Faculty of Enterprise and Humanities Programmatic Review

Report of Programmatic Review Process

Monday 27th April & Tuesday 28th April 2015

Including School response to panel findings and recommendations

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Programmatic Review: Introduction

Programmatic Review is a quality review and self-study process which takes place at least every five years. A provider conducts a critical evaluation of all programmes (or all programmes within a faculty) and produces a self-evaluation report (SER).   It 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 college must respond .

Faculty of Enterprise and Humanities:

The Faculty is seeking revalidation of all programmes.

Suite of Undergraduate Programmes:

Department of Entrepreneurship Head Dept.: Dr Therese Moylan	Department of Humanities and Arts Management Head Dept. : Dr Paula Gilligan
DL701 Bachelor of Business in Applied Entrepreneurship, level 7	DL821 Bachelor of Arts (Hons) in English, Media and Cultural Studies, level 8
DL801 Bachelor of Business (Hons) in Entrepreneurship, level 8 (Add-on)	DL822 Bachelor of Arts (Hons) in Cultural Enterprise, level 8
DL823 Bachelor of Business (Hons) in Entrepreneurship & Management, level 8	

Suite of Postgraduate Programmes:

Department of Entrepreneurship	Department of Humanities and Arts Management
	DL905 Masters in Public Culture and Society, level 9
	DL906 Postgraduate Diploma in Business in Business in Cultural Event Management, level 9

Membership of Programmatic Review Panel

Professor Richard O'Kennedy (Chair)	Academic, School of Biotechnology, Dublin City University
Ms Ann Campbell	Registrar, Dundalk Institute of Technology
Ms Laura Harmon	President, Union of Students in Ireland
Professor David Murphy	Lecturer Postcolonial Studies, University of Stirling
Dr Dominic Dillane	Head of School of Hospitality, Management and Tourism, Dublin Institute of Technology
Mr Tim Carey	Heritage Officer, DLRCOCO
Ms Ellen Gunning	Director, Irish Academy of Public Relations

For IADT

Dr Annie Doona	President
Dr Marian O'Sullivan	Registrar
Dr Josephine Browne	Head of Faculty of Enterprise and Humanities
Dr Therese Moylan	Head of Department of Entrepreneurship
Dr Paula Gilligan	Head of Department of Humanities and Arts Management
Dr Marion Palmer	Head of Department of Technology & Psychology
Professor Peter Robertson	Head of Creative Engagement
Also present were Programme Coordinators and staff members, representing undergraduate and postgraduate programmes across the Faculty of Enterprise and Humanities	

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

Monday 27th April 2015

9am: Private panel meeting

Following discussion, the Panel identified some issues and queries they wished to pursue with the IADT Executive:

a) Staffing levels

b) Internationalisation

c) Research opportunities

d) Community links

e) Teaching and Learning

f) Student Voice

g) Student numbers

10.15am: Panel meeting with senior IADT and Faculty management

The President outlined the Institute's vision, mission statement, and strategic collaborations against a background of continuing changes and challenges in the Higher Education sector.

The Head of Faculty summarized the faculty's perspective within the overall Institute strategy. Key priorities for the faculty include growing student numbers, retention, the promotion of internationalisation and entrepreneurship, the latter being a shared module across programmes in the Department of Entrepreneurship.

A discussion on the challenges and issues facing the faculty ensued.

Staffing

It was noted by the panel that a staff ratio of 30:1 is high. The Institute is still operating under the Employment Control Framework (ECF). Some programmes were developed as the ECF came into force, so there are gaps which will still be evident in the event of an easing of staffing restrictions. These need to be addressed in a systematic and directed strategic fashion. A certain amount of creativity is required in the scheduling staff resources, all hours are being used up for sustaining the running of programmes. Major developments have taken place in higher education since the last programmatic review in 2010. The current themes are different; staffing is inevitably influenced by the HEA Compact and the Institute strategy, and employability and entrepreneurship are now reflected in national policy. The faculty strives to deliver programmes that are current and flexible and offer students opportunities in a global context.

