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.

IADT's Strategic Plan (2014-18) defines the Institute's commitment to quality improvement and high standards as core values and mechanisms for delivering the Institute's vision and mission.
The Strategic Plan articulates the Institute's overall focus on the quality of the whole student experience and the quality of our graduates.

This emphasis and commitment to quality is further articulated in in the Institute's values which include "a commitment to progression, quality improvement and high standards" (IADT Strategic Plan (2014-18).

This commitment to quality has resulted in the Institute developing significant quality assurance policies, procedures, guidelines and processes to support the delivery of the vision, mission and strategic plan of the Institute. This quality system is constantly reviewed to ensure it is fit for purpose and supports the delivery of the Institute's strategic plan, vision and mission.

IADT is currently in the process of launching a new strategic plan for the period 2019-2023. The new strategic plan is aimed at providing a framework that will guide the Institute over the next five years. In developing the strategic plan, a broad consultation process was conducted with internal and external stakeholders both in Ireland and internationally. This will ensure that the plan reflects the needs of a broad range of parties with an interest in the future of the Institute.

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

Policies and Procedures

IADT conducted a significant review of the Institute's suite of quality policies and procedures and subsequently developed three new policies and updated a number of existing ones.

The new policies developed included the following:

- **Policy on Committee Membership & Terms of Reference**: This is the Institute's policy on Academic Council and its various Sub-Committees and details the membership, terms of reference and quorum numbers for each committee
- **Revocation of an Award**: This policy and procedure provide details on the Revocation of an award at IADT.
- **Supplementary or Alternative Admissions Route for Students with a Disability or Specific Learning Difficulty:** This policy & procedure includes information on the IADT supplementary or alternative admissions route for students with a disability or specific learning difficulty.

In addition a large number of the Institute's policies and procedures were reviewed and updated, these include the following:

- Aergrotat and Posthumous Awards Policy
- Access, transfer and progression Policy
- Ethics Policy
- Exit Awards Policy
- Procedure to Support & Determine a Student's Fitness to Continue in Study
- Policy, Procedures & Guidelines for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities
- General Disability Support Service Reasonable Accommodations Procedures
- Policy for Student Contribution, Tuition Fee and Charges Collection
- Marks and Standards Policy
- Programmatic Review Policy
- Quality Assurance of Collaborative Provision Policy
- Quality Assurance of Collaborative Provision Procedure
- Recognition of Prior Learning Policy
- Research Degrees Procedures and Guidelines
- Critical Incident Protocols
- IADT General Complaints Policy and Procedures
- Procurement Policy
- ICT Acceptable/Appropriate Usage Policy

The Quality Framework document which is the overarching document for the Institute's Quality Assurance policies and processes was also reviewed and updated.

PATH funding

IADT is committed to the promotion of diversity, inclusion and access to education. The Institute, in partnership with UCD, TCD, Marino Institute and NCAD successfully achieved funding through the Programme for Access to Higher Education (PATH) 2.
1916 bursary funding opportunities were offered to eight incoming IADT students for the full duration of their programme. The purpose of the funding is to encourage full participation of students who experience socio-economic disadvantage and are largely under-represented in higher education. The programme will continue each year on a 3-year cycle.

New Appointments

The Student Experience team previously engaged a tendered service with the National Learning Network. The tendered service employed two trainee Educational Psychologists to oversee the running of the Disability Office in supporting IADT students with additional needs. This year, a permanent Disability Officer was appointed which will provide continuity of service and engagement for students.

Academic Affairs Department appointed a dedicated Post-graduate Admissions Officer. This single point of contact makes the post-grad admissions process more user-friendly and efficient for applicants.

A new Senior Quality officer was appointed during 2018, this role includes the review, development and implementation of quality processes, procedures and policies for the Institute.

