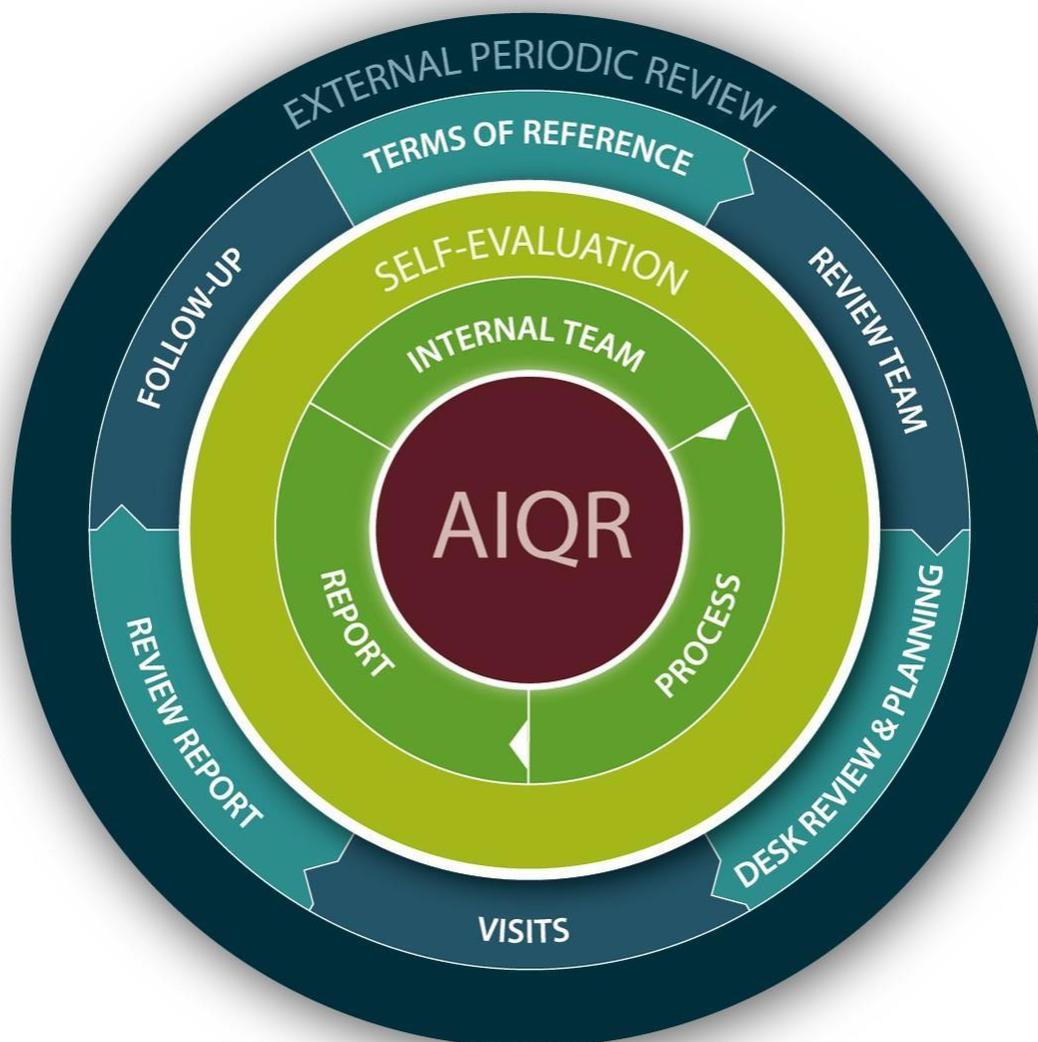


Institute of Art, Design and Technology, Dún Laoghaire

Annual Institutional Quality Assurance Report 2018

Based on the reporting period 1 September 2016 – 31 August 2017



The Cyclical Review Process

Part 1

Overview of internal QA governance, policies and procedures

Overarching institution-level approach and policy for QA (ESG 1.1)

1. Overarching Institution Quality Policy

A brief synopsis of the overarching institution quality policy which sets out the links between QA policy and procedures and the strategy and strategic management of the institution.

Dun Laoghaire Institute of Art, Design and Technology (IADT) was established on 1 April 1997. It is a State Institute and one of 13 publicly funded Institutes of Technology in Ireland operating under the Institutes of Technology Acts 1992 to 2006. IADT is designated as a higher education institution under the Higher Education Authority (HEA) www.heai.ie and receives its funding through the HEA. It has two Faculties, the Faculty of Film, Art and Creative Technologies and the Faculty of Enterprise and Humanities around which all education, research and development are focused.

Under the Qualifications and Quality Assurance (Education and Training) Act, 2012, IADT maintains degree awarding powers for programmes at up to Level 9 of the National Qualifications Framework (NFQ) including programmes leading to joint awards made with other Irish awarding bodies or with international awarding bodies.

IADT is bound by the policies and procedures of Quality and Qualifications Ireland (QQI) relating to education provision, and by policy and procedure of the HEA and the Department of Education and Skills as it applies to other areas of its operation. The [Quality Framework policy](#) has been aligned to relevant QQI policies as well as international guideline and policy instruments.

With regard to external quality assurance, QQI is the statutory body with responsibility for the external quality assurance of IADT. IADT has its own internal, institutionally-owned quality assurance, ie the Quality Assurance Framework as well as specific policies and procedures for the effective provision of higher education, a research environment as well as industry and community engagement opportunities, ensuring a high quality and relevant learning experience. All quality assurance policies and procedures are published on the IADT website, www.iadt.ie.

The Institute's Strategic Plan 2014 – 2018 set out a number of strategic priorities, amongst which is 'to provide a high quality and fulfilling educational experience for students'. IADT's Quality Assurance Framework sets out the key documents both internal and external which together provide a clearly stated set of policies and procedures for the provision of quality services and for the assessment and review of the provision of these services.

The Institute is currently in the process of preparing for its new Strategic Plan for 2019 – 2024 which will still keep a strong focus on providing quality services and experiences to students, staff and its stakeholders.

IADT's Quality Assurance Infrastructure is composed of four inter-related elements:

- Statutory Provisions
- National Policy and Standards
- International Policy and Standards
- IADT established policies, procedures and guidelines

Whilst the Institute does not have a single Quality Manual, but rather a suite of inter-related policies and procedures which support the work of the Institute and its mission with the Quality Framework acting as the umbrella document which sets out the principles that are applied in embedding quality into our operational and strategic activities and in the delivery of programmes to our students.

The document set out a Quality Model, which is one that integrates certain key principles and practices in a suite of internal policy and procedure documents which also reflect essential national and international policy instruments. The policy sets out the quality framework Statutory Provisions document (Appendix 1), national and international policies and standards along with a full listing of all IADT programmes and their online addresses.

It should be noted that the policy is due for review in 2018. The current version of the document is available online at http://www.iadt.ie/content/files/00_iadtpolicy_Quality_Framework.pdf.

2. Quality assurance decision-making fora

A brief description of institution-level quality assurance decision-making fora

IADT operates with a structure of:

- Governing Body (with a Chair appointed by the minister for Education and Skills);
- A President, who is the accountable officer
- An Academic Council – appointed by the Governing Body and assists in the planning, co-ordination, development and overseeing of the educational work of the Institute and to protect, maintain and develop the academic standards of the programmes and the activities of the college. There are 22 members of the Council, the majority are academics but the Students Union is included in membership, as are student representatives
- An Executive
- A Management Team
- A number of Working Groups

Appropriate oversight of all business is maintained through these structures and mechanisms.

Academic Council is appointed to assist Governing Body in the planning, co-ordination, development and oversight of the academic work of the Institute and to protect, maintain and develop the academic standards of Institute programmes.

Academic Council has appointed six sub-committees which report regularly:

- **Programme Validation** – the role of the Programme Validation Committee, or PVC, is related to ensuring quality within the suite of programmes offered by the Institute. They deal with reports from Programme Boards (see details below), review recommendations for new programmes via internal validation, and proposals for minor changes in programmes, ie change of module credit weighting etc, to continue to refine the programme offering
- **Academic Planning, Co-ordination and Review** – this Committee deals with all relevant matters of a cross-Institutional nature to ensure the effective and efficient provision of programmes and academic support services and to report and make recommendations, as appropriate, to Academic Council. Areas of consideration include, but are not limited to: planning of the calendar of academic delivery and related events, open days, examinations co-ordination etc
- **Research and Development** – the role of the Research and Development Committee is to foster a culture of collaborative research and development, innovation and technology transfer in the context of the Institute's strategic plan
- **Student Experience** – this Committee was established in 2012 in response to a consideration of institutional oversight of student wellbeing and student administrative policy issues. The remit of the Committee is to develop and advise on policy and procedures relating to overall student wellbeing and the experience of students whilst on their programme of study. This includes student contribution to the campus community, promotion of diversity and mutual respect,

supporting students with particular needs and establishing and reviewing appropriate standards for Student Services in collaboration with the various service providers within the Institute

- **Teaching and Learning** – this Committee’s remit includes the upholding of the standards of knowledge, skill and competences to be acquired by our learners, to ensure that the Institutional procedures that are established for students are fair, consistent and compliant with Higher Education standards. With an overall remit in the areas of teaching, learning and assessment, the Committee aims to document and review existing practice, develop staff training and research and disseminate best practice
- **Quality Enhancement** – the main function of the Quality Enhancement Committee is to facilitate an integrated approach to academic quality, including Institutional policies, procedures and systems. The Committee is central to both Programmatic and Institutional reviews, including our Delegated Authority review. They provide guidance to the Academic Council on issues of quality, provide an advisory audit function of the academic quality system to ensure compliance with standards, monitor and review cycles within the Institute to ensure compliance via periodic review of programmes, quality manual reviews etc. It is the central forum for monitoring and improving standards of academic quality and is guided by the approach outlined in the Institution’s Quality Manual and by relevant policies and procedures.