Internationalisation

The Directorate of Creativity, Innovation and Research is pursuing a strategy of gradual international relationship building. Under the Science Without Borders initiative, 14 students from Brazil are studying at IADT this year. Links have been forged with colleges in Ontario and the intention is to grow Erasmus numbers. The panel noted that developing the IADT identity on a wider scale needs investment; there is significant monies that could be available to the Institute from students who stay for longer periods e.g. four year degree programmes. China is an important developing market in this regard. Establishing the IADT brand in an international context was stressed. As part of the marketing strategy, the institute website is being re-designed. Once again the approach adopted needs to be strategic in order to optimise the returns in terms of staff inputs

Research

Teaching hours dictate, to a degree, the availability and feasibility of staff to undertake research. One consequence of the Employment Control Framework is there is no scope to backfill staff positions for those who wish to undertake research. The faculty however, finds creative ways to pursue projects. A lot of research is based around the pedagogy of the faculty; this has a real and immediate impact in that it informs what staff do on the ground. The faculty had a scholarship programme with Dun Laoghaire /Rathdown County Council and the aim is to develop more of this type of funding. The faculty has the advantage of well-established links build up already with partners in the community and industry. The overall view of the panel was that despite the current staffing and time-limitations IADT needs to ensure that research opportunities are available and supported for the long-term benefit of the Institute

Community links

The faculty has always been proactive in establishing and maintaining community links. The Centre for Public Cultures has a relationship with Dun Laoghaire/Rathdown Chamber of Commerce (DLRCOCO) working on the issue of youth unemployment. The Head of Faculty is a member of the DLRCOCO.. The Head of the Department of Entrepreneurship is on the board of Southside Partnership.

The Springboard programme (promoting and developing new skills and re-activating capabilities for those re-entering the employment market) is very successful and has run for several years. Links with further education colleges (Blackrock, Dun Laoghaire and Sallynoggin) are well established and statistics show that students from these colleges who transition to IADT perform well academically.

Other relationships and mentoring projects include the Franco Irish Centre, the Waterford March Hare, Newfoundland and Loras students from the USA.

 Students from the faculty participate in entrepreneurial and social projects such as the County Council Markets, where students set up a stall and advertise and trade, and the National Rehabilitation Hospital, where students develop skills in a social context.

The panel noted the wide diversity of community engagement, and found it particularly praiseworthy, and stressed the importance of marketing these activities in an Institute-context to raise the profile of this work.

Teaching and Learning

The panel observed that considerable work was happening online in relation to promoting teaching and learning. An online teaching environment ispart of the Institute strategy since 2003/2004. A lot of technology underlies the delivery of programmes. Staff are supported and encouraged to engage with the virtual learning environment as a complementary system of teaching. Blackboard is used across the campus. A range of assessments are designed around innovative projects. All staff are encouraged to participate in accredited professional development and a 15 credit programme under the Learning Innovation Network is offered each year. The uptake is significant and this is very positive, with most of the staff in the Department of Entrepreneurship for example completing the LIN certificate. This underlies the commitment of staff to Teaching and Learning and should be actively facilitated An annual Teaching and Learning Showcase is organised by the T&L Committee each year. The pedagogy of entrepreneurship is very strong and has transformed teaching into more active learning ways. The use of Turnitin (a text matching tool) is also encouraged among students. There is a strategy in place for students with particular learning requirements and assistive technology is an active part of this support with a designated support technician in place.

Student voice

Students are represented on academic council and its sub-committees. Students are also full participating members of all programme boards. The faculty welcome student input on programme boards, as it helps develop a sense of political and civic engagement in a collaborative space. A current strategic objective being led by the Head of faculty is the development of a sustainable green campus and it is anticipated students will contribute positive and innovative ideas for this. An important innovation since 2013 is the First Year Matters initiative, a mentoring and support initiative for first year students, who are guided, informed and mentored by volunteers from across the current student body.

Student numbers

Restrictions on staffing levels and financial holds on building projects initially scheduled prior to the economic downturn have had an inevitable effect on the strategy of growing student numbers. Space has reached a critical level, particularly in relation to undergraduate programmes. A recruitment task force has been established to focus on targeting potential student cohorts in the area of postgraduate programmes, and any initiatives will need to be considered alongside a clear, overall Institute marketing strategy.

13.30pm Panel meeting with faculty staff

Self-evaluation Report (SER)

The panel commended the faculty on the high calibre of documents for review. Programme documents were clear and comprehensive and the self-evaluation report was well written. The documents have been in preparation over two years, in anticipation of programmatic review. Staff had contributed a lot of discussion and ideas with fifteen teams focusing on different areas, all generating material which fed into the self-evaluation report. Writing the SER was helpful in identifying difficulties and external factors that have an impact on delivery of programmes, but also facilitated the articulation of faculty priorities, classed under the three themes of employability entrepreneurship and engagement. Student feedback was welcomed and focus groups enabled information to be collated.

Links with industry and other Organisations

Industry and stakeholder feedback is enabled by close links with long established industrial contacts and annual feedback from employers on student placements. Innovative ideas for establishing connections with industry include a fourth year integrated business plan study, a workshop on project management and 'real-world' events organised by Arts management students. A lot of initiatives are student-led and links have been forged with Barnardos, Mountjoy Prison and Trinity College Dublin. The ongoing challenge is to highlight the profile of the faculty which is building an impressive track record of industry engagement. Students have created a student-led website (with supervision) and the importance of an Institute marketing strategy was re-iterated.

