

# Programmatic Review Report

## Faculty of Enterprise and Humanities

**iadt**  
DUN LAOGHAIRE



### Programme Title(s):

1. Bachelor of Business in Applied Entrepreneurship
2. Bachelor Business (Hons) Entrepreneurship (1 year add on)
3. Bachelor Business (Hons) Digital Sales and Marketing (1 year add on)
4. Bachelor of Arts (Hons) in New Media Studies
5. Bachelor of Arts (Hons) in Arts Management

Date of Report: 5<sup>th</sup> May 2020

---

## Table of Contents

<b>Part 1 Introduction</b>	<b>2</b>
Programmatic Review	2
1. Overall Recommendations	2
Evaluators	5
Principal Programmes	6
Embedded Programmes	8
Programmes being replaced	9
Embedded Programmes	12
<b>Part 2 Evaluation against the Validation Criteria</b>	<b>13</b>
2.1 Criterion 1	13
2.2 Criterion 2	13
2.3 Criterion 3	15
2.6 Criterion 6	18
2.7 Criterion 7	19
2.8 Criterion 8	20
2.9 Criterion 9	21
2.10 Criterion 10	22
2.11 Criterion 11	22
2.12 Criterion 12	23
<b>Part 3 Overall Recommendation</b>	<b>25</b>
3.1 Principal Programmes	25
3.2 Embedded Programmes	25
5 Summary of Recommended Special Conditions of Validation	25
6 Summary of Commendations to the Provider	25
7 Summary of Recommendations to the Provider	26
8 Signature of Chairperson	27
9 Disclaimer	27

---

## Part 1 Introduction

### Programmatic Review:

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

#### 1. Overall Recommendations

<b>Provider Name</b>		Dun Laoghaire Institute of Art, Design & Technology Faculty of Enterprise and Humanities
<b>Date of Panel</b>		20th April 2020
<b>Date of Report</b>		5 <sup>th</sup> May 2020
<b>Principal Programme 1</b>	<b>Title</b>	<b>Bachelor of Business in Applied Entrepreneurship</b>
	<b>Award</b>	Bachelor of Business NFQ Level7
	<b>Credit</b>	180 ECTS
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory with recommendations
<b>Embedded Award 1 as Exit Award</b>	<b>Title</b>	<b>Higher Certificate in Applied Entrepreneurship</b>
	<b>Award</b>	Higher Certificate NFQ Level 6
	<b>Credit</b>	60 ECTS
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory with recommendations

<b>Principal Programme 2</b>	<b>Title</b>	<b>Bachelor of Business (Hons) in Entrepreneurship (add on award)</b>
	<b>Award</b>	Bachelor of Business Honours
	<b>Credit</b>	60 ECTS
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory with recommendations
<b>Embedded Award 2</b>	<b>Title</b>	N/A
	<b>Award</b>	
	<b>Credit</b>	
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	
<b>Principal Programme 3</b>	<b>Title</b>	<b>Bachelor of Business (Hons) Digital Sales and Marketing (1 year add on)</b>
	<b>Award</b>	Bachelor of Business NFQ Level 8
	<b>Credit</b>	60 ECTS
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory with recommendations
<b>Embedded Award 3</b>	<b>Title</b>	<b>Certificate in Applied Digital Business</b>
	<b>Award</b>	Special Purpose Award Certificate NFQ Level 8
	<b>Credit</b>	30 ECTS
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory with recommendations

<b>Principal Programme 4</b>	<b>Title</b>	<b>Bachelor of Arts (Hons) in Arts Management</b>
	<b>Award</b>	NQF Level 8 Bachelor of Arts
	<b>Credit</b>	240 ECTS
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory with recommendations
<b>Embedded Award as Exit award 4</b>	<b>Title</b>	<b>Bachelor of Arts in Arts Management (level 7)</b>
	<b>Award</b>	NQF Level 7 Bachelor of Arts
	<b>Credit</b>	180 ECTS
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory with recommendations
<b>Principal Programme 5</b>	<b>Title</b>	<b>Bachelor of Arts (Hons) in New Media Studies</b>
	<b>Award</b>	NQF Level 8 Bachelor of Arts
	<b>Credit</b>	240 ECTS
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory with recommendations
<b>Embedded Award 5</b>	<b>Title</b>	N/A
	<b>Award</b>	
	<b>Credit</b>	
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	