1.3 The schedule of QA governance meetings.

Meetings of the Governing Body were held on the following dates;

Governing Body
6 September 2017
4 October 2017
1 November 2017
13 December 2017
10 January 2018
7 February 2018
21 March 2018
2 May 2018
13 June 2018

Meetings of the Academic Council and Sub-Committees were held on the following dates :

Title of Committee	Meeting dates during 2017-18
Academic Council	2 October 2017 6 November 2017 4 December 2017 5 February 2018 12 March 2018 14th May 2018
Teaching & Learning Sub-Committee	4 October 2017 1 November 2017 6 December 2017 24 January 2018 7 February 2018 7 March 2018 11th April 2018 9th May 2018
Quality Enhancement Sub-Committee	11th October 2017 8th November 2017 13th December 2017 17th January 2018 14th February 2018 18th April 2018
Academic Planning, Co-ordination & Review Sub-Committee	3rd October 2017 16th January 2018 6th February 2018

	6th March 2018 19th June 2018
Programme Validation Sub-Committee	10th October 2017 12th December 2017 13th March 2018 26th April 2018
Research & Development Sub-Committee	26th September 2017 21st November 2017 9th January 2018 12th February 2018 20th February 2018 1st May 2018 18th June 2018
Student Experience Sub-Committee	15th November 2017 13th December 2017 1st February 2018 22nd March 2018 23rd May 2018

Section 2: Reviews in the reporting period

2.1 Internal reviews that were completed in the reporting period.

Programmatic Review

IADT conducted Programmatic Review for all Post Graduate programmes during June 2018.

Programmatic Review for the Faculty of Enterprise & Humanities Post Graduate programmes was conducted on the 14th June 2018. The external Programmatic Review panel recommended the four programmes for re-validation with some recommendations for the programme teams to consider. The programmes reviewed by the panel included the following:

1. Masters of Business in Digital Entrepreneurship
2. Postgraduate Diploma in Business in Digital Entrepreneurship
3. Masters of Business in Cultural Event Management
4. Postgraduate Diploma in Business in Cultural Event Management

The panel report is available on the IADT website here.

Programmatic Review for the Faculty of Film, Art + Creative Technology Post Graduate programmes was conducted on the 15th June 2018. The external Programmatic Review panel recommended the programmes for re-validation with some recommendations for the programme teams to consider. The programmes reviewed by the panel included the following:

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

The panel report is available on the IADT website [here](#).

New Programmes Approved and Validated in 2017-18:

- Certificate in Design Thinking
  - The Panel met on 17 October 2017 and approved the programme with no conditions. The panel report is available on the IADT website [here](#)
- Bachelor of Business in Digital Sales and Marketing
  - The Panel met on 27th June 2018 and approved the programme with no conditions. The panel report is available on the IADT website [here](#)

Changes to existing Programmes Approved in 2017-18:

1. BA (Hons) in Arts Management - Module changes were agreed at the Programme Validation Sub-Committee on 10th October 2017

2. BA (Hons) in Creative Music Production - Module changes were agreed at the Programme Validation Sub-Committee on 10th October 2017

3. MA in Broadcast Production - Module changes were agreed at the Programme Validation Sub-Committee on 10th October 2017

4. BA (Hons) Arts Management - Module changes were agreed at the Programme Validation Sub-Committee on 11th June 2018

5. BA (Hons) New Media Studies - Module changes were agreed at the Programme Validation Sub-Committee on 11th June 2018

6. BSc (Hons) in Creative Computing - Module changes were agreed at the Programme Validation Sub-Committee on 11th June 2018

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	2
Number of **Programme Reviews** completed in the reporting year	19
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	0

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	75
UK	15
EU	0
Student	10
Other	0
Internal	0
Similar Institution	60

Different Institution	0
International	10
Other (Industry)	30

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.

Information is gathered through a number of sources including Management Information Systems for example Banner, Agresso and CMIS; through Committee meetings; External examiner annual reports and Programme Boards. The Institute also conducts an annual ISSE Survey to obtain feedback from our students. The information collected from these sources is used for a variety of purposes which include:

− Day-to-day financial management and monitoring of budgets
− CAO and Direct Entry reporting
− Persistence/Progression and Completion rates
− Award classification rates
− Updating and development of policies & procedures
− Examination/Assessment statistics
− Monthly Sub-Committee minutes and Annual Reports are reported back to Academic Council. Academic Council is 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
− Programme Boards prepare an Annual Report for Academic Council which are presented to the Committee at the beginning of the academic year

Reports are made to staff and students on a regular basis via:
− Programme Board meetings
− Talks by the President
− Academic Council & subcommittee meetings (student and staff representatives)
− Governing Body meetings (student and staff representatives)
− Central Management meetings
− Faculty Meetings

IADT had one of the highest national completion rates for the Irish Survey of Student Engagement (ISSE) in 2017. This level of achievement was as a result of the joint cooperation between the Students Union, academic staff and the Student Experience team who worked together to encourage students to complete the survey.