IADT Marketing strategy

It was noted marketing is an issue for the Institute at all levels. A new Institute marketing manager has been put in place. An innovative strategy is required to get the message out to a wider audience. At faculty level, the alumni of over 500 graduates are a very important element for disseminating information. The First Tuesday Club organises guest lecturers to come in and engage in discussion with students and the alumni website is an important source of information for employment and business opportunities. Relationships continue to be developed with 10 – 15 feeder schools and Leaving Certificate information evenings run by the faculty are reaching increasing numbers via the exploitation of social media.

Retention

IADT retention statistics show similar rates to the rest of the sector. The advantage of IADT being comparatively small is that staff know their students on a first name basis. Retention is monitored and addressed, especially among 1st and 2nd year students. Overall class attendance is monitored twice yearly, and students are contacted in the 1st and 2nd terms, particularly where problems have arisen Faculty events help to create a sense of identity and community for students, examples being film clubs, drama groups and debates. The faculty provides support and advice for students experiencing personal and financial difficulties.

Research opportunities for staff

The faculty SWOT analysis identified the strengths and weaknesses of the faculty relative to competing higher education institutes. A culture of research is promoted across the faculty but staff teaching of 18 – 20 hours a week plus admin work leaves limited scope for research. Staff, however, are creative in finding ways to pursue projects, during the summer months for example. The Brown Bag series of lunchtime meetings are well attended, and provide a forum for cross institute engagement, where staff can discuss their research projects and interests with their peers. Staff are carrying out research despite the constraints, but there is a view that post-doctoral research is an area that could be promoted. A challenge across the Institute is how to create and promote a environment that is conducive to research and the panel believe this is very important for the long-term development of staff and programmes generally

Workload for staff

The learning requirements of the student profile are varied, and the assumption cannot be made that all students start from the same base-line. The faculty are proud of the support provided for students, the consensus being that assessment is about engagement also. In this context over teaching is not an issue. Several years ago the contact hours delivered per programme were reduced and the student failure rate increased. Sufficient contact with students is crucial to maintaining quality teaching. Students need time to develop the skills necessary to distinguish between learning and understanding and between theory and practice. Peer learning is an important aspect of class engagement and is encouraged. The faculty teaching models were developed over 17 years with a lot of time, effort and expertise feeding into the process.

Workload for students

Students are given feedback on continuous assessment work on an ongoing basis both at one-to-one sessions and via the virtual learning environment of Blackboard. Course schedules have been revised and streamlined and the number of modules has been reduced as part of the programmatic review process. Some modules are interdisciplinary. A 4th year case study on the Entrepreneurship programme has produced positive feedback from students and the integrated approach helps them deal with the pressure of ongoing assessment. The faculty have tried to be flexible in relation to the design of assignments and have adopted the practice of setting applied projects.

This has proved very valuable and encompasses the domain of research around learning. Assignments and the timing of these will continue to be reviewed so as to avoid a concertina effect of adding extra pressure to the student workload.

An issue often cited by students is that there is no time scheduled in the timetable for reflection or reading. In the past a reading week was scheduled into the timetable, but due to the demands of a 27-week teaching schedule (comparatively high in relation to other Institutes of Technology) this is no longer available. Students feel the impact of not having this reflective/reading time built into their schedule, adding to existing pressures such as working in part-time employment and meeting the demands of their placements with industry or business. The panel noted that a reading week, giving students flexibility and time to reflect on their work, might help with the issue of student persistence/retention.

15.30pm Panel meeting with students

The panel met with students from a number of programmes. The following issues were raised by the students. The students were from the following programmes

Library computerised self-service system
- Difficult for some students to operate (particularly some of the mature students). Training days are provided for students at the beginning of 1st year.
- Insufficient books available for students although most reading material is accessible online.
- Saturday opening - a pilot scheme operated several years ago indicated low use on Saturday.   A review of the Library is in progress, one option being considered is open access to for students.
- Students reported a lack of desks in the Library with power points available.

Reading Week
- The lack of a designated reading week built into the timetable continues to add pressure to the student workload, allowing no time for review or reflection.

Programme Information in Prospectus
- Entrepreneurship Programme – perceived misleading information in Prospectus re practise-based nature of programme throughout the 3-year period. Project was set in 1st year but 2nd year is more theory-based.

Continuous Assessments
- Entrepreneurship Programme (3rd Yr.) – CAs deemed positive with ability to monitor progress throughout the year; however, sometimes 3-4 assessment are due around the same time.
- One Business Studies & Arts Management students reported that the first semester of the 1st Year progressed very slowly with deadlines being suddenly put in place, that were not previously indicated, at the end of the semester.