---

## Evaluators

Name	Role	Affiliation
Dr Sheila Flanagan	Chair	Registrar and Vice President Academic Affairs, Dundalk Institute of Technology
Mr Niall Torris	Student Representative	Post Graduate Student, Universiteitskrant Groningen
Dr Gavan Titley	Academic Expert	Senior Lecturer, Maynooth University
Prof Denis Harrington	Academic Expert	Head of Department, Waterford Institute of Technology
Ms Lisa Cunningham	Industry Expert	Managing Director Vogue Business Development, Wicklow
Mr Pat Neill	Industry Expert	Head of Mobility & Security, Dundrum Town Centre, Dublin

## Principal Programmes

### Department of Business

- Bachelor of Business in Applied Entrepreneurship
- Bachelor Business (Hons) Entrepreneurship (1 year add on)
- Bachelor Business (Hons) Digital Sales and Marketing (1 year add on)

Names of Centres where the programmes are to be provided	Maximum No. Learners	Minimum No. Learners
IADT Campus	40	15
<b>Enrolment Interval (normally 5 years)</b>	<b>Date of First Intake</b>	2020
	<b>Date of Last Intake</b>	2025
<b>Maximum number of annual intakes</b>	40	
<b>Programme duration (months from start to completion)</b>	<ul style="list-style-type: none"> <li>• Bachelor of Business in Applied Entrepreneurship: 3 years</li> <li>• Bachelor Business (Hons) Entrepreneurship (1 year add on) : 1 year</li> <li>• Bachelor Business (Hons) Digital Sales and Marketing (1 year add on): 1 year</li> </ul>	
<b>Target learner groups</b>	<ul style="list-style-type: none"> <li>• Bachelor of Business in Applied Entrepreneurship: This programme is targeted at candidates who wish to pursue careers in Business, with a particular focus on Entrepreneurship.</li> <li>• Bachelor of Business (Hons) in Entrepreneurship: This programme is targeted at graduates of a Level 7 degree in a business discipline</li> <li>• Bachelor Business (Hons) Digital Sales and Marketing (1 year add on): The target learner group are graduates of a Level 7 cognate programme who have an interest in identifying and pursuing opportunities in Digital Marketing. Graduates from Level 7 non cognate programmes with suitable experience maybe considered based on interview.</li> </ul>	
<b>Approved countries of provision</b>	Ireland	
<b>Delivery mode – Full-time/Part-time</b>	<p>Full – time and Part-time.</p> <p>Bachelor of Business in Applied Entrepreneurship &amp; Bachelor Business (Hons) Digital Sales and Marketing (1 year add on) are delivered on a full-time basis, however the Institute may decide to offer these programmes on a part time basis in the future.</p> <p>The Bachelor of Business (Hons) in Entrepreneurship is offered on a full and part-time basis</p>	
<b>The teaching and learning modalities</b>	Lecturers	

	<p>Industry Guest Lecturers  Lab-based tutorials  Case based learning  Self-directed study  Site visits &amp; field trips</p>
<p><b>Brief synopsis of the programme (e.g. who is it for, what is it for, what is involved for learners, what it leads to)</b></p>	<p><b>Bachelor Business in Applied Entrepreneurship Programme</b> introduces students to the study of the main components of business and compliments this with a focus on application through practical project work.</p> <p><b>Bachelor Business (Hons) in Entrepreneurship (one-year add-on)</b> this business course will develop and enhance students’ current business knowledge and skills.</p> <p><b>Bachelor Business (Hons) Digital Sales and Marketing (1 year add on)</b> is a Level 8 Bachelor programme in business with a focus on Digital marketing and sales. The target learner group are graduates of a Level 7 cognate programme who have an interest in identifying and pursuing opportunities in the Digital Marketing and sales space.</p>
<p><b>Summary of specifications for teaching staff</b></p>	<p><b>Bachelor of Business Applied Entrepreneurship &amp; Bachelor of Business (Hons) Entrepreneurship:</b>  Appropriate qualification in the following disciplines:  HR  Finance  Mathematics  Economics  Technology and Marketing</p> <p><b>Bachelor Business (Hons) Digital Sales and Marketing:</b>  Level 8 or above in the following disciplines:  Business Management  Information Systems  Computer Science and Business  Entrepreneurship  Digital Marketing  Cyberpsychology  User Experience  User Centred Design</p>
<p><b>Summary of specifications for the ratio of learners to teaching staff</b></p>	<p>Bachelor of Business Applied Entrepreneurship &amp; Bachelor of Business (Hons) Entrepreneurship: 1:30</p> <p>Bachelor Business (Hons) Digital Sales and Marketing: 