Library staff are very helpful • Staff are open to discussing any relevant issues • Deployment of visiting lecturers who provide students with real-world business advice is beneficial The Panel formed the view that there are sufficient qualified and capable staff to deliver the programme 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. 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.

On-line, students interact with their programme content via the virtual learning environments of *Blackboard* and *Learn*. Workshops are available where students can receive guidance on interacting with these portals.

Student feedback:

- The suite of journals in the Library could be upgraded
- A specific postgraduate space on campus would be an opportunity for students across the suite of level 9 programmes to interact, exchange views and share knowledge and experience

Based in part on student feedback, the Panel recommends that programme reading lists are reviewed to ensure consistency in the volume of recommended texts and ensure sufficient content challenge for learners at level 9. Ensure literature is current, outdated versions removed, especially in journal articles.

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.

Student feedback:

- A review of IT support in general was suggested, e.g. access to PCs, printers |

	• Online access can sometimes be problematic when students are off campus The Panel was satisfied the learning environment is consistent with the needs of the students.

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 practice of inviting relevant experts in as guest speakers on the programme was identified by the Panel as providing a positive real-world perspective for students. Staff work in teams, to review and monitor students' progress, both at department level and on an individual basis with learners. Student retention on the programmes is generally good, with a small number of deferrals on health grounds. Applicants are provided with a clear understanding of what is required of students, and a high-level of engagement is encouraged from the outset. The Panel noted the positive, inter-active relationship between staff and students that clearly indicated that a genuine collegiate and supportive campus environment exists. Student feedback: • An overall satisfaction with the delivery of the programmes' content. The Panel was satisfied that the Institute and Faculty T&L strategies were of the required calibre to deliver the programmes.

2.10 Criterion 10

There are sound assessment strategies	
Satisfactory (Yes, No, Partially)	**Comment**
Yes	The mode of assessment across the programmes is by a 100% continuous assessment. The rationale being that continuous assessment is the appropriate mode for programmes that have a strong applied element. There is good communication between students and staff and any issues regarding assessment processes can be flagged at any stage. The Panel noted the high level of one-to-one student support, enabling students to engage with, and receive feedback from, staff on a regular basis. This engagement with students is evident in the preparation of the programme document and from feedback from the Panel meeting with current students and alumni. Assessment is driven by the expected learning outcomes. The quality assurance of the assessment process is undertaken at several stages of verification. The module leader carries out the assessment, showing evidence of their grading decisions. The team consults and works with external examiners, who review samples of module outcomes in the low, middle and high marking bands and see all final projects. Rubrics are developed to illustrate expectations for assignments. Group work is assessed on both the individual and team aspects of the work. Students are given continuing feedback on their progress. The staff/student ratio was seen by the Panel as a positive, the relatively small numbers ensuring a focused approach to assessment and feedback to individual students. 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. A significant proportion of student work is available to view online; assessments, screencasts, videos, etc. The Institute's *Marks and Standards Policy* outlines a clear and systematic marking process. The possibility of including a more formal sampling system for moderating modular assessments was discussed. Student feedback: • Staff were helpful and willing to discuss assessment issues on a one to one level. The Panel was satisfied that assessment strategies for the programmes are sound.

2.11 Criterion 11

Learners enrolled on the programme are well informed, guided and cared for	

Satisfactory (Yes, No, Partially)	Comment
Yes	There is 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. Student feedback: • The atmosphere in IADT was positive and there was overall satisfaction with the support available to students. The panel formed the view that learners were well 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 through 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 submits an annual programme board report to *Academic Council*, outlining the delivery and progress of the course in the previous academic year. The Panel found the SWOT analyses, that had been produced by each programme team for inclusion in the documentation, to be very useful in identifying key strategic issues for each individual programme. In view of this, the Panel recommends that the details of the SWOT analysis should be incorporated into the quality assurance process for the programmes, to ensure a timely response to identified areas of concern or improvement.