Group Work/Projects
- Problems with distribution of work between individuals in group projectsThis can lead to some individuals not contributing equally and others carrying additional workload.

It was suggested that final overall grading of group projects be individual rather than group-based .
- One student reported problem with an unclear chain of command for group work/projects.

Difficulties with I.T. Systems
- Many students reported problems with the printing systems (students charged when no ink in printer, printers working erratically etc.), and with Blackboard (which has a default expiry of passwords every 3 months).

Academic Referencing
- Some students reported experiencing difficulties with referencing in essays. It was suggested that 1st year students be taught how to reference correctly at the beginning of the academic year.

Linking Modules to Working World
- It was suggest by one Business Studies & Arts Management student that subjects be made relevant to the working world, giving them relevant context.

Student Attendance Issues
- One Business Studies & Arts Management student reported there are significant attendance problems in 1st Year, and that some students arrive late and continue to talk while the lecturer is teaching. This was found to be disruptive, disrespectful and interfered with the learning environment for many students.

Lack of Links with other Programmes
- Some students reported that there is a lack of linkage between programmes within the Institute, e.g. Business Studies & Arts Management students assisting with the organisation of the Faculty of FACT Exhibition; b) VAP students linking with AVMT students.

Facilities on Campus
- One student reported having difficulties in finding meeting room spaces during the academic year.
- Students reported the lack of gym facilities on campus as being an issue. It was suggested that a price deal could be organised with 'Anytime Gym' located close to the campus in order to enable more students to avail of opportunities for exercise..

General Comments
- Students reported that if they raise an issue/problem, feedback is given and students' views are taken on board.
- One Springboard Business & Entrepreneurship student reported that great support was provided by staff during the duration of the programme.
- Students reported that lecturers were very engaged and helpful, with the campus being a very welcoming and friendly environment.

16.15pm Panel meeting with stakeholders

Attending:

Ms Bernadette Beecher, Visual Arts Ireland

Ms Ewa Duraj, Olive Media, Dublin

Ms Rosemary Nolan, National Rehabilitation Centre, Dublin

Ms Jackie Spillane, Market Coordinator, Marley Park Markets, Dublin

Ms Lisa Cunningham, Vogue Business Development, Dublin

Mr Paul Bailey, East Coast Radio, Wicklow

Ms Clodagh Dunleavy, Junior Achievement, Dublin

Mr Michael Hayden, Dun Laoghaire/Rathdown Business Advisor, Dublin

Ms Deirdre Hanamy, Principal, Blackrock College of Further Education, Dublin

The stakeholders highly commended the quality and breadth of the faculty programmes. Students on internships and placements brought a lot to the work-place, and were engaged and confident, displaying a 'can do' attitude. Companies take on students each year from the faculty who come equipped with a wide range of relevant skills. The students take direction well, and are 'street-smart' contributing significantly to the hosting organisation.

Some interns progress to full-time work in the companies following graduation. Employers link with the IADT Careers Office and provide feedback on the student experience in the work place.

Stakeholders sponsor faculty activities throughout the year and commended the interest and support afforded by faculty staff towards the students. The entrepreneurship programme attracted a lot of praise from stakeholders, comparing the high quality of work produced by students very favourably against industry standards. Stakeholders cited the positive links with the Springboard programme in the faculty. The faculty regularly invite industry professionals to visit IADT to give a lecture or engage in a discussion with students

The importance of raising the profile of the high calibre programmes, diverse activities and community engagement by the faculty was stressed by all the stakeholders; one respondent commenting that a major marketing/PR campaign was needed by IADT, to highlight the overall brand and correct the lack of knowledge among the wider community around the Institute's activities. It was suggested the Institute name may be an impediment to public perception around the activities and focus of IADT. The name does not suggest entrepreneurship or humanities, but evokes a generic understanding of an arts-related institution; this problem has its roots in the historical background of the Institute's beginnings.

Suggestions for improvement included second language modules, extending the student work placements and tutoring students on real world business etiquette – work attire, how to compose formal letters, interacting with the public etc.

Overall the relationship between external stakeholders, community leaders and the faculty was acknowledged as being very positive, long established and continuing .