Each of the six Committees report their activities to the Academic Council via the minutes of their monthly meetings, which are reviewed by the Council at their monthly meeting. Each Sub-Committee also prepares an annual report which is discussed at the Academic Council.

Each programme of study in the Institute has a Programme Board and these are also formally sub-committees of Academic Council who report annually to Academic Council. The Programme Board is responsible for the effective management, operation and review of the Programme, within the wider context of the Faculties/Institute academic plan. The Programme Board operates within the framework of regulations set down by Academic Council and quality assurance procedures. The current Terms of Reference for Programme Boards is detailed [here](#) but include monitoring and review, quality assurance and dealing with operational matters. Membership includes Head of Department, Programme Chair, and every full-time member of academic staff teaching on the programme, student representatives chosen by democratic election. Part-time lecturing staff and external members can be co-opted, as appropriate.

Confirmation of QA Policy and Procedures

1. Programme Design and Approval (ESG 1.2)

Links and/or text relating to the institution-wide quality assurance policy and procedures for the design and approval of new programmes.

IADT has in place a policy and procedural document for the development and approval of new programmes. This was updated and approved by Academic Council in March 2017. The next review is due in 2020.

The purpose of the policy is to ensure that new programmes, leading up to awards, up to and including Level 9 on the National Framework of Qualifications, developed by the Institute meet the following overarching objectives:

- Compliant with the strategic and academic plan of the Institute
- Fulfil an identifiable need for industry
- Comply with relevant national policies and procedures
- Are of appropriate academic breadth and depth with assessable learning outcomes that are consistent with the levels of knowledge skill and competence as prescribed by the National Framework of Qualifications (NFQ)
- Maximise opportunities for learners to avail of access, transfer and progression routes, including the flexible and innovative use of Recognition of Prior Learning.
- Can be adequately resourced - academic, physical and human resources - and can be provided within a supportive and engaging intellectual and skills-based learning environment

The procedure applies to all IADT developed programmes – for Joint Programmes or those programmes developed/delivered in partnership with another body, additional policies apply, ie the Policy and Procedure for the Quality Assurance of Collaborative Programmes which, at the time of writing, is currently being reviewed and it is hoped to be approved by Academic Council in January 2018.

Changes in programme development developed by QQI are being currently incorporated into the Institute and this may necessitate a slight further review of this policy, to include these changes. Currently, the Institute is planning a joint Programmatic Review of all our Level 9 programmes, to commence in January 2018 with a further review of all our Level 7 and 8 programmes to commence in January 2019. These will take account of the recent QQI changes and will use the new templates for programme development submission and panel reports.

Currently, the policies available online for the development and approval of new programmes are:

Procedure for the Development and Approval of New Programmes

[http://www.iadt.ie/content/files/Development and Approval of New Programmes Procedure](http://www.iadt.ie/content/files/Development_and_Approval_of_New_Programmes_Procedure)

Template for Presentation of a New Programme for Approval

http://www.iadt.ie/content/files/New_Programme_Document_Template_Sample.pdf.

This document will change shortly to account for changes in templates from QQI and the new document will be uploaded to the IADT website.

2. Programme Delivery and Assessment (ESG 1.3)

Links and/or text relating to the institution-wide quality assurance policies and procedures for the ongoing delivery and assessment of programmes.

IADT has a wide variety of policies and procedures that govern our Institute wide quality assurance for the ongoing delivery and assessment of programmes.

These can be broken down as follows:

Programme Board Procedures – as detailed in Section 2 above, all programmes in IADT have a Programme Board and these meet three times per academic year, in Autumn, Spring and Summer. The meeting has dedicated standing orders and a specific template for each meeting. At the end of the academic year, the Programme Board meetings submit a composite report to Academic Council. The quality of delivery and reporting is reviewed during the meetings, and agenda items include:

- Review of the previous year to include the review of External Examiner reports from the previous exam/assessment session and the QA report from Heads of Department
- Review of student performance in terms of examination results, progression and retention
- Overview of the current programme including modules and credits, any changes to the programme during the year, programme timetables and programme assessment strategy and schedule
- Discussion on CAO statistics, programme handbook, induction review and relevant Institute policies and procedures as they relate to the programme, it's operation and delivery
- Student feedback

The policy is available online at

http://www.iadt.ie/content/files/00_iadtpolicy_Programme_Boards_Procedures_ToR.pdf

Marks and Standards – the Institute's policy on Marks and Standards sets out to define a fair and consistent policy for the assessment of all learners in IADT. The policy is used in conjunction with the QQI Assessment and Standards (2013) policy which was formally adopted by the Institute's Academic Council. The marks and standards apply to all assessments conducted in IADT for awards up to Level 9. The policy is broken down in the various sub-headings, which includes but is not limited to, the following:

- General requirements for assessment and awards
- Responsibility for assessments
- Alpha grading system
- Progression arrangements
- Award classifications
- Compensation
- Borderline cases
- Appeals
- Repeats

It should be noted that the policy falls due for review from January 2018 and this is will be a priority during early 2018.

The policy is available online at

http://www.iadt.ie/content/files/00_iadtpolicy_Marks_Standards.pdf

Plagiarism Policy and Procedures – this document outlines academic integrity, the definitions, consequences and avoidance of plagiarism. It is linked to the [IADT Learning, Teaching and Assessment Strategy 2014 - 2019](#), the [Learner Charter](#) and the [Student Handbook](#). It defines the citation method for each programme and the penalties and protocols in respect of plagiarism issues. It also lists the processes in place for the different levels of plagiarism, ie minor, moderate and serious.

It should be noted that the policy falls due for review from November 2017 and this is will be a priority during early 2018.

The policy is available online at http://www.iadt.ie/content/files/00_iadtpolicy_Plagiarism_Policy.pdf

Assessment Appeals Policy and Procedures – this defines the policy and procedures in place in IADT for dealing with Assessment Appeals. It sets out the definitions of various important terms, ie what is an appeal, what is a review of results, what is a recheck of results. It sets out the membership of the Appeals Board and their terms of reference are to review the formal appeals process and reach a decision on such appeals. It includes a set of standing orders and general information, such as details on the viewing of scripts, grounds for appeal, submission of an appeal, and appeal to the President etc.

It should be noted that the policy fell due for review in September 2016 and this is will be a priority during early 2018.

The policy is available online at

http://www.iadt.ie/content/files/Assessment_Appeals_Procedures.pdf

Policy, Procedures & Guidelines for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities – this policy sets out the general principles for ensuring equality of access in examinations and assessments. The Institute is committed to ensuring that students with disabilities will be enabled to demonstrate their knowledge and competency on an equal footing with their peers. Reasonable accommodations are defined as those actions that enable students to demonstrate their true knowledge and ability in examinations, of whatever type, without changing the demands of the examination. The intention behind this is to alleviate any disadvantage without affecting the integrity of the assessment and ensuring fairness for all. The document sets out the process, guidelines and procedures for the granting of reasonable accommodations.

This policy was revised and agreed by Academic Council in November 2017.

The policy is available online at

http://www.iadt.ie/content/files/Policy_Procedures_Guidelines_Reasonable_Accommodations_in_Examinations_to_Students_with_Disabilities_November_2017.pdf

Exit Awards Policy – this policy outlines the Institute’s policy on Exit Awards for its learners. Where a student wishes to terminate their studies prior to the completion of an entire programme, and where a lesser award exists, and where they have achieved the requisite number of credits for that lesser award, they may apply for an Exit Award. The Institute recognises that, in some exceptional situations, some students may request to formally exit their programme. This policy lays out the conditions of eligibility for an Exit Award and the procedure with which apply for this award.

It should be noted that the policy fell due for review in October 2017 and this is will be a priority during early 2018.

The policy is available online at

http://www.iadt.ie/content/files/00_iadtpolicy_Exit_Awards_Policy.pdf

Examination and Assessment Procedures and Regulations – this policy details very clearly, the step by step procedures in relations to both written and practical examinations in IADT. The slight variations in procedures between Faculties are dealt and the responsible office is clearly assigned. All the elements of the examinations are detailed, which includes:

- Examination Papers Preparation
- Roles and Responsibilities in Examinations processes
- Invigilation
- ICT requirements
- Accommodations
- Exam set up
- Pre and official Exam Board meetings
- Repeats and appeals

Please note that the Institute does have an Appeals Policy as listed above.

It should be noted that this policy is currently under review and it is hoped that it will be approved by the Academic Council in February 2018. In the meantime, please find the link to our current online version of the policy here

http://www.iadt.ie/content/files/00_iadtpolicy_Examinations_Procedures.pdf

3. Research Quality (ESG 1.2, 1.3, 1.4, 1.9)

Links and/or text relating to any specific quality assurance procedures for the design, approval, delivery, assessment and monitoring of research programmes, if they exist.

The Institute has a number of policies in relation to research quality. They are detailed below.