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

4   Summary of Recommended Special Conditions of Validation

No conditions

5   Summary of Commendations to the Provider

a) The panel noted the excellent quality and clarity of the documents submitted for review.
b) The practice of inviting relevant experts in as guest speakers on the programme was identified as providing a positive real-world perspective for students.
c) The positive, inter-active relationship between staff and students was praised, the panel noting that a genuine collegiate and supportive campus environment exists.
d) The Institution could take pride in the loyalty and respect towards it demonstrated by both staff and students.
e) The panel commended the team on its strong commitment to go with a 100% continuous assessment across modules, which recognises the practical element of the programmes.

f) The composition of the student cohort was noted, with individuals from many different backgrounds enrolled on the programmes, all working towards similar career goals while benefitting from sharing interdisciplinary approaches and a cross-over of skill sets.

g) The panel was impressed with the team's commitment to engaging with real-world businesses, consulting with industry and encouraging visits and lectures by professional experts in the various specialist areas.

h) The high level of one-to-one student support was noted with engagement with, and feedback from, staff on a regular basis. This engagement with students is evident in the preparation of the programme document and from feedback from the panel meeting with current students and alumni.

i) The practical focus of the programmes was noted, allowing students to develop real-world projects through peer-to-peer work.

j) The management of different abilities, age-ranges and skill sets of students was commended by the panel; it was evident that real consideration was given to the benefits that accrue from a diverse student cohort (e.g. non-standard school leavers). Such an approach facilitates differing student aims and builds learners' confidence and is supported by a strong, clear *Recognition of Prior Learning Policy*.

k) The staff/student ratio was seen as a positive, the relatively small numbers ensuring focused approach and feedback to individual students.

6 Summary of Recommendations to the Provider

a) Formalise the process for internal moderation of assessments to include some prescribed sampling which will help to ensure the process is applied fairly across the programmes.

b) Review the entry requirements which are currently too vague (e.g. 'demonstrate an interest in…'), to ensure more targeted guidance for entrants and focus in on the intended learner cohort.

c) Review the programme document to ensure cohesion and alignment of programme learning outcomes and module content. Map learning outcomes for module assessments more explicitly. Ensure each module assessment has its own learning outcomes, which contribute in turn to the overall programme learning outcomes.

d) Review the programme reading lists to ensure consistency in the volume of recommended texts and ensure sufficient content challenge for learners at level 9. Ensure literature is current, outdated versions removed, especially in journal articles. This recommendation is based in part on student feedback.

e) The detail of the SWOT analysis should be incorporated into the formal quality assurance process for the programmes, to ensure a timely response to identified areas for concern or improvement.

f) The panel recommends consideration is given to the option of an elective pathway for students, which could lead to an opportunity for cross disciplinary engagement,

while augmenting the skill set of students. Negotiated access across undergraduate and postgraduate programmes, and these shared modules would be taken as an alternative to one or more programme modules.

g) 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.

h) The panel encourages 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.

In summing up, the Chair thanked the President 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.

The Panel was pleased 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 Title(s):

5. **Masters of Business in Digital Entrepreneurship**
6. **Postgraduate Diploma in Business in Digital Entrepreneurship**
7. **Masters of Business in Cultural Event Management**
8. **Postgraduate Diploma in Business in Cultural Event Management**

Date of Report: 29th June 2018

Programme Validation Report

FACULTY OF ENTERPRISE AND HUMANITIES

RESPONSE TO

ROGRAMMATIC REVIEW REPORT

SEPTEMBER 2018

Summary of Recommended Special Conditions of Validation

No conditions

1. Summary of Commendations to the Provider

a) The panel noted the excellent quality and clarity of the documents submitted for review.

b) The practice of inviting relevant experts in as guest speakers on the programme was identified as providing a positive real-world perspective for students.

c) The positive, inter-active relationship between staff and students was praised, the panel noting that a genuine collegiate and supportive campus environment exists.

d) The Institution could take pride in the loyalty and respect towards it demonstrated by both staff and students.

e) The panel commended the team on its strong commitment to go with a 100% continuous assessment across modules, which recognises the practical element of the programmes.

f) The composition of the student cohort was noted, with individuals from many different backgrounds enrolled on the programmes, all working towards similar career goals while benefitting from sharing interdisciplinary approaches and a cross-over of skill sets.

g) The panel was impressed with the team's commitment to engaging with real-world businesses, consulting with industry and encouraging visits and lectures by professional experts in the various specialist areas.

h) The high level of one-to-one student support was noted with engagement with, and feedback from, staff on a regular basis. This engagement with students is evident in the preparation of the programme document and from feedback from the panel meeting with current students and alumni.

i) The practical focus of the programmes was noted, allowing students to develop real-world projects through peer-to-peer work.

j) The management of different abilities, age-ranges and skill sets of students was commended by the panel; it was evident that real consideration was given to the benefits that accrue from a diverse student cohort (e.g. non-standard school leavers). Such an approach facilitates differing student aims and builds learners' confidence and is supported by a strong, clear *Recognition of Prior Learning Policy*.

k) The staff/student ratio was seen as a positive, the relatively small numbers ensuring focused approach and feedback to individual students.