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

Some changes to the Programmatic Review process impacted as we conducted Programmatic Review for all Postgraduate programmes. The main impact was the new programme document template, based on the new format introduced by QQI, this template was more comprehensive and required significant work to complete. Feedback from the Programme teams included the perception that there was an amount of duplication of content across the documents.
A Universal Design programme was held as a one day workshop through the Teaching & Learning Sub-Committee to support the teams involved in Programmatic Review.

Additional impact of the changes was that the Recording Secretary for the panel could not be a member of staff and each panel required student representation from the same level of award but not a student of the institute.

The National Student Engagement Programme a partnership between QQI, the HEA and USI was launched in March 2016. This new programme helps to define what student engagement means to IADT and also assist in the continuance of progress of students as stakeholders in their education. IADT is committed to the National Student Engagement Programme and it has hosted a number of events on campus and partaken nationally in the programme. It is hoped that an IADT- NSTEP steering group will encourage this project further and this will be facilitated through a staff training & institute analysis day on 1st February 2019.

Enhancements to our registration process, which now enables students to pre-load their image for their student identify card, has resulted in a significant reduction in the effort & time involved for a student to receive an ID card. We are in the final stages of moving to a fully on-line registration process which will further simplify the registration process for students.

3.3 A description of other implementation issues.

Student accommodation is an on-going challenge and this year supports from the Students Union were increased to promote accommodation offerings for students. This measure assisted with a smoother transition for our new learners.

Based on staff and student feedback, IADT Health Centre was re-designed to improve the overall student experience when using the service. This has also created a new space for the additional resource employed in the area i.e. the Health Centre Receptionist.

Our Marketing department established quarterly focus groups with second level students and guidance counsellors to gain insights into the CAO decision-making process. Using this and other information sources they developed a framework to ensure relevant communications are produced which deliver an authentic and resonant picture of IADT and its offering.

Digitary Core was introduced on a pilot basis to enable students to go online to obtain their transcripts and grademailers at the end of each exam session. Additional training & implementation is planned for the next academic year to rollout the system across the Institute. This will provide easier & more immediate access for students to their transcripts.

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.

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

IADT has well established Quality Assurance structures, policies and procedures which continue to be effectively implemented across 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.

Quality Enhancement Sub-Committee

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 2017-18 for this Committee were identified as:

− Reviewed the Marks & Standards and the Quality Framework policies. Both policies were adopted by Academic Council
− Access to documents (including repeat projects and past papers), policies has been improved on the IADT website and through remote access
− Updated QQI documents were reviewed & discussed especially the templates for Programmatic Review
− Guidelines on best practice for Module Outline writing were drafted.

Teaching and Learning Sub-Committee

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.

Continual staff development remains a key component of the work of the Committee and continues to enhance teaching at IADT. During 2017-18, the Committee undertook a wide range of work in this area including those listed below, all of which have a positive impact on the quality assurance of IADT programmes.

Staff Development for Teaching and Learning

Staff development for teaching and learning continued with over 372 participants engaged with some or other aspect of staff development in the teaching and learning area.

Three LIN Certificates ran during the year including the LIN IADT 'Certificate in Universal Design for Learning' which ran for the first time, fourteen participants completed this course. Eight participants completed the LIN IADT 'Certificate in Learning and Teaching' and nine participants completed the LIN IADT 'Certificate in Assessment and Evaluation programme'.

The Committee introduced a number of new Initiatives in Staff Development. These included the following programmes:
- o Lunchtime bites series was introduced in order to encourage a more informal approach to staff development. The committee instigated the programme where staff are encouraged to share practise, ideas etc. over lunch. Three sessions were conducted during 2017-18 and due to the success of these events it is planned to continue the programme in the next academic year.
- o A staff development day specifically for teaching and learning ran on 31st October. Ewan McIntosh of NoTosh delivered two sessions on the topic of 'Engaging students by designing learning'. Over sixty participants attended these sessions.
- o A special staff development day was organised to kick-start the thought process for undergraduate Programmatic Review. A total of 69 participants took part in the workshops conducted by Professor Susan Orr on 'Signature pedagogies for Art and Design' and 'Value of Enquiry based learning'.