Faculty of Enterprise and Humanities: Programmatic Review Report, April 2015

18.00pm Feedback on of Day 1

The panel delivered feedback to IADT senior management on the meetings it had held during the day.

a) Library – perceived lack of resources and heavy demands on space

b) Issues identified by students across programmes – relatively large number of assignments, issues with Blackboard access, printers not working, limitations on resource/space availability, and lack of sports facilities .

c) Marketing – a broad issue for the Institute as the strategy seems to be ad-hoc. A simple example of the problem was identified with the sign at the entrance to the Institute – it gives no real information. A budget needs to be made available for a strategic marketing campaign. The panel did not get a sense of a dynamic entrepreneurial environment from the campus, but rather from the faculty staff, stakeholders and students, who are the best advocates of the Institute. Suggestions for enhancing the Institute profile included asking alumni to visit secondary schools, inviting career guidance people into IADT for lunch and bringing in more employers to meet students.

d) The importance of the Entrepreneurship programmes needs to be promoted in the wider industry sector; Science Foundation Ireland has acknowledged that industry needs will be driven by creative, technologically savvy entrepreneurs.

e) Internationalisation – this needs a long term commitment. The importance of Asia as a growing market was noted.

f) Provision of a reading week, to afford time to review and reflect on work would be of benefit to students.

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

Tuesday 28th April 2015

The Panel were provided with copies of reports from programme boards, external examiners and academic council for background information. Satisfaction was expressed with regard to the detail and comprehensive nature of the Institute overview document and the faculty self-evaluation report. Issues were identified in the programme documents and discussed with teaching staff.

DL701, Bachelor of Business in Applied Entrepreneurship, level 7 (incorporating level 6 exit award)

Background
The programme team outlined the differences between the level 7 and level 8 entrepreneurship offering, which cater for different markets. The former is focused on applied entrepreneurial skills, while the latter is a more conventional business degree with students tending towards management positions in the corporate sector. The two programmes take a slightly different direction in 2nd and 3rd years.

Programme delivery

The take-up for the level 7 is very good, with students gaining a solid qualification after three years. The programme is very practical and the term 'applied' reflects the content – the ability to apply principles in a 'real-world' environment is an important skill for aspiring entrepreneurs. Modules are not shared across the two programmes , because of the diverse learning needs of the two cohorts,. Classroom capacity is limited and, from a pedagogical perspective, staff are reluctant to reduce contact hours with students, as sufficient time which is vital to facilitate feedback.

Programme title

It is anticipated that the name change for the level 7 programme will enhance applicants' understanding of what is being offered at level 7 and 8, and will steer them towards their preferred curriculum. It is proposed to build in a one day work experience module in 2nd year, in order to balance the theory content. Similarly, in 1st year the students gain extended credits for their stalls project, and it is proposed to build in a theoretical element to this. The inputs, approach and value of the stalls project was highly commended

Assessments

The team have devised strategies to combat the risk of the 'academic tourist' on group assessments. Students have to provide an individual report on the group work which is graded individually. Group work is scaffolded throughout the programme.
The placement module is also beneficial for group work experience, giving students an opportunity to gain insight into a 'real-world' work environment. The faculty have an overall assessment strategy, and each module leader devises her/his own assessment strategy which is reviewed each year. Integrated assessments are implemented across all modules each year, and students received an assessment plan at the beginning of the academic year. All assessment information is put on Blackboard , to which students have access . Staff endeavour to be innovative with assessment methods, to facilitate the diverse learning needs of students, and faculty engagement with the Writing and Support Services office in IADT should be included in programme documentation.

Learning Outcomes

The panel stressed the importance of module learning outcomes being aligned to programme learning outcomes. Some of the language in the document is vague. For example phrases such as, 'gain insight', demonstrate knowledge' and 'gain confidence' would make measuring learning outcomes difficult.

DL801, Bachelor of Business (Hons) in Entrepreneurship, level 8 Add-on

DL823, Bachelor of Business (Hons) in Entrepreneurship & Management, level 8 (incorporating level 6 and level 7 exit awards)

The integration of the Springboard initiative within the two level 8 entrepreneurship programmes was facilitated by a core of common modules in 4th year. Springboard students also take these four common modules along with the Problem Based Learning module.

Programme delivery

In 3rd year students complete a social entrepreneurship plan, integrating MIS systems with Finance, but the two elements are marked individually.   3rd year students worked on a collaborative project with students from the BSc (Hons) in Applied Psychology. There are structural difficulties around cross-programme collaboration. Methods of programme delivery in the two faculties differ and space allocations over the two faculties have different ratings. The Faculty of Enterprise and Humanities modules are designed as 'long and skinny' running through the academic year and the Faculty of Film, Art and Creative Technologies are designed as 'short and fat' running for shorter periods of time for some programmes. It would be useful if discussions could occur to maximise utilisation of resources in this area. Informal collaborations do occur with staff from the Department of Entrepreneurship giving talks to students in FACT(spell out name) on taxation for example. Entrepreneurship continues to grow as an element on all programmes.

Digital media

 In acknowledging the importance of digital marketing, the team have set up a 3rd year social media initiative on Facebook and other platforms. This year the project was a design for a website. Students learn the practical 'how to' approaches in 2nd year and 'review and analyse' in 3rd year. There is a large module in 4th year which will be moved to 3rd year. A lot of theory is covered with a practical project in January, using Wikiss and Tumblr.