Research Degrees - Procedures and Guidelines – this guideline document forms the basis of research practice within IADT. It is periodically reviewed – the latest review being approved by Academic Council in December 2017. IADT currently holds delegated authority to accredit all programmes up to Level 9 on the National Framework of Qualifications (NFQ), including postgraduate students by research on a full-time or part-time basis. The guidelines detail information on various degree forms, including Masters by Research, including practice based research, and taught programmes. The guidelines detail the process through which a prospective students applies, registers and is supervised. The roles and responsibilities of the various people in the process are also clearly identified.

The policy was recently reviewed and approved by Academic Council in December 2017.

The policy can be found online at

http://www.iadt.ie/content/files/Procedures_Guidelines_for_Research_Degrees_December_2017.pdf

Research Strategy – this document underpins IADT’s strategic goals and outlines the Institute’s research aims, objectives, strategies, management structures, targets and performance indicators. IADT’s strategic aim is to be at the forefront of research and innovation in the area of the creative, cultural and technological industries so as to maximise our contribution to these industries and, thereby, informing our teaching and learning activities. The document outlines the strategic objectives for research, development and innovation in IADT along with the rationale for this strategy, and its implementation plan.

The policy can be found online at <http://www.iadt.ie/content/archive/Thefile,3793,en.pdf>

Ethics Policy – IADT’s Ethics Policy covers everyone carrying out research within the Institute, staff or students, whether their place of research is within or outside of the Institute. It also applies to external agencies or organisations wishing to carry out research on IADT or its staff or students. All researchers understanding research within the Institute must comply with this policy whilst conducting research. The document sets out guiding principles in ethics, when ethical approval of research is required, ethics in research at both undergraduate and postgraduate levels and the proceeds around seeking ethical approval.

IADT has an Ethics Committee which oversees good practice in ethical research and develops the Institute’s ethics policies and procedures. It is responsible for reviewing and approving postgraduate research and staff research proposals. More information on the Ethics Committee is detailed in the Ethics Policy which is available online at

http://www.iadt.ie/content/files/00_iadtpolicy_Ethics_Policy.pdf

Intellectual Property Policy – this policy sets out the principles and rules that govern the creative, ownerships and commercialisation of Intellectual Property (IP) developed by staff participating in programmes carried out using IADT facilities, know-how, confidential information and/or IADT IP. The objective of this policy is to provide a consistent framework within which IP is developed and managed for the benefit of IADT, the originator and the public good. The Institute has also set up an Intellectual Property Committee eight members with other professional advisors, as required. The policy is available online at <http://www.iadt.ie/content/archive/Thefile,3790,en.pdf>

The Institute also has a number of associated forms in relation to IP, patents, non-disclosure, inventions etc. These can be found listed on our website at <http://www.iadt.ie/researchandindustry/-supports/for-industry/policies-forms>.

Postgraduate Research Handbook – each year, the Institute publishes a Postgraduate Research Handbook which covers areas such as management of research, procedures and guidelines for research degrees, equality of opportunity, review of registration, ethical issues in research, examination procedures etc. This handbook is issued to students on their commencement of their research degree. The most up-to-date handbook is available online at http://www.iadt.ie/content/files/IADT_Postgraduate_Handbook_2017-2018_v1.0.pdf.

The Research & Development Committee is a sub-committee of Academic Council and its role is to foster a culture of collaborative research and development, innovation and technology transfer in the context of the Institute's strategic plan. Terms of reference for the Committee can be found in Appendix 3 of the Research Strategy document which is available online at <http://www.iadt.ie/content/archive/Thefile,3793,en.pdf>

4. Student Lifecycle (ESG 1.4)

Links and/or text relating to the institution-wide quality assurance procedures that are encompassed by the student lifecycle.

Admissions – IADT have a two person Admissions team who deal with admissions to both our undergraduate and postgraduate programmes. They also deal with direct entry applications into our programmes from Year 2 onwards. There are various way of applying to IADT to study, which varies according to the programme of study and the level of student’s prior learning.

The various application types and information on each is provided on our website at <http://www.iadt.ie/study/how-to-apply>.

Also published are:

- Application deadlines <http://www.iadt.ie/study/how-to-apply/application-deadlines>
- Application forms <http://www.iadt.ie/study/how-to-apply/application-forms>
- Information on CAO applications <http://www.iadt.ie/study/how-to-apply/cao-applications>
- Leaving Certificate requirements <http://www.iadt.ie/study/how-to-apply/leaving-cert-requirements>
- Advanced entry information <http://www.iadt.ie/study/how-to-apply/advanced-entry>
- Postgraduate details <http://www.iadt.ie/study/how-to-apply/postgraduate>
- Information on our part-time and evening programmes <http://www.iadt.ie/study/how-to-apply/part-time-portfolio>
- Recognition of prior learning details <http://www.iadt.ie/study/how-to-apply/recognition-of-prior-learning>
- Information for mature and non-standard applicants <http://www.iadt.ie/study/how-to-apply/mature-non-standard-applicants>

Restricted Programmes & Portfolio Assessment - a large number of the programmes in IADT are called “restricted” programmes. This means that there are additional admissions procedures other than application directly to the CAO. These programmes require a portfolio to be presented by each students applying for that programme (the majority of these programmes are in our Departments of Film & Media and Design & Visual Arts). The implications of a restricted programme is that a prospective student must apply on or before 1 February in the year they wish to attend, they cannot add on new restricted courses on their CAO listing after 1 February and there are no late application dates or change of mind dates applicable.

Information on the Portfolio Assessment process is available on the website at http://www.iadt.ie/content/files/Portfolio_FAQs_2017.pdf and IADT also operates a Portfolio Appeals Policy which is available here http://www.iadt.ie/content/files/00_iadtpolicy_Portfolio_Appeals_Policy.pdf.

Recognition of Prior Learning – at IADT, applications are accepted from those who may not hold the required qualifications but who may have proven relevant experience and whose academic background is non-traditional. Information on how to apply for Recognition of Prior Learning is available on our website at <http://www.iadt.ie/study/how-to-apply/recognition-of-prior-learning> and

the policy governing this area is located at

http://www.iadt.ie/content/files/00_iadtpolicy_RPL_Policy.pdf

Erasmus Programme - Erasmus (European Region Action Scheme for the Mobility of University Students) encourages international mobility by allowing students either to study for a term/semester (average stay of 4 months) or for a full academic year (average stay of 9 months) at a range of higher education institutions across Europe; or to undertake traineeships (minimum stay: 2 months; maximum stay: 12 months) in a European company/organisation. Students study a course similar to, and recognised as fulfilling requirements of, that at home. IADT is proud to have Erasmus arrangements with over 25 Higher Education Institutions in Belgium, Czech Republic, Denmark, Estonia, Finland, France, Germany, Hungary, Latvia, Slovakia, Spain, Sweden, The Netherlands, Turkey and the UK. Information on the Erasmus Programme in IADT can be found here

<http://www.iadt.ie/study/international-students/erasmus>

Assessment/Examination - IADT has a robust assessment policy in terms of its administrative procedures and regulations around student assessment which covers all areas of examination assessment from pre-exam preparation and set up, through to the process of examinations and the various roles and responsibilities of each person involved, including the student role. All issues around the Exam Board meetings, repeats, carrying of modules and appeals is dealt with in this policy. Information on the process can be found at <http://www.iadt.ie/study/current-student-info/exams-assessments> and the policy itself can be downloaded at

http://www.iadt.ie/content/files/00_iadtpolicy_Examinations_Procedures.pdf.

Appeals – appeals deadlines are built into the examinations/assessments procedures and there are specific procedures around the handling of appeals, including defining what an appeal is, what the grounds for an appeal are, and how to appeal the appeal decision. Information on this can be found on our website at <http://www.iadt.ie/study/current-student-info/appeal-of-assesment-result> and the Assessment Appeals Procedures document can be downloaded at

http://www.iadt.ie/content/files/Assessment_Appeals_Procedures.pdf.

Disciplinary Procedures – IADT offers quality programmes and services within an environment based on mutual respect and support. All students are expected to act responsibly at all times, to abide by Institute regulations and not engage in any activity which has the potential to cause harm or injury to any party or bring the Institute's name into disrepute. In this regard, IADT has published a number of policy and procedural documents and forms, which are detailed below:

- Learner Charter http://www.iadt.ie/content/files/00_iadtpolicy_Learner_Charter.pdf
- Student Disciplinary Procedures http://www.iadt.ie/content/files/00_iadtpolicy_Student_Disciplinary_Procedures.pdf
- Mutual Respect Policy http://www.iadt.ie/content/files/00_iadtpolicy_Mutual_Respect_Policy.pdf

Deferrals Policy and Procedures – the Institute recognises that, in exceptional circumstances, it may be necessary for a student to take time away from their studies or defer some or all of their assessments during an academic year. To this end, the Institute has in place several options for student, ie a Leave of Absence which is where the student wishes to postpone a year of study and return the following year to start the year of study again, or a deferral of one or more module assessment due to family, personal or health reasons. The policy on deferrals can be located at

http://www.iadt.ie/content/files/00_iadtpolicy_Deferrals_Procedures.pdf and the relevant forms can be downloaded at <http://www.iadt.ie/study/current-student-info/leave-of-absence-deferral-of-assessment>.

Withdrawing – the Institute recognises that, for a variety of reasons, some students do not complete their programme of study. Information withdrawal from a course along with the withdrawal form can be found at <http://www.iadt.ie/study/current-student-info/leaving-or-withdrawing-from-iadt>.

Conferring - the Conferring Ceremony is held in November of each year and is organised through the Office of Academic and Student Affairs. Students are written to prior to the event. Details are available on our website at <http://www.iadt.ie/study/current-student-info/graduation>.