The certificate programmes and professional development seminars were complemented by the work of the Institute educational technologist in supporting the integration of technology into teaching, learning and assessment through regular workshops and meetings with staff. The use of Google classroom was trialled with a programme to assess its usefulness in a third level context

The Committee reviewed a number of policies including:
- o Plagiarism policy, where minor amendments were recommended to reflect the 'non text' based nature of assessment.
- o RPL policy, in 2017-2018, the sub-group developed a process flow chart to assist staff in the implementation of the policy.

Involvement with the National Forum for the Enhancement of Teaching and Learning

An IADT multi-disciplinary team were recipients of an inaugural DELTA Award. The award winning project was entitled 'Critical Thinking and Creative Practice'. This was a major achievement as IADT was one of 11 selected from an original pool of 48 teams, and the only arts and humanities programme to win this prestigious award.

IADT completed their input to the national pilot project on the Continuing Professional Development framework, as part of the consultation IADT piloted the new professional development framework and were acknowledged by the forum in September for this input.

The Institute partnered on three projects funded by the Forum with some work continuing into 2017 – 2018. This included the following:

- o Development of an online credited Teaching and Learning 5 credit programme for Graduate Teaching assistant / associate faculty by Leinster Pillar 1 Cluster, with Trinity College as the lead and NUIG, Marino Institute of Education and IADT as partners. The output of this project was used as part of the induction process for Summer Tutors and is currently being evaluated.
- o The ATLAS project involved the mapping of the LIN certificates to the Professional Development Framework with and this work was undertaken with our partners AIT, Carlow IT & GMIT.
- o Presented the Professional Development Digital Badge in Entrepreneurship Education with CIT, DKIT, DIT and DCU in October 2017.

Programme Validation Sub-Committee

The role of the Programme Validation Sub-Committee (PVC) is related to ensuring quality within the suite of programmes offered by the Institute. It deals with reports from Programme Board meetings, reviews recommendations for new programmes via internal validation, and proposals for minor changes in programmes, i.e. change of module credit weighting etc., to continue to refine the programme offering.

The Programme Validation Sub-Committee key successes for 2017-18 were:

Development of New & Existing Programmes

- – Certificate in Digital Sales + Customer Relationship Management - Agreed for development 12th December
- – Add on Degree in Digital Sales + Marketing - Agreed for development 12th December
- – MA in Management + Diversity - Agreed for development 12th December
- – MA in Sound Design - Agreed for development 12th December
- – MA/MSc in Information Design - Agreed for development 12th December
- – MA in Animation capstone project jointly developed with Sheridan College, Toronto - Agreed for development 12th December
- – MBus in Digital Entrepreneurship - Planning permission for changes to existing programme approved 20th March
- – Postgraduate Diploma in Cultural Event Management - Planning permission for changes to existing approved 20th March
- – MA in Broadcast Production - Planning permission approved 20th March
- – MA in UX Design - Planning permission approved 20th March
- – SPA in Cyberpsychology - Development approved 20th March
- – SPA in Data Visualisation - Development approved 20th March
- – SPA in Fundamentals of Generative Design + Code - Development approved 20th March
- – MA in Art + Research Collaboration - Planning permission for changes to existing programme approved 20th March
- – MA in Visual + Popular Cultures - Planning permission approved 26th April

Amendments to Existing Programmes
- BA (Hons) in Arts Management Year 3 - Changes to programme approved 10th October
- BA (Hons) in Creative Music Production Year 4 - Changes to programme approved 10th October
- MA in Broadcast Production - Changes to programme approved 10th October
- MA in Screenwriting - Update of programme noted 20th March
- MSc in UX Design - Update of programme noted 20th March
- MSc in Cyberpsychology - Update of programme noted 20th March
- MA in Interdisciplinary Design Strategies - update of programme noted 20th March
- BA (Hons) Arts Management - changes approved 11th June 2018
- BA (Hons) New Media Studies – changes approved 1th June 2018

The PVC Sub-Committee conducted a review of all Postgraduate programme documents prior to Programmatic Review.