Online advertising is covered on Paperclip. Students learn to develop their own website and social media strategy and learn to research consumer behaviour. The panel stated that the depth of knowledge students will gain should be highlighted more in the programme document. This digital depth could be the unique selling point of the programme.

Student workload

 Staff try to optimise/streamline the workload for students.   Students are assessed in one block and feedback is good. A key 4th year project is a CIMA case study across the board; 25% of marks in 4th year are allocated to this.

Space

 Similar to other programmes, staff are keenly aware of the pressures and constraints on space. The timetable is quite rigid around this so staff need to be strategic, but this is often hard on students.

DL906, Postgraduate Diploma in Business in Cultural Event Management, level 9
Background

Funding for the programme is now available fromthe Springboard initiative. The profile of the programme needs to be built up as market awareness was lost when the programme did not run for some years. The strategy is now to run the diploma and to consider a potential Masters offering at a later date.

Student profile

Applicant figures are improving across Springboard with over a hundred applicants last year. Some of the students are already working as entrepreneurs, with the programme providing a theoretical background. Some students already possess time management skills from their work experience.

Delivery

The programme runs for one-and-a-half days a week and staff try to be flexible with deadlines. The Cultural Policy runs in both terms with varying themes explored in depth. The Event Management module draws together all themes, including curatorial, business, marketing etc. Sector-specific support is sought, with sponsorship being an integral part of the overall process. While the provision of a placement module is a challenge, , students are, however, exposed to the creative sector and to networks.

The programme awards 60 credits and it would be difficult to factor in time for a placement in the current module.   This will be reviewed when the issue of an MA offering is considered.

Programme document

Some minor inconsistencies were noted in document on the breakdown of assessments. It is necessary to review and ensure that all divisions between CA and exam components are accurate on both the approved course schedule and in each individual descriptor.

DL822, Bachelor of Arts (Hons) in Cultural Enterprise, level 8 (incorporating level 7 exit award)

Programme title

There was a lot of faculty debate and discussion around the title change from BA in Business Studies and Arts Management to BA in Cultural Enterprise. A decision was ultimately taken at Executive to change the title for marketing reasons. It is hoped that the new title will enable students to see employability opportunities in the wider cultural and creative industries. The programme is about cultural endeavour which is a broader remit than the generic arts area.

Student workload

Student feedback indicated some issues around CA and clarity of marking. Staff should be alert to any duplication of assessment increasing the student workload unnecessarily.

Programme document

Social Media Marking could be enhanced. Critical Thinking could be augmented. The issue of plagiarism was highlighted by external examiners; staff should be alert to issues associated with re-using the same topics for assessment purposes. Consideration should be given to providing a more international aspect to the programme and incorporating a self-learning capacity for students.

DL821, Bachelor of Arts (Hons) in English, Media and Cultural Studies, level 8
Programme strategy

The programme is ambitious in scope covering a wide range of topics.   The aim is to build up the knowledge base over the four years. Staff members are aware of what is being taught on other modules during each year. Students first focus on the individual disciplines, but as their depth of knowledge increases they can see connections and begin to develop and identify pathways and synergies across modules. There is a lot of critical theory in 1st year, so students can learn to develop a language to articulate this.

Student workload

A large amount of reading is required by students. From 2nd year students tackle the large keystone texts. In order to manage the student workload and ensure students have an opportunity to study each discipline in more depth, the number of modules has been reduced as part of the programmatic review process.

Reading time

Both staff and students acknowledge that a designated reading week would greatly reduce the pressure on students, allowing time for review and reflection and an opportunity to catch up on additional reading.   Current timetabling demands that students finish term and immediately commence examinations.

Student profile

Despite the onerous workload, the student cohort is very engaged with the programme and participate in many of the societies/activities across IADT, such as the Joyce evening.

Programme delivery

Writing skills are developed from early on to teach formal writing and analysis. The rationale for this is a response to a National Framework of Qualifications requirement to promote employability skills. Focus groups, run last year indicated students would like to see more journalism on the course.   Lectures are provided on the changing media landscape. Students are encouraged to set up blogs. Student feedback has indicated that some CA work is not proportional to the number of credits allocated. This should be examined.

DL905, Master of Arts (Hons) in Public Cultures and Society, level 9
Background

Similar to the postgraduate diploma programme, the Masters did not run for some years as funding was an issue. However, this has been addressed and the team feel it is timely to offer the programme, as interest has been widely expressed and queries have been made by various bodies. The team were informed, on a confidential basis. that Springboard funding had been allocated for this programme for the academic year 2015-2016. This was viewed as being very positive.