Student Complaints Policy & Procedures – the Institute is committed to providing a high quality service for all our registered students and periodically reviews our services and provision via internal and external audit procedures. The Student Complaints procedure is an integral partner to the Learner Charters and is the reference point for student who believes they have a legitimate complaint for investigation. The Learner Charter clarifies what is reasonable to expect as part of the learning experience, and enables learners to review whether IADT has met its commitments as a learning provider. This procedure enables matters of complaint to be brought to the attention of the Institute and to allow for investigation of any complaints with the intention of a satisfactory result. The aim is to ensure that most matters can be dealt with through informal processes. The documentation can be downloaded here http://www.iadt.ie/content/files/00_iadtpolicy_Student_Complaints_Procedures.pdf.

Access + Opportunity for all – IADT has a Student Experience Department which provides inclusive support services to all students. The Student Experience team incorporates the Access Service, Disability Support Service, Careers Service, Student Counselling Service, Learning Support Service, Health Service and the Student's Union. More information on these services is detailed under Section 7.

Student Handbooks – all students receive a copy of the Student Handbook, on registration. The student handbook can be found here http://www.iadt.ie/content/files/IADT_Student_Handbook_2017.pdf and the Postgraduate Research Masters Handbook can be found here http://www.iadt.ie/content/files/IADT_Postgraduate_Handbook_2017-2018_v1.0.pdf.

Library Charter – the IADT Library Charter sets out the standards of service students are entitled to expect. It enhances and links closely with the Learner Charter, developed jointly by IADT and the Students Union, in which the mutual responsibilities of both the Institute and students are set out. IADT aspires to be an equal opportunities institution. In keeping with this vision and strategy, the Library aims to ensure that equality and diversity are considered as part of everyday practice. The Charter itself can be found at http://www.iadt.ie/content/files/00_iadtpolicy_Library_Charter.pdf.

5. Teaching Staff (ESG 1.5)

Links and/or text relating to the institution-wide quality assurance procedures for assuring the competence of teaching staff, including staff recruitment and staff development.

IADT has fair and transparent processes for the recruitment and development of all staff that allow them to assure themselves of the competence of their academic staff. Key goals for the IADT Human Resources Department is to review its HR policies, programmes and practices to ensure they are aligned with the Institute's strategic plan, to develop and implement quality communication processes to all staff and stakeholders that highlight HR's purpose within the Institute.

The role of the Institute's academic staff is to work towards building and developing a high quality learner experience which allows for the student to acquire knowledge, competences and skills in their chosen area. The Institute is committed to the provision of higher education of the highest quality, which is relevant to the needs of students and stakeholders, and which recognises, promotes and develops the professional role of staff members. One of key principles for IADT and their academic staff is that the Institute can assure itself of the competence of staff, applying fair and transparent processes for their recruitment and development (IADT Quality Framework document, http://www.iadt.ie/content/files/00_iadtpolicy_Quality_Framework.pdf).

There are a number of policies and procedures that work to quality assurance the competence of the Institute's lecturing staff, which include:

Staff Training, Learning and Development Policy – it is IADT policy to prioritise investment in Staff Training, Learning and Development initiatives which support the Institute to implement strategic and operational plans. While recognising that the primary responsibility for self and career development lies with the individual staff member, the Institute endeavours to provide appropriate support, guidance and encouragement to each employee to maximise the opportunities for such development. The policy objects are to:

- Provide support to staff, within such financial resources as may be available, to maintain and develop necessary competencies critical to the efficient and effective implementation of IADT strategic and operational plans
- Enable staff to maintain and develop the required skill sets to deliver their role and meet the professional and personal challenges which naturally arise from changing regulatory, legislative, environmental and Institute priorities to include those captured in Institute's Strategic, Operational and Team Development Plans
- Ensure, where possible, that all staff benefit from training and development opportunities offered annually subject

The policy can be downloaded at

http://www.iadt.ie/content/files/00_iadtpolicy_Staff_training_and_development_policy.pdf

Erasmus+ - With Erasmus+, training opportunities are available to staff working in education, both in teaching and non-teaching capacities. Training periods abroad can consist of job shadowing, observation periods, professional development courses or specific competence-building events. However, Erasmus+ does not provide funding to attend conferences. IADT staff can train at a higher

education institution in an Erasmus+ Programme (Europe) or Partner (outside of Europe) country; or at an organisation outside the sector in a programme country.

Mutual Respect Policy – the aim of the Mutual Respect Policy is to indicate what constitutes harassment, sexual harassment and bullying and to clarify what action the Institute will take when responding to breaches of this policy. This policy defines each of the terms and provides general information and guidance to staff and students. It sets out the procedures for processing of complaints where unacceptable behaviour is alleged to have occurred. The Mutual Respect Policy has been prepared in consultation with the Institute’s Health and Safety Committee and in partnership with the relevant Trade Unions and the Students Union. Details of the policy are available here http://www.iadt.ie/content/files/00_iadtpolicy_Mutual_Respect_Policy.pdf

Equal Opportunities Policy – 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. The Institute seeks to promote a work environment which is free from discrimination on grounds of gender, marital status, family status, religious beliefs, sexual orientation, disability, age, race or membership of the traveller community. Details of the policy are available for download here http://www.iadt.ie/content/files/00_iadtpolicy_Equal_Opportunities_Policy.pdf.

6. Teaching and Learning (ESG 1.4, 1.5, 1.6)

Links and/or text relating to the institution-wide quality assurance procedures for assuring the quality of teaching and learning.

Teaching + Learning in IADT is supported and developed by the Teaching and Learning Committee. This is a representative sub-committee of Academic Council. The work of the Committee is determined by its terms of reference. The Teaching and Learning Committee draws its members from across the Institute – from the two faculties, the Library, Access and ICT and includes the Registrar and the Staff Training Learning + Development Officer.

The Teaching and Learning Committee supports teaching and learning in IADT by:

- Ensuring that books and journals about teaching and education are available through the Library
- Organising workshops, seminars and webinars on teaching and learning in association with HR
- The Institute has validated the following modules from the LIN Postgraduate Diploma in Teaching and Learning at Athlone Institute of Technology:
 - Certificate in Learning and Teaching (15 ECTS),
 - Certificate in Assessment and Evaluation (15 ECTS) and the
 - Certificate in Technology Enhanced Learning (15 ECTS).
- Supporting presentation at conferences on teaching and learning

Policies that support the quality assurance of teaching and learning provision in IADT include:

Learning, Teaching and Assessment Strategy – this strategy supports and enhances learning, teaching and assessment across the Institute and outlines the philosophy of learning, teaching and assessment at IADT. The Institute is committed in principle and practice to the achievement of equity of access, increased participation and improved retention and progression rates for all our learners. The Institute aims to help students to reach their potential through the provision of a supportive, vibrant and challenging learning environment. All staff is involved in the construction of this learning environment. All students are valued equally during their learning journey with IADT. Accordingly the curriculum, teaching and learning and assessment at IADT are centred on the student. Policies are pursued in the area of learning and teaching which promote the increasingly international and culturally diverse nature of all studying at IADT.

The full strategy can be downloaded here

[http://www.iadt.ie/content/files/00_iadtpolicy_Learning, Teaching_Assessment_Strategy.pdf](http://www.iadt.ie/content/files/00_iadtpolicy_Learning,_Teaching_Assessment_Strategy.pdf).

Staff Training and Development Policy – IADT, through its Staff Training and Development policy, provide funding assistance to staff interested in pursuing further development in the areas of teaching and learning. Further information on this policy is available here

http://www.iadt.ie/content/files/00_iadtpolicy_Staff_training_and_development_policy.pdf

Quality Framework – as stated in page 4 of IADT’s Quality Framework, the Institute values:

- Creativity, innovation, engagement and entrepreneurship amongst our students and staff
- The contribution of all staff members across IADT to achieving our goals
- A commitment to lifelong learning, diversity and inclusion
- A commitment to progression, quality improvement and high standards

Page 6 notes that IADT's focus in enhancing the student experience by "*Enhancing teaching and learning and putting in place effective and innovative assessment practices across all our creative and entrepreneurial disciplines*".

The Quality Framework is available to download here

http://www.iadt.ie/content/files/00_iadtpolicy_Quality_Framework.pdf.

7. Resources and Support (ESG 1.5)

Links and/or text relating to the institution-wide quality assurance procedures for assuring funding and resources for learning, teaching and research. Also, links and or text relating to the quality assurance procedures for learning resources and student support.

IADT students rely on a wide range of resources to be able to fully realise their potential and assist their gaining of knowledge, skills and competencies. These resources can be broken down, as follows:

- Human Resources
- Physical Resources
- Student Service Resources
- Teaching & Learning resources
- Quality assurance resources

All of these resources work together to provide the students the framework within which they can gain the knowledge, skills and competencies in their chosen area of study. IADT prides itself on being student centred and, as our Quality Framework document states that students are at the centre of what we do.