Programmes Boards

A Programme Board exists for every Programme of study at IADT leading to an award. Each Programme Board is a Sub-Committee of Academic Council, and reports annually to Academic Council. The functions of a Programme Board includes monitoring the implementation of a programme of study & to review annually the structure, content, entry requirements, curriculum and assessment strategies of the programme, to ensure the maintenance of academic and professional standards for the programmes/disciplines concerned, ensuring they conform to benchmarks and sectoral conventions determined by QQI and the criteria contained in the National Framework of Qualifications.

Each Programme board meets three times per year and membership consists of the Programme Co-ordinator, each full-time member of academic staff teaching on the programme, part-time members of academic staff teaching on the programme and student representative(s).

All programme boards presented their Annual report to Academic Council at the beginning of the academic year. A key theme from these reports was the issue of the need for additional space and resources.

Programmatic Review for Post Graduate Programmes

Programmatic Review was conducted for the entire suite of Post Graduate programmes, all programmes were reviewed and validated by external panels. The Institute decided to review all Level 9 programmes across both Faculties, the first time a joint review was undertaken at the Institute. This was considered to be highly successful resulting in cross faculty synergies & shared learnings.

The panels commended the prescient approach of aligning the Masters programmes to allow for a unique, interdisciplinary delivery, enhancing the student learning experience, with programmes providing a clear concept across curriculum design. The positive, interactive relationship between staff and students was praised, with the panel noting a genuine collegiate and supportive environment on campus.

The programmes reviewed were as follows:

Faculty of Enterprise & Humanities Programmes:
- Masters of Business in Digital Entrepreneurship
- Postgraduate Diploma in Business in Digital Entrepreneurship
- Masters of Business in Cultural Event Management
- Postgraduate Diploma in Business in Cultural Event Management

Programmatic Review panel report and Faculty response are available here

Faculty of Film, Art & Creative Technologies Programmes:
- MSc in Cyberpsychology
- MSc in User Experience Design
- MA in Creative Production & Screen Finance
- MA in Screenwriting for Film & Television
- MA in Digital Broadcast Production
- MA in Art & Research Collaboration
- MA in Interdisciplinary Design Strategies

Programmatic Review panel report and Faculty response are available here

All programmes were revalidated by the panel with no conditions and some recommendations. The Faculties welcomed these recommendations and responded with plans on where these can be implemented.

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

The Institute has an established quality framework which defines the institute's commitment and approach to quality assurance across all aspects of the academic lifecycle. IADT is committed to maintaining a documented policy for quality assurance that is made public and informs strategic management. All internal stakeholders are invited to be part of its development, implementation and review. Inclusive and participative structures and processes are in place which also make provision for the involvement of external stakeholders.
During 2017-18 the Quality framework document was reviewed and updated to provide greater clarity and consistency for staff on the Institute's Quality Assurance policies and processes. Our policies and procedures have been aligned to relevant QQI policies as well as international guidelines and policy instruments.

A policy review plan was developed and as a result a large number of policies were updated and three new polices were developed. New policies developed included **'**Committee Membership & Terms of Reference' policy which details the membership, terms of reference and quorum numbers for the Academic Council and its various Sub-Committees. A 'Revocation of an Award' policy and procedure was created to outline steps involved in the revocation of an award. A policy & procedure for 'Supplementary or Alternative Admissions Route for Students with a Disability or Specific Learning Difficulty**'** was developed to provide information on the IADT supplementary or alternative admissions route for students with a disability or specific learning difficulty.

A review of Programme Board reports for 2016-17 identified a need for a consistent approach to assessment across all programmes and across all forms of assessment including exams, continuous assessment. The Marks & Standards policy which defines a fair and consistent marks and standards policy for the assessment of learners was reviewed by the Teaching & Learning Sub-Committee and subsequently updated.

During 2017-18, IADT became part of the Higher Education Access Route (HEAR) and Disability Access Route to Education (DARE) schemes and new student entrants joined IADT through the programmes. Based on staff and student feedback, IADT Health Centre was re-designed to improve the overall student experience when using the service. This has also created a new space for the newly appointed Health Centre Receptionist.

The Institute as a community, endeavours to support incoming students through a month long orientation program, First Year Matters (FYM). FYM is an all institute initiative that supports and facilitates the successful 'settling in' of all incoming first year students. Twelve student leaders are appointed to provide peer mentoring to first year students, in addition to the facilitation of academic and social orientation events. FYM continues to expand and develop.