2. Summary of Recommendations to the Provider

a) Formalise the process for internal moderation of assessments to include some prescribed sampling which will help to ensure the process is applied fairly across the programmes.

b) Review the entry requirements which are currently too vague (e.g. 'demonstrate an interest in…'), to ensure more targeted guidance for entrants and focus in on the intended learner cohort.

c) Review the programme document to ensure cohesion and alignment of programme learning outcomes and module content. Map learning outcomes for module assessments more explicitly. Ensure each module assessment has its own learning outcomes, which contribute in turn to the overall programme learning outcomes.

d) Review the programme reading lists to ensure consistency in the volume of recommended texts and ensure sufficient content challenge for learners at level 9. Ensure literature is current, outdated versions removed, especially in journal articles. This recommendation is based in part on student feedback.

e) The detail of the SWOT analysis should be incorporated into the formal quality assurance process for the programmes, to ensure a timely response to identified areas for concern or improvement.

f) The panel recommends consideration is given to the option of an elective pathway for students, which could lead to an opportunity for cross disciplinary engagement, while augmenting the skill set of students. Negotiated access across undergraduate and postgraduate programmes, and these shared modules would be taken as an alternative to one or more programme modules.

g) 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.

h) The panel encourages 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.

In summing up, the Chair thanked the President 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.

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

Panel Recommendation	FEH Response	Action(s) required	Lead Person(s)	Resource Implications	Timeline	Review Date
Formalise the process for internal moderation of assessments to include some prescribed sampling which will help to ensure the process is applied fairly across the programmes.	FEH welcomes this recommendation	Internal moderation procedure to be developed to ensure fairness of process	Programme Team and HOD	None	November 2018	June 2019
Review the entry requirements which are currently too vague (e.g. 'demonstrate an interest in…'), to ensure more targeted guidance for entrants and focus in on the intended learner cohort.	FEH welcomes this recommendation	Entry requirements review to target learner cohort to specify appropriate disciplinary background	Programme Team and HOD	None	November 2018	June 2019
Review the programme document to ensure cohesion and alignment of programme learning outcomes and module content. Map learning outcomes for module assessments more explicitly. Ensure each module assessment has its own learning outcomes, which	FEH welcomes this recommendation	Review PLOs and MLOs\n\nMake MLOs and module assessment explicit.	Programme Team\n\nModule Lecturer	None	November 2018	June 2019

		Map MLOs and assessments to overall PLOs.	Programme Team			
Review the programme reading lists to ensure consistency in the volume of recommended texts and ensure sufficient content challenge for learners at level 9. Ensure literature is current, outdated versions removed, especially in journal articles. This recommendation is based in part on student feedback.	FEH welcomes this recommendation	Review and update Reading lists - text books and journal articles appropriate for Level 9 PLOs and MLOs	Programme Team and Individual in consultation with librarian. Module Lecturers	Increased library resources	November 2018	June 2019
The detail of the SWOT analysis should be incorporated into the formal quality assurance process for the programmes, to ensure a timely response to identified areas for concern or improvement.	FEH notes this recommendation.	SWOT analysis is part of the internal and external stakeholder feedback which includes feedback at programme boards, which is	Programme Team and HOD	None	November 2018	June 2019

		part of the QE process.				
The panel recommends consideration is given to the option of an elective pathway for students, which could lead to an opportunity for cross disciplinary engagement, while augmenting the skill set of students. Negotiated access across undergraduate and postgraduate programmes, and these shared modules would be taken as an alternative to one or more programme modules.	FEH notes this recommendation. The provision of electives adds to the programme and the student experience overall.	Electives will form part of the annual review of programmes, following the roll out of the programme (1 + years).	Programme Team and HOD/HOF	Additional resources required for the provision of electives – staff, space and timetabling.	November 2020	June 2021
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.	FEH notes this recommendation	Merging Research Module and Research Project as a 30 Credit module; Research proposal	Programme Team and HOD	None	November 2018	June 2019

		assessed using Pass/Fail				
The panel encourages 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.	FEH notes this recommendation. The provision of electives adds to the programme and the student experience overall.	Programme Team and HOD	Interdisciplinarity is part of IADT strategic vision and all IADT programmes aim to reflect this vision. This programme was developed in consultation with and input from FFACT staff.	Enhanced marketing of programme usp, which stresses inter disciplinarity.	November 2020	June 2021

Signed:

Dr. Josephine Browne: _____

Head of Faculty of Enterprise and Humanities

Dr. Therese Moylan: _____

Head of Department of Entrepreneurship

Date: 24th September 2018