IADT provides a coherent support structure for our students and they are considered at every level of the organisation. Our Student Experience Team offers a wide range of supports for students including:

- Health Centre <http://www.iadt.ie/services/institute-student-services/health-centre>
- Disability Support <http://www.iadt.ie/services/institute-student-services/disability-support-services>
- Learning Support <http://www.iadt.ie/services/institute-student-services/learning-supports>
- Careers <http://www.iadt.ie/services/institute-student-services/careers-advisory-service>
- Counselling <http://www.iadt.ie/services/institute-student-services/student-counselling>
- Access <http://www.iadt.ie/services/institute-student-services/access-social-inclusion>
- Assistive Technology <http://www.iadt.ie/services/institute-student-services/disability-support-services/assistive-technology-services>

Supports for students are also included in various policies and procedures in IADT including (but not limited to):

- **Quality Framework document**
http://www.iadt.ie/content/files/00_iadtpolicy_Quality_Framework.pdf
- **Code of Practice for Supporting Students with Disabilities**
http://www.iadt.ie/content/files/00_iadtpolicy_Code_of_Practice_for_Students_with_Disabilities.pdf

- **Policy and Strategy for Participation, Equal Access and Lifelong Learning**
http://www.iadt.ie/content/files/00_iadtpolicy_Participation, Equal Access, Lifelong Learning_Policy.pdf
- **Protection of Children and Vulnerable Adults**
http://www.iadt.ie/content/files/Protection_of_Children_Vulnerable_Adults, approved AC No v_2015.pdf
- **Policy, Procedures & Guidelines for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities**
http://www.iadt.ie/content/files/Policy, Procedures_Guidelines_Reasonable_Accommodations_in_Examinations_to_Students_with_Disabilities_November_2017.pdf
- **Supplementary or Alternative Admissions Route for Students with a Disability or Specific Learning Difficulty**
http://www.iadt.ie/content/files/Supplementary_Alternative_Admissions_for_Students_with_a_Disability_or_SLD_November_2017.pdf
- **General Disability Support Service Reasonable Accommodations Procedures**
http://www.iadt.ie/content/files/General_Disability_Support_Service_Reasonable_Accommodations_Procedures_November_2017.pdf
- **Code of Practice for Students with Disabilities and Disclosure of Disability Form**
http://www.iadt.ie/content/files/Code_of_Practice_for_Students_with_Disabilities_and_Disclosure_of_Disability_Form_November_2017.pdf
- **Learner Charter**
http://www.iadt.ie/content/files/00_iadtpolicy_Learner_Charter.pdf

IADT is also committed to the Hear and Dare schemes, from 2018 admissions.

HEAR Scheme – IADT is part of the HEAR (Higher Education Access Route) national admissions scheme which allocates reduced points places to eligible school leavers under 23 years old for school leavers from socio-economically disadvantaged backgrounds. Mature and FETAC students have different admissions routes. Information on the scheme is available here <http://www.iadt.ie/services/institute-student-services/access-social-inclusion/hear-scheme>.

DARE Scheme – IADT is part of the DARE (Disability Access Route to Education) national admissions scheme which can allocate reduced points places to eligible school leavers under 23 with disabilities. Information on the scheme is available here <http://www.iadt.ie/services/institute-student-services/disability-support-services/dare-scheme>

IADT is also involved in an all-Institute initiative that supports and facilitates the successful settling in' of all of incoming first year students. The programme is run over the first four weeks of the autumn term, and is co-ordinated by the Students' Union and the FYM team, with the assistance of the Student Experience Department, Faculties and staff Information on this project can be found at <http://www.iadt.ie/services/institute-student-services/first-year-matters>.

Student Assistance Fund - The Student Assistance Fund is open to all registered students at IADT on a course of not less than one-year's duration leading to an undergraduate or postgraduate qualification. Information can be found here <http://www.iadt.ie/services/institute-student-services/student-finance/student-assistance-fund>

8. Information Management (ESG 1.7)

Links and/or text relating to the institution-wide quality assurance procedures for collecting, analysing and using relevant information about programmes and other activities.

Reliable, up-to-date and trustworthy information and data is critical to good decision making, for all staff and students. IADT collects, collates and analyses a wide variety of information for management information, quality assurance, programme delivery and development and many other purposes. One of the main uses of collated, relevant information is in the area of programme development and quality assurance. Our procedural document on both the development and approval of new programmes

http://www.iadt.ie/content/files/00_iadtpolicy_Procedure_Development_Approval_New_Progs.pdf

and on the quality assurance of collaborative provision in new courses

http://www.iadt.ie/content/files/Quality_Assurance_of_Collaborative_Programmes_October_2017_-_October_2018.pdf are dependent on the level and quality of the information we have collated and

analysed about areas such as learner progression, market trends, student and stakeholder feedback, CAO and entry statistics, dropout rates, learners supports and the student experience, employability statements and information on available resources, to name but a few.

IADT also has a Freedom of Information Officer and our website details information on this role <http://www.iadt.ie/about/freedom-of-information>. There are six sections to our policies and procedures in this area, namely:

- General Information about IADT <http://www.iadt.ie/about/freedom-of-information/foi-publication-scheme/general-information-about-iadt>
- Information on Functions + Services provided <http://www.iadt.ie/about/freedom-of-information/foi-publication-scheme/information-on-functions-services-provided>
- Information on Decision Making Procedures <http://www.iadt.ie/about/freedom-of-information/foi-publication-scheme/information-on-decision-making-process-in-iadt>
- Financial Information <http://www.iadt.ie/about/freedom-of-information/foi-publication-scheme/financial-statements>
- Procurement Information <http://www.iadt.ie/about/freedom-of-information/foi-publication-scheme/procurement-information>
- Disclosure Log + Other Routine Publications <http://www.iadt.ie/about/freedom-of-information/foi-publication-scheme/disclosure-log>

IADT also has a Records Management Policy which is to be used by all staff who are responsible for record keeping or those who are reviewing existing record-keeping procedures within the Institute. It provides practical guidelines on record-keeping in accordance with best practice to which all staff are obliged to adhere. The function of the Policy is to promote the creation and maintenance of complete, authentic, reliable, accessible and accountable records and is applicable to all areas and locations of the Institute and includes all Faculties, Departments, and Directorates, and functional areas which form part of the Institute structure. The policy can be downloaded here http://www.iadt.ie/content/files/00_iadtpolicy_Records_Management_Policy.pdf

IADT distributes a wide variety of information, policies and procedures on its website, www.iadt.ie, which includes information on our programmes detailing module offerings per year, areas of work they may be involved in when they have graduated, achievements of past students, duration, places,

CAO points, entry requirements, costs of materials and/or field trips and portfolio guidelines. In respect of other information our website, we details upcoming events, job vacancies, exam timetables (when applicable), policies and procedures related to quality assurance, staff and students and a wide variety of other information.

IADT also has in place an **ICT Acceptable/Appropriate Usage Policy** and the purpose of this policy is to provide a reliable computing and networking service. Access to communication devices for staff, students and alumni requires co-operation from all users. It is, therefore, important that all are aware of their responsibilities. The scope of this policy is to outline the acceptable and appropriate usage of IADT's ICT Resources. The policy can be downloaded at http://www.iadt.ie/content/files/00_iadtpolicy ICT Acceptable, Appropriate User Policy.pdf.

9. Self-evaluation and Monitoring (ESG 1.9)

Links and/or text relating to the institution-wide quality assurance procedures for self-evaluation and internal monitoring.

IADT is a strong proponent for periodic self-review and evaluation of our programmes and services and external peer review is a major element of our commitment to the quality assurance of our programme offering. Self-evaluation and monitoring it is an opportunity to ensure that:

- The learning outcomes reflect up-to-date knowledge in the community of practice
- The curriculum design and structure is effective
- Contemporary best practice in student-centred learning is reflected in the teaching and assessment practices
- There remains a demand for the programme
- Graduates are able to secure employment in their field of qualification;
- The programme remains viable

In order to investigate a programme thoroughly and consider these dimensions IADT employs a complementary model of self-study and an evaluation by independent peer evaluators.

Giving due regard to this commitment, IADT have published their Policy for the Periodic Review of Programmes – Programmatic Review, available for download here http://www.iadt.ie/content/files/Periodic_Review_of_Programmes_Policy.pdf. The various procedures, roles and responsibilities for those involved in the development of new programmes plus details on the external panels role is detailed in this document which clearly identifies a robust commitment to quality assurance in this area.

The Institute also has in place a Policy for the Ongoing Monitoring of Programme, available for download here http://www.iadt.ie/content/files/Ongoing_Monitoring_of_Programmes_Policy.pdf. Ongoing monitoring contributes to a process of periodic review of a programme or a suite of programmes and ensures the effectiveness of all programmes of study leading to IADT awards.

The various stages in quality assurance in the development of new programmes are very similar to the programme review process. IADT undertakes a 5 year review of all its programmes, the last review having been held in 2014-2015. With due regard to the number and diversity of IADT programmes, the Institute has plans in place to commence their next programmatic review process in 2018 for all Level 9 programmes and onwards to all other levels in 2019. In this way, it allows additional time for collation, analysis and review of data which will assist in the continual improvement of Institute programmes.

Self-evaluation is a comprehensive review of programmes that involves programme and Faculty staff, a dedicated Programme Review Team, the work of the Programme Validation Committee (see Section 1 for further information), establishment of an external Panel to review and evaluate the submission through reading of the various documents but also in visiting the Institute for the period of a day or more (depending on the complexity of the review), touring the facilities and meeting with the Programme and Management teams. The Panel then produce a report which can agree to the programme with (or without) conditions or recommendations. The report is then considered by the

Academic Council. Only after all these processes have been worked through, is a programme commenced as a new or a re-validated programme.

The **Programme Board** also undertakes a review of the programmes three times a year. More details are available in Section 2 of this document. The policy on Programme Board procedures is available for download at <http://www.iadt.ie/content/archive/Thefile,4373,en.pdf>.