IADT is committed to the promotion of diversity, inclusion and access to education. The Institute, in partnership with a group of four other colleges UCD, TCD, Marino Institute and NCAD successfully achieved funding through the PATH 2 Higher Education Authority. 1916 bursary funding opportunities were offered to eight incoming students in IADT for the full duration of their programme. The purpose of the funding is to encourage full participation of students who experience socio-economic disadvantage and are largely under-represented in higher education. The programme will continue each year on a 3-year cycle.

With the aim of fostering diversity and inclusion, the Student Experience team offered 'a College of Sanctuary' place to a first year student with refugee status. IADT aims to widen this initiative and offer two sanctuary places per year to asylum seekers or refugees. IADT welcomed the student into the Institute by waiving registration fees and offering ongoing assistance integrating into the IADT community.

IADT recognises the skills and experiences mature students can bring to their respective courses. A partnership project between the Access Office and Learning Development Centre 'Mature Student Writing Week', offered an exclusive academic writing course for incoming 1st year mature students.

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

Continuous improvement is an ongoing theme and focus for the Institute. Additional themes that emerged from the quality review processes included :

Programmatic Review was conducted for the entire suite of Post Graduate programmes, all programmes were reviewed and validated by external panels. The institute decided to review all Level 9 programmes across both Faculties, the first time a joint review was undertaken at the Institute. This was considered to be highly successful resulting in cross faculty synergies & shared learnings.
During Programmatic Review of the Postgraduate programmes the panel reports identified recommendations which were common across programmes. These included the recommendation to increase the use of online provision as a way of extending programme delivery.
The panels also recommend a review of the existing process for internal moderation of assessments in relation to sampling of assessment by external examiner which will help to ensure the process is applied fairly across the programmes.

Each programme of study in the Institute has a Programme Board who are responsible for the effective management, operation and review of the Programme, within the wider context of the Faculties/Institute academic plan. Each Programme Board presents an annual report to Academic Council at the commencement of the new academic year. Themes from the annual Programme Board reports included availability of increased space and resources.

The Institute embraces diversity and promotes an inclusive environment that is respectful of others and free from discrimination and harassment. IADT established the Athena Swan Steering Group with the objective of submitting a gender equality report and action plan for consideration for a Bronze Athena SWAN award during 2019.

IADT is also committed to inclusivity and became part of the HEAR (Higher Education Access Route) and DARE (Disability Access Route to Education) schemes during 2017-18, with new student entrants joining IADT programmes through these schemes.

IADT prides itself on being student centred and as our Quality Framework document states, students are at the centre of what we do. The policies and procedures which were developed or updated this year focused on supporting students to fully realise their potential and assist them to gain knowledge, skills and competencies in their chosen area of study. These included the Institute's policy on Marks and Standards which sets out to define a fair and consistent policy for the assessment of all learners in IADT, some other polices updated included the Exit Awards Policy & the Recognition of Prior Learning Policy. The policy & procedure for 'IADT supplementary or alternative admissions route for students with a disability or specific learning difficult' was introduced during 2017.

IADT is also involved in an all-Institute initiative that supports and facilities the successful integration of all of incoming first year students. The First Year Matters (FYM) programme is run over the first four weeks of the Autumn term, and is co-ordinated by the Students' Union and the FYM team.

Teaching and learning continues as a key focus across the institute, the Teaching and Learning Sub-Committee is in the process of developing a Teaching and Learning strategy which will align with the overall Institute Strategy plan. This Committee's remit includes documenting and reviewing existing practices, the development of staff training and research and dissemination of best practice.

Part 4: Quality Enhancement

4.1 Improvements and Enhancements for the Reporting Period

Programmes

All Masters Programmes were standardised to 90 credits and the programme structure and delivery across eighteen months. This proved a consistent approach to the delivery of the Programmes and benefited the students by providing a longer period to complete their capstone modules.

Staff Development

IADT established the Athena Swan Steering Group with the objective of submitting a gender equality report and action plan for consideration for Bronze Athena SWAN award during 2019. By signing up to the Athena SWAN Charter the Institute commits to adopting ten principles, which focus on promoting and supporting gender equality for women. In particular, the charter aims to address what is known as the "leaky pipeline" of women progressing to senior roles by removing obstacles to their advancement, ensuring equal pay and mainstreaming support, through action at all levels across the department or organisation.