Programme delivery

Some minor changes have been made to the programme. One module has been replaced to map market demand for employability and two mandatory electives have been added. The aim is to align a research aspect with the Centre for Public Cultures in the faculty. Speakers are invited in to discuss issues of the day, e.g. from the National Union of Journalists, and a partnership with the University of Rennes has been established for students on the programme. There are also international links with Loras students from the USA, Erasmus students and a memorandum of understanding has been signed with Newfoundland.

Student Cohort

Students come from diverse backgrounds, with different objectives for taking the programme and for carving out individual intellectual pathways of development.

Reading lists

While some texts may seem dated, it was noted that canon of core reading does not change frequently. Some courses are specialist and texts remain relevant. Acknowledging the finite resources of the Institute library, students and staff find ways to supplement supply. The new Lexicon facility in Dun Laoghaire is welcome and students access a lot of literature that is downloaded on Blackboard.

The Panel recommended the revalidation of all of the programmes for a period of five years:

Department of Entrepreneurship
DL701, Bachelor of Business in Applied Entrepreneurship, level 7 (incorporating level 6 exit award)
DL801, Bachelor of Business (Hons) in Entrepreneurship, level 8 Add-on
DL823, Bachelor of Business (Hons) in Entrepreneurship & Management, level 8 (incorporating level 6 and level 7 exit awards)
DL906, Postgraduate Diploma in Business in Cultural Event Management, level 9

Department of Humanities and Arts Management
DL821, Bachelor of Arts (Hons) in English, Media and Cultural Studies, level 8
DL822, Bachelor of Arts (Hons) in Cultural Enterprise, level 8 (incorporating level 7 exit award)
DL905, Master of Arts (Hons) in Public Cultures and Society, level 9

Conditions and Recommendations and Commendations:

<u>CONDITIONS:</u>
No Conditions.

RECOMMENDATIONS:

1. Strategic marketing was cited as the overall first recommendation of the panel. This is an issue for review at all levels across the Institute. The Institute should put time and resources into improving the overall identity of the college. It was the opinion of the panel that the wider public was not aware of the high calibre of the programmes being delivered by the faculty, and IADT should take advantage of the unique selling points to heighten awareness. The panel recommends that the faculty should have a key role in contributing to devising and improving the Institute marketing strategy.

Faculty of Enterprise and Humanities Response
The Faculty of Enterprise and Humanities welcomes this recommendation. Marketing of theIADT brand is ongoing and challenging, particularly the "new programmes" and the Faculty itself. Since 2010 the Faculty and the two Departments within the Faculty has undergrone a change of name which impacts on the branding of IADT.
IADT has recently advertised for a Marketing Officer and it is hoped the filling of this position will improve IADT's Strategic Marketing, branding and positioning using IADT's unique selling points – an Institute of Technology for the Creative and Cultural Industries.

2. The panel strongly recommend the Institute give consideration to providing a reading week for students. This will allow much needed time for students to reflect and review their work and allow a brief respite before going straight from scheduled classes into an examination period.

    Faculty of Enterprise and Humanities Response
    The Faculty of Enterprise and Humanities welcomes this recommendation. A reading week would be of pedagogical value to the students and allow them time to reflect and review their work, to complete continuous assessment and receive feedback from the lecturers.

3. The panel recommend that Digital Marketing is made more explicit in programme documents. There is a lot of work going on at ground level and it should be highlighted in the literature for potential applicants.

    Faculty of Enterprise and Humanities Response
    The Faculty of Enterprise and Humanities welcomes this recommendation. Digital Marketing is a major addition to our programmes and formed a significant part of the programmatic review process, based on external stakeholder feedback and industry practice.

4. The panel recommend teams review programme content, with a view to rectifying any over assessment. The panel noted a good example of managing assessment on one programme was where six modules being assessed together.

    Faculty of Enterprise and Humanities Response

The Faculty of Enterprise and Humanities welcomes this recommendation. The practice of continuous process review within the Faculty enables assessment practices to be reviewed including over assessment to embed assessment models of best practice.

5. The panel recommend that teams review learning outcomes and revise the terminology around these. They should be made more explicit in some programmes, and teams should ensure that module learning outcomes are aligned to programme learning outcomes, to achieve clarity between both. The teams should consider having a dedicated assessment strategy for each programme, and include the related information in the student handbook.

Faculty of Enterprise and Humanities Response
The Faculty of Enterprise and Humanities welcomes this recommendation. The practice of continuous process review for each programme will facilitate the continuous review of programme and module learning outcomes to achieve clarity between them. The Programme Team will address any deficiencies in programme assessment strategies to ensure a comprehensive strategy is available for each programme and included in the student handbook.