IADT will be undertaking an external review as part of the QQI's CINNTE programme of reviews in 2022/23. The CINNTE cycle of reviews will provide an opportunity IADT to take stock of the quality of its provision of education, training and research, the fulfilment of its mission and the effectiveness of its ongoing monitoring and review activities, to ensure they are fit for purpose. This gives assurance to learners that their experience is being monitored for good practice, and assurances to the public that the Institute is offering a valuable service.

10. Stakeholder Engagement (ESG 1.1)

Links and/or text relating to the institution-wide quality assurance procedures for the involvement of external stakeholders in quality assurance.

Stakeholder engagement is vital to the quality assurance of IADT suite of programmes. From the development of new programmes, to ongoing monitoring, review and external examining, they are an integral part of the programme lifecycle.

Programme Development – research during the development phase will include stakeholder feedback on the demand for and benefits of the proposed programme. Section 7 of the Procedure for the Development and Approval of New Programmes document.

http://www.iadt.ie/content/files/00_iadtpolicy_Procedure_Development_Approval_New_Progs.pdf

Programme Validation – as part of the validation process, an external Panel is formed who meets with the programme team, evaluates the programme proposal and makes a final decision on the programme, with possible considerations or recommendations. The Panel is typically made up of three to six people, all of whom are external to IADT and include a Higher Education specialist, academics from a Higher Education Institution with expertise in the area of the proposed programme and industry/business experts in order to reflect employer needs. See Section 8.2 of the Procedure for the Development and Approval of New Programmes document

http://www.iadt.ie/content/files/00_iadtpolicy_Procedure_Development_Approval_New_Progs.pdf.

An external Panel is also set up for the periodic review of programmes or Programmatic Review. The system is similar to that for the approval of new programmes. IADT have published their Policy for the Periodic Review of Programmes – Programmatic Review, available for download here

http://www.iadt.ie/content/files/Periodic_Review_of_Programmes_Policy.pdf.

Finally, with due regard to the ongoing monitoring of quality assurance for the suite of programmes offered by the Institute, IADT has appointed a number of External Examiners. They are required to use their expert judgement to consider and comment on:

- Standards set for the programme
- Standards achieved by students
- Operation of the assessment processes
- Quality of learning
- The learning and teaching environment
- Action taken on points raised in previous reports
- Organisation and management of the external examining process

The External Examiners are required to write a report on their visit to IADT and this is subsequently discussed at each Programme Board meeting. Each Programme Board prepares an annual report to Academic Council and this report notes any changes made to a programme as a result of the External Examiner's recommendation. The procedural document relating to the appointment and work of External Examiners at IADT can be downloaded here

http://www.iadt.ie/content/files/00_iadtpolicy_External_Examiner_Procedures.pdf.

11. Engagement with Other Bodies (ESG 1.1)

Links and/or text relating to the institution-wide quality assurance procedures for engagement with professional, statutory and regulatory bodies and other quality assurance and awarding bodies (details of specific engagements should be provided in the online section of the form).

IADT maintains links with professional, statutory and regulatory bodies in order to ensure quality provision of its programmes.

These include, but are not limited to:

Quality & Qualifications Ireland (QQI) - QQI is the statutory body with responsibility for the external quality assurance of IADT. IADT has its own internal, institutionally-owned quality assurance, through its suite of quality assurance policy documents as listed throughout this report. It also has specific policies and procedures for the effective provision of higher education, a research environment as well as industry and community engagement opportunities, ensuring a high quality and relevant learning experience. All quality assurance policies and procedures are published on the IADT website, www.iadt.ie. External peer-review evaluations of IADT conducted by QQI are published on the QQI websites, www.qqi.ie as well as on IADT's website.

The Psychological Society of Ireland (PSI) – the PSI accredits IADT's BSc (Hons) in Applied Psychology, an accreditation that has been in place since 2015. PSI is the learned and professional body for the profession of psychology in Ireland and undertakes accreditation of psychology programmes to ensure they meet the highest possible standards and that students of the programme are suitably prepared to enter the field of psychology.

CORU - The BSc (Hons) in Applied Psychology will also soon be required to be validated by CORU, the regulatory body for Health & Social Welfare professionals. One of its statutory functions is to approve education and training for the registration of professions. Approval and monitoring is the process by which the Board approve education and training programmes to ensure they meet the Board's criteria and graduates meet the standards of proficiency for the profession. The approval and monitoring of programmes is based on the Criteria and Standards of Proficiency for the profession. Education Providers in the Republic of Ireland that offer programmes which lead to qualifications acting as an entry point to a given profession will be eligible to apply to the Registration Board for approval of the programme/s. Approved programmes are subject to monitoring on an on-going basis.

Chartered Institute of Management Accountants (CIMA)

Since 2014, a number of course exemptions were awarded from the Chartered Institute of Management Accountants (CIMA), professional qualification, for the DL822 BA (Hons) in Arts Management and DL823 BBus (Hons) in Entrepreneurship and Management graduates. In August 2014, the Arts Management and Entrepreneurship graduates became entitled automatically to exemptions from two of the five foundational (Certificate) level modules, Financial Accounting and Management Accounting. Students interested in gaining the CIMA Certificate need only sit the remaining modules, Law, Economics and Maths. They can also apply for exemptions to these on a case by case basis.

Irish Management Institute (IMI)

The DL822 BA (Hons) in Arts Management programme is also recognised by the Marketing Institute of Ireland (MII) for students to sit the Qualified Marketer Exam – a case study examination held in May every year. Success in the exam ensures full membership of The Marketing Institute of Ireland and a waiver of the membership fee for the first year as it proves that candidates can credibly apply degree-level marketing knowledge to real life business situations. It also grants the successful student the right to use the professional designatory letters “MMII (Grad) after their name and entitles the member to be listed in the Qualified Marketer Register.

12. Provision and Use of Public Information (ESG 1.8)

Links and/or text relating to the institution-wide quality assurance procedures for the provision of clear, accurate, up-to date and accessible public information.

IADT provides information on its activities to the public via its website, www.iadt.ie and through various publications such as its annual Prospectus and Student Handbook. The website provides a wealth of information on the Institute's suite of programmes and modules offered, qualifications awarded, policies in relation to students, staff and quality assurance, panel validation reports for programmes and details on the services offered for students, information on Open Days and Taster Days (an opportunity for prospective students to come on to campus and experience what it may be like to be an IADT student in the area of their particular interest.

With regard to management of information held in IADT, a Freedom of Information Officer is in place who manages all FOI queries and issues. The FOI Officer will, in the future, also deal with all issues around Data Protection.

Freedom of Information

The [Freedom of Information \(FOI\) Act 2014](#) establishes three key rights:

- Right of any member of the public to access to records
- Right of any member of the public to amend records containing incorrect personal information
- Right of interested parties to reasons for decisions

In general, members of the public are entitled to obtain official information from IADT provided it does not conflict with the public interest and the right of privacy of individuals. Requests for information must be submitted in writing to the Freedom of Information Office.

For more information on FOI, please see iadt.ie/about/freedom-of-information or email foi@iadt.ie.

Data Protection

Data Protection aims to protect individuals' rights to privacy with regard to the processing of their personal data by those who control such data. The legislation governing this is the Data Protection Acts 1988 and 2003. These acts lay down rules about the safeguarding of the privacy of personal data, covering such areas as the obtaining, processing, keeping, use, disclosure, accuracy, appropriateness, retention and an individual's right to access and correct their personal data. The legislation applies to personal data held in both manual and electronic format.

IADT is a registered Data Controller and complies with its obligations under the Data Protection Acts with regard to the dissemination of personal information to any third party. The new EU wide [General Data Protection Regulations \(GDPR\)](#) will come into force on 25 May 2018 replacing the existing data protection framework.

For more information on Data Protection, please email dataprotection@iadt.ie.

13. Linked Providers (for Designated Awarding Bodies) (ESG 1.1)

Links and/or text relating to the institution-wide quality assurance procedures for assuring engagement with linked providers including the procedures for approval, monitoring, review, withdrawal of approval and appeal for linked providers.

IADT has in place a policy to ensure quality assurance where it is involved with collaborative partners in providing and delivering programmes of study. This policy, Quality Assurance for Collaborative Provision can be downloaded here

[http://www.iadt.ie/content/files/Quality Assurance of Collaborative Programmes October 2017 - October 2018.pdf](http://www.iadt.ie/content/files/Quality_Assurance_of_Collaborative_Programmes_October_2017_-_October_2018.pdf).

The policy forms part of the IADT Quality Framework and is also a stand-alone policy which may be given to prospective partners as a part of suite of documents explaining how IADT engages in collaborative and transnational provision. It sets out the context in which IADT will engage in providing collaborative or joint programmes, transnational programmes and also joint programmes which lead to joint awards and describes the processes by which such programmes are developed and approved. The policy is designed for consultation by potential partners and any member of staff interested in learning about the institutional process for the development of these types of programmes. It is divided into three sections:

- An overarching introduction and context
- A short policy section
- A developed quality assurance procedure

14. DA Procedures for use of QQI Award Standards (IoTs only)

Links and/or text relating to the specific procedures for the approval of programmes in keeping with Core Policy and Criteria for the Validation of Education and Training Programmes by QQI, the Sectoral Protocols for the Awarding of Research Master Degrees at NFQ Level 9 under Delegated Authority (DA) from QQI and the Sectoral Protocols for the Delegation of Authority by QQI to the Institutes of Technology to make Joint Awards, May 2014.