Two members of staff participated in the Aurora Leadership Development Programme for Women. Each year IADT nominates one female member of academic staff and one professional/support staff member to participate in the programme. Aurora is a leadership development training programme for women in higher education aimed at supporting women to develop leadership skills and to help institutions optimise the leadership potential of women.

Staff development for teaching and learning continued with over 372 participants engaged with some or other aspect of staff development in the teaching and learning area.

Three LIN Certificates ran during the year including the LIN IADT 'Certificate in Universal Design for Learning' which ran for the first time, fourteen participants completed this course. Eight participants completed the LIN IADT 'Certificate in Learning and Teaching' and nine participants completed the LIN IADT 'Certificate in Assessment and Evaluation programme'.

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.

IADT & Marino Institute of Education are lead partners on the 'Creating Dublin as a Learning City' project. This Higher Educational Institute cluster also includes NCAD, TCD and UCD and is working in collaboration with Dublin City Council to make Dublin a Learning City. Funding is provided by the HEA through the PATH funding and the focus is on supporting the access of under-represented groups to higher education. Progress has been made to date through gaining the approval of the Dublin Lord Mayor for the project as well as establishing a Steering Committee and the appointment of a Learning City Co-Ordinator.

The Teaching & Learning Sub-Committee introduced the Lunchtime bites series, the objective is to encourage an informal approach to staff development. Staff are encouraged to share practise, ideas etc. during a lunch session. Three very successful sessions were conducted during 2017-18 with themes including the Pedagogy of Silence, Learning Outcomes and Erasmus.

The Marks and Standards Policy and Quality Framework were reviewed and updated and this has contributed to the quality of the student & academic work within the Institute.

As part of the Postgraduate Programmatic Review process we implemented new programme templates which were based on the new format introduced by QQI.

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.

The Institute is launching the new Strategic Plan for 2019 – 23. Quality assurance plans will be reviewed in light of this new plan to ensure alignment to the new Strategic Plan.

A key focus for the Registry and academic staff will be preparation for the Undergraduate Programmatic Review which is planned for 2020/21. The institute is intending to host a number of peer evaluation panels to review all undergraduate programmes. New template documents are in development and training will be delivered to support staff to prepare for these reviews.

The Institute has appointed a Diversity manager who will focus on the institute's submission for Bronze Athena SWAN award. This will involve conducting a detailed self-assessment with information drawn from staff surveys and reports from staff focus groups.

A partnership approach with UCD was established to learn from best practices in the sector and encourage more collaborative work in the area. IADT will partake in a joint conference on UDL (Universal Design for Learning) at the end of October 2018 to showcase many Institute achievements in teaching and learning with a focus on embedding User Designed Learning and 'Designing the UDL Curriculum'.

A Learning Outcomes guidebook is being developed by the Quality Enhancement Sub-Committee. The guide will be used to provide guidance for staff when developing programme documents for Undergraduate Programmatic Review.

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.

Programme reviews

Undergraduate Programmatic Review will commence in 2019 leading to a review of all Undergraduate programmes. It is anticipated that this will result in the possibility of changes to existing programmes and the creation of a number of new programmes.

Programmes currently identified for review include the following:
- BA (Hons) Creative Music Production
- MA in 3D Animation
- SPA in Production Management for Animation

5.3 Other Plans

IADT will launch a new Strategic Plan for the period 2019-2023. This Strategic Plan will provide a framework that will guide the Institute over the next five years.

Enhanced focus on Sporting Achievements & Facilities. Based on feedback in 2018, it is planned during 2019 that we will carry out a more extensive audit and develop a Sports Strategy for the Institute to encourage more active involvement in sports activities and celebrate the success of students.

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.

IADT will be undertaking an external review as part of the QQI's CINNTE programme of reviews 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 process of deliberation and engagement with staff, students and external stakeholders during the Programmatic Review of our post graduate offerings was an important stimulus for change. The process of implementing a robust quality assurance methodology and running the rule over our existing offering revealed both the strengths and weakness of our programmes. In assessing the impact of this exercise on the Institute it is encouraging to be able to state that the programmes and departments emerged stronger and more coherent from the review and well positioned to take on the task of our undergraduate Programmatic Review commencing this year.

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

Nothing to report