6. The panel recommend that funding for the Masters should be pursued to develop this vital area.

Faculty of Enterprise and Humanities Response
The Faculty of Enterprise and Humanities welcomes this recommendation. Since the Programmatic Review process in April 2015, the MA in Public Cultures and Society was awarded funding under the Labour Market Activation Initiative – Springboard – for the academic year 2015-16 for 25 fully funded places. The team recognise this funding is not guaranteed in future years and are actively seeking a funding partner(s) for this programme.

7. The panel recommend that the faculty continue to develop more links with the local and wider community to ensure the public are aware of all that it can offer.

Faculty of Enterprise and Humanities Response
The Faculty of Enterprise and Humanities welcomes this recommendation. The Faculty will continue to work with the local and wider community and key external stakeholders to promote the activities of the Faculty and heighten awareness of the unique range of programmes offered in the Faculty. The practice of students from the Faculty participating in projects involving external stakeholders will be extended to all programmes in the faculty to ensure students meet the programme and module learning outcomes and QQI framework.

8. The panel recommend the faculty consider developing cross faculty projects, to maximise value from resources.

Faculty of Enterprise and Humanities Response
The Faculty of Enterprise and Humanities welcomes this recommendation. Thr practice of developing cross faculty projects exists but has not been formalised to-date. Methods of programme delivery differ within the two faculties and space allocations over the two faculties have different ratings. The Faculty of Enterprise and Humanities modules are designed as 'long and skinny' running through the academic year and the Faculty of Film, Art and Creative Technologies are designed as 'short and fat' running for shorter periods of time and delivered in 'teaching blocks' and this makes it difficult around cross faculty project collaboration. Informal collaborations do occur between both faculties and it is intended that all avenues to increase levels of cross faculty engagement will be pursued.

9. The panel recommend careful consideration of the option of shared modules. While there are challenges with differing structures in the two faculties, such an initiative would help to enhance the reputation of the Institute.

    Faculty of Enterprise and Humanities Response
    The Faculty of Enterprise and Humanities welcomes this recommendation. While there are structural difficulties around cross-programme collaboration because of the diverse learning needs of the two cohorts. In addition classroom capacity in IADT is limited . From a pedagogical perspective, the operation of pre-requisites and co-requisites for individual programmes and years within the programmes is also a factor.

10. The panel recommend that the Institute consider ways to devise a common space for the student community to interact, and try to incentivise such use in some way. Such a space would be very beneficial for the student cohort, particularly those with large class numbers. For example, space that is booked but not used could have a monetary tariff.

    Faculty of Enterprise and Humanities Response
    The Faculty of Enterprise and Humanities welcomes this recommendation. IADT is currently reviewing its timetabling and room scheduling with a view to maximising its space resource.

11. The panel recommend the Institute look at a strategy for maximising use of the Library facility. Connections should be encouraged with external resources, such as the Lexicon in Dun Laoghaire.

    Faculty of Enterprise and Humanities Response
    The Faculty of Enterprise and Humanities welcomes this recommendation. IADT students are increasingly using the facilities provided by the Lexicon in Dun Laoghaire.

12. From noting the positive feedback from faculty alumni, the panel recommend that ways should be devised to use such a positive resource as ambassadors for the faculty.

Faculty of Enterprise and Humanities Response
The Faculty of Enterprise and Humanities welcomes this recommendation which the Faculty will pursue.

13. The panel recommend that research is strengthened as an integral part of the Institute strategy, and management find creative ways to support, encourage and incentivise staff to undertake projects.

Faculty of Enterprise and Humanities Response
The Faculty of Enterprise and Humanities welcomes this recommendation.

COMMENDATIONS:
1. The panel noted the enthusiasm of faculty staff over the two day process, and thanked them for their very positive and constructive engagement, enabling the panel to gaining an insight into faculty priorities and strategies for delivering high quality teaching across programmes.

2. The panel commended the positive feedback from both stakeholders and students, noting this reflected the clear dedication and commitment of staff to students. It was noted that alumni were some of the best advocates for the faculty.

3. The panel commended the quality of pastoral and academic care and support for students, delivered in an environment that provides new horizons and opportunities for students, particularly in the light of resource constraints that have and continue to exist.

CONCLUSION
The Chair thanked the IADT Registrar, Senior Management and all concerned for their hospitality over the two day process, adding it had been an interesting and worthwhile experience. This was re-echoed by all panel members. The comments and contributions from faculty staff, students and stakeholders during the process had been valuable and informative, and the Chair extended the Panel's support and good wishes for the faculty for its current work and its future developments and initiatives.

Panel signatures

Chairperson

Professor Richard O'Kennedy

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Date _____

For IADT

Dr. Marian O'Sullivan
Registrar

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Date _____