Under the Qualifications and Quality Assurance (Education and Training) Act, 2012, IADT has been accorded degree awarding powers for programmes up to Level 9 of the National Qualifications Framework (NFQ). These powers were granted under Delegation of Authority from the Higher Education and Training Awards Council (HETAC), www.hetac.ie, and were transferred under Quality and Qualification Ireland (QQI), as established under the 2012 Act.

IADT is bound by the policies and procedures of QQI relating to education provision. In this regard, the Institute has a set of robust quality assurance policy documents in the following areas:

Quality Assurance Policy for Collaborative Provision – this policy and procedure has been aligned to the QQI policies of particular relevance to the areas of:

- Policy for Collaborative Programmes, Transnational Programmes and Joint Awards, Revised 2012
- Policy and Criteria for the Delegation of Authority to the Institutes of Technology to make Higher Education and Training Awards (including joint awards) 2014
- Sectoral Protocol for the Delegation of Authority (DA) by Quality and Qualifications Ireland (QQI) to the Institutes of Technology (IoT)s to make Joint Awards, 2014

Procedure for the Development & Approval of New Programmes – The purpose of this procedure is to ensure that new programmes leading to awards, up to and including taught Level 9 are fully compliant with Institutional quality assurance protocols and are in keeping with Core Policy and Criteria for the Validation of Education and Training Programmes by QQI.

http://www.iadt.ie/content/files/00_iadtpolicy_Procedure_Development_Approval_New_Progs.pdf

Procedures and Guidelines for Research Degrees – this policy states that the standard required for the achievement of a Masters by Research degree will be consistent with those appropriate to Level 9 of the National Framework of Qualifications as determined below. Additional more detailed standards may be published by QQI from time to time.

http://www.iadt.ie/content/files/00_iadtpolicy_Procedures+Guidelines_for_Research_Degrees_.pdf

15. Collaborative Provision (ESG 1.1)

Links and/or text relating to the institution-wide quality assurance procedures for engagement with third parties for the provision of programmes.

See Section 13 of this document for relevant information. The related policy, Quality Assurance for Collaborative Provision, can be downloaded here

http://www.iadt.ie/content/files/Quality_Assurance_of_Collaborative_Programmes_October_2017_-_October_2018.pdf.

Current collaborative provision in IADT is detailed below:

IADT + George Brown University, Canada

IADT offers an MA in Interdisciplinary Design Strategies which has been designed in collaboration with the Institute Without Boundaries in Toronto. Through collaborative practices the programme provides candidates with a systematic and in-depth knowledge of integrated design strategies. They will develop critical awareness and employ advanced design methodologies. The programme responds to the needs of industry for graduates with the required combination of knowledge, skills and competencies to work within interdisciplinary teams in the broader design, technology and professional services sectors. More information on the programme can be found here <http://www.iadt.ie/courses/interdisciplinary-design-strategies>.

IADT + Sound Training Centre, Dublin

IADT offers a BA (Hons) in Creative Music Production that is delivered collaboratively by IADT and the Sound Training College (STC). This unique programme utilizes some of Ireland's leading commercial recording studios as teaching spaces. Lecturers include some of the finest sound engineering/music industry practitioners in the contemporary music scene. This shared delivery offers globally unique benefits; appropriate modules will be taught in commercial studio and music production facilities at STC. More information on the programme can be found here <http://www.iadt.ie/courses/creative-music-production>.

IADT + FETAC Colleges, Ireland

[The National Plan for Equity of Access to Higher Education 2015-2019](#) sets out five priority goals. The outcome of Goal 4 is:

- To build coherent pathways from further education and to foster other entry routes to higher education.

Since its inception, IADT has fostered links with institutes of Further Education, both on a local and on a sectoral level. The Institute has always reserved 10% of places on all undergraduate programmes for entrants from the FE sector. This is not a quota, but rather a guarantee that this number of places will be made available. The numbers of such entrants vary from year to year and from programme to programme but, overall, the intake from the FE sector remains steadily above 15% with more than 20% on some programmes.

In order to deepen these links, IADT has begun to establish more formal links with individual FE Institutes. To this end, five (5) Memoranda of Understanding (MOU) have been signed with a cluster of local colleges:

- Blackrock FEI
- Bray FEI
- Dun Laoghaire FEI
- Sallynoggin FEI
- Stillorgan FEI

The Institute is at an advanced stage of discussion with:

- Gorey School of Art
- Ballyfermot College of Further Education

The first stage of each MOU formalises the existing links between IADT and each FE institute. However, a mapping exercise is also carried out to establish pathways to advanced entry into year two of IADT programmes where cognate areas of learning can be found. This mapping also provides opportunities for alignment of modules so that obstacles to access can be eliminated or minimised. In this sense, each MOU is a collaborative document which is open to input from all parties to the agreement.

IADT + Erasmus+

IADT has 29 partners through the Erasmus+ programmes, across a wide range of countries. These include:

- Aalto University, School of Art, Design & Architecture, Finland
- Academy of Performing Arts, Bratislava, Slovakia
- Ecole Nationale Supérieure des Arts Visuels – La Cambre, Belgium
- Ecole Nationale Supérieure des Beaux-Arts de Lyons, France
- Ecole Nationale Supérieure de la Photographie – Arles, France
- Edinburgh Napier University, UK
- Escuela TAI, Spain
- Erasmushogeschool Brussels, Belgium
- Estonian Academy of Arts, Estonia
- Film and TV School of the Academy of Performing Arts (FAMU), Czech Republic
- Filmuniversität Babelsberg Konrad Wolf, Germany
- Funen Art Academy, Denmark
- IPAC Annecy, France
- IUT2 (Université Pierre Mendès) Grenoble, France
- Kunsthochschule Berlin, Germany
- Lahti University of Applied Sciences, Finland
- Nottingham Trent University, UK
- Polish-Japanese Academy of Information Technology, (Department of New Media Art), Poland
- Sabanci University, Turkey
- St Louis College of Music, Italy
- Stuttgart Media University (HdM), Germany
- Turība University (Riga), Latvia
- Université Reims, France
- Université Rennes 2, France
- University of the Arts Helsinki -

- Academy of Fine Arts (KUVA), Finland
- University of Film & Theatre
- Budapest (SZFE), Hungary
- University of Gothenburg – Valand Academy, Sweden
- University of South Wales, UK
- University of West Bohemia (Ladislav Sutnar Faculty of Design and Art), Czech Republic

More details on our partners can be found at http://www.iadt.ie/content/files/erasmus_partners.pdf, the IADT Erasmus Charter for Higher Education 2014 – 2020 can be found at http://www.iadt.ie/content/files/erasmus_charter.pdf and more information on the programme can be found at <http://www.iadt.ie/study/international-students/erasmus>.

IADT + NARFU (Northern Artic Federal University)

The initiative came into effect due to the joint Erasmus+ staff mobility project aiming at facilitation of academic development through trainings, exchange of experience and best practices, and as a follow-up of Tempus ALIGN project (Achieving and Checking the Alignment Between Academic Programmes and Qualification Frameworks) which seeks to enhance the intelligibility, consistency and transferability of qualifications through development and implementation of mechanisms for HEIs to achieve alignment with qualification frameworks.

IADT + Viewfinder

VIEWFINDER is a new Erasmus Mundus Joint Master Degree in Cinematography presented by a consortium of partners made up of:

- IADT
- The University of Theatre and Film Arts, Budapest, Hungary (SZFE)
- The Baltic Film, Media, Arts and Communication School of Tallinn University, Estonia, (BFM)

The programme brings together three established film schools to offer a joint practice-based programme delivered over two years in three cities. Twenty students from all around the world will study in Dublin for the first semester, in Budapest for the second semester and in Tallinn for the third semester. In the fourth semester the student body will be divided equally across the three schools. The Viewfinder programme is sponsored and supervised by the EACEA - Education, Audio-visual and Culture Executive Agency of the European Commission and is an Erasmus Mundus Programme which offers two-year scholarships to some of the selected European and non-European students. Further information on the programme is available here <http://www.iadt.ie/courses/cinematography>.

IADT + Loras

A Memorandum of Understanding between Loras College (Dubuque, Iowa, USA) enables Loras students to spend a semester at IADT.

Annually a group of approximately 15-20 Loras students come and pursue a semester of study at IADT comprising modules from the Faculty's suite of programmes and a work placement element organized by Loras but hosted in Dublin.

16. Additional Notes

Any additional notes can be entered here.

Nothing to note.

17. Internal Review Schedule

The internal reviews schedule or cycle at the level of unit of review within the institution. The units of review can be: module; programme; department/school; service delivery unit; faculty. The cycle will usually run over a 5-7 year period and all units should be encompassed over the full period of the cycle.

Year	2016/17
Areas/Units	
Number	
Link(s) to Publications	

Year	2017/18
Areas/Units	Faculty of Film, Art & Creative Technologies and Faculty of Enterprise & Humanities joint Programmatic Review for all Level 9 programmes
Number	
Link(s) to Publications	

Year	2018/19
Areas/Units	Faculty of Film, Art & Creative Technologies and Faculty of Enterprise & Humanities joint Programmatic Review for all Level 7 & 8 programmes
Number	
Link(s) to Publications	

Annual Institutional Quality Assurance Report

Year	2019/20
Areas/Units	
Number	
Link(s) to Publications	

Year	2020/21
Areas/Units	
Number	
Link(s) to Publications	

Year	2021/22
Areas/Units	
Number	
Link(s) to Publications	

Year	2022/23
Areas/Units	CINNTE Quality Review Cycle
Number	
Link(s) to Publications	http://www.qqi.ie/Publications/Publications/CINNTE%20Review%20Schedule.pdf

Parts 2-6

Institution-led QA – Annual Information

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

Part 2: Institution-led QA – Annual

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

Section 1: Quality Assurance and Enhancement System Developments

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

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

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

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

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

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

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

Policy Management

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

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

Senior Quality Officer

As evident of IADT's ongoing commitment to quality assurance, the Institute appointed a Senior Quality Officer from July 2017. This post arose from the retirement of a Grade 6 administrative staff member whose role was re-defined to focus more on quality assurance issues within IADT.

The new post will:

- Provide strategic and operational support for the Registrar's Office
- Provide organisational and administrative leadership in relation to quality systems across the Institute
- Responsible for reviewing, developing and implementing quality processes, procedures and policies
- Have delegated responsibility for all quality operations and support the work of the Academic Council, Academic Planning Co-ordination and Review Committee, Programme Validation Committee, Teaching & Learning Committee and the Quality Enhancement Committee
- Work closely with the Faculties and Registrar's Officer in the area of programme validation and programmatic review

1.3 The schedule of QA governance meetings.

The following meetings were held in 2016-17:

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

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

Section 2: Reviews in the reporting period

2.1 Internal reviews that were completed in the reporting period.

New Programmes Approved and Validated in 2016-17:

1 Postgraduate Diploma in UX Design (60 credits) and Certificate in Fundamentals in UX Design (10 credits)

The Panel met on 15 September 2016 and approved both programmes with no conditions. The panel report is available on

<http://www.iadt.ie/content/files/Postgrad. Dip SPA User Exp. Design, Panel Report.pdf>.

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

2 BA (Hons) in New Media Studies (240 credits)

The Panel met on 7 October 2016 and approved the programme with no conditions. The panel report is available on

<http://www.iadt.ie/content/files/BA in New Media Studies Panel Report.pdf>.

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

3 MA in Interdisciplinary Design Strategies (90 credits)

The Panel met on 22 November 2016 and approved the programme with no conditions. The panel report is available on

<http://www.iadt.ie/content/files/MA Interdis. Design Strategies, Panel Report.pdf>.

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

4 BA (Hons) in Creative Music Production (240 credits)

The Panel met on 30 March 2017 and approved the programme with no conditions. The panel report is available on

<http://www.iadt.ie/content/files/BA Honours in Creative Music Production, Panel Report April 2017.pdf>.

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

Changes to existing Programmes Approved in 2016-17:

- 1 **BA (Hons) in English, Media and Cultural Studies** - Module changes were agreed at the Programme Validation Sub-Committee on 25 April 2017
- 2 **BA (Hons) in Business Studies & Arts Management** - Module changes were agreed at the Programme Validation Sub-Committee on 25 April 2017
- 3 **BA (Hons) in New Media Studies** - Module changes were agreed at the Programme Validation Sub-Committee on 25 April 2017
- 4 **BA (Hons) in Animation** - Module changes were agreed at the Programme Validation Sub-Committee on 25 April 2017
- 5 **BA (Hons) in Photography** - Module changes were agreed at the Programme Validation Sub-Committee on 23 May 2017
- 6 **BA (Hons) in Animation** - Module changes were agreed at the Programme Validation Sub-Committee on 23 May 2017
- 7 **BA (Hons) in Art** - Module changes were agreed at the Programme Validation Sub-Committee on 23 May 2017
- 8 **BSc (Hons) in Creative Computing** - Module changes were agreed at the Programme Validation Sub-Committee on 23 May 2017
- 9 **MSc in User Experience Design** - Module changes were agreed at the Programme Validation Sub-Committee on 23 May 2017
- 10 **BA (Hons) in Art** - Module changes were agreed at the Programme Validation Sub-Committee on 6 June 2017
- 11 **MA in Cinematography** - Module changes were agreed at the Programme Validation Sub-Committee on 6 June 2017
- 12 **BA (Hons) in Photography** - Module changes were agreed at the Programme Validation Sub-Committee on 6 June 2017
- 13 **BA (Hons) in English, Media and Cultural Studies** - Module changes were agreed at the Programme Validation Sub-Committee on 6 June 2017
- 14 **BA (Hons) in Design for Stage & Screen** - Module changes were agreed at the Programme Validation Sub-Committee on 6 June 2017
- 15 **BSc (Hons) in Creative Media Technologies** - Module changes were agreed at the Programme Validation Sub-Committee on 6 June 2017

Delegated Authority Award in 2016-17:

1 Delegated Authority awarded at Level 9

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

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

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

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

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

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

Section 3: Other Implementation Factors

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

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

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

Reports are made to staff and students on a regular basis via:

- Programme Board meetings
- Talks by the President
- Academic Council meetings (student and staff representatives)
- Governing Body meetings (student and staff representatives)
- Central Management meetings
- Faculty Meetings

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

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

Collaborative Programmes

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

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

Delegated Authority

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

Student Experience

As a result of regular Student Experience Committee meetings and input from the Student Services Team, a range of updated/new policies were developed. These included:

- [Reasonable Accommodation Policies, Procedures and Guidelines in Examinations for Students with Disabilities](#)
- [Supplementary Alternative Admissions for Students with a Disability or SLD](#)
- [General Disability Support Service Reasonable Accommodation Procedures](#)
- [Code of Practice for Students with Disabilities](#)

3.3 A description of other implementation issues.

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

Programme Development Workload

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

Registry Workload

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

No increase in ECF

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

Part 3: Effectiveness and Impact

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

1. Effectiveness

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

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

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

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

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

The **Quality Enhancement Sub-Committee’s** main function is to facilitate an integrated approach to academic quality, including IADT’s policies, procedures and systems and is the central forum for monitoring and improving standards of academic quality. The key successes for 2016-17 for this Committee were identified as:

- Review of repeat mechanisms across all programmes
- Preparation and reviewing of the new AIQR report which was approved by QQI
- New QQI documents were reviewed, discussed and the new system for validation/revalidation fed back to the various academic teams

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

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

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

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

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

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

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

Development of New Programmes

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

Amendments to Programmes

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

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

2. Impact

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

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

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

3. Themes

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

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

- The growth of IADT’s Level 9 provision has been a key element and has taken two forms. Firstly, the review of our processes and procedures for taught undergraduate study in preparation for programmatic review in 2018 and, secondly, our successful application for delegated authority for Masters by Research, and the associated updates to policy and procedure arising
- Enhancing and supporting our diverse and diversifying student population. Reorganizing the library space and redesigning and revamping the Atrium building were key undertakings in 2016-17
- The Cultural and Creative Industries sector is a significant contributor to the Irish economy and IADT’s mission is to specialise in creativity and innovation and develop graduates who are equipped to work in this sector. With this in mind, IADT has evolved its policies and programmes taking on board stakeholder feedback from the CCI sector so that we can best support it
- Internationalization is a key priority for IADT. The above developments, especially in the areas of Level 9 and diversity have increased the growth in international students through formal connections with HEIs overseas via Erasmus, Erasmus+, MOUs, and joint ventures. For example, we have developed two Masters Programmes, one with George Brown University in Canada (MA in Interdisciplinary Design Strategies) and one through Erasmus Mundus/Viewfinder (MA in Cinematography).

Part 4: Quality Enhancement

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

4.1 Improvements and Enhancements for the Reporting Period

Improvements or enhancements, impacting on quality or quality assurance, that took place in the reporting period.

Senior Quality Officer

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

Post Graduate Admissions Officer

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

Quality Enhancement Committee

The Quality Enhancement Committee undertook a review of the following issues in the calendar year 2017.

- Progression with credit deficit
- Repeat Mechanisms
- Revised deferral policy documents

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

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

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

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

- Quality Documents for Updating

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

4.2 Quality Enhancement Highlights

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

First Year Matters

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

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

First Year Matters aims to:

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

Part 5: Objectives for the coming year

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

5.1 Quality Assurance and Enhancement System Plans

Plans for quality assurance and quality enhancement relating to strategic objectives for the next reporting period.

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

Updating of policies due for renewal which includes:

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

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

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

The **Quality Enhancement Sub-Committee** has a work plan for 2017-18 which includes:

- Review of the alpha grading system
- Programmatic Review at Level 9

The **Teaching & Learning Sub-Committee's** work plan for 2017-18 includes:

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

The **Programme Validation Committee's** work plan includes:

- Ongoing development of programmes
- Preparation for Programmatic Review at Level 9

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

5.2 Review Plans

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

- The Programme Validation Committee meets monthly during term time to seek to validate minor changes to programmes and modules, as necessary
- The Senior Quality Officer has delegated responsibility to manage the review cycle for all policies and to develop new policies/procedures, as required
- The Quality Enhancement Committee has a plan of work for 2017-18 which is detailed in Section 4.1 of this document
- The Faculty of Film, Art & Creative Technologies are working alongside the Faculty of Enterprise and Humanities and the Registrar's Office to carry out a Programmatic Review of all of their Level 9 programmes in 2017-18
- The Faculties and the Registrar's Office will also be planning undertaking Programmatic Review of all other programmes in the Institute during 2017-18
- There is currently ongoing discussions with Sheridan College in Canada with regard to the development of a new programme in Animation, along the model of our MA in Interdisciplinary Design Strategies

5.3 Other Plans

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

Part 6: Periodic Review

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

6.1 The Institution and External Review

A description of the impacts of institutional review within the institution.

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

6.2 Self-Reflection on Quality Assurance

A short evaluative and reflective summary of the overall impact of quality assurance in the reporting period or, over a more extensive period, in the review.

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

6.3 Themes

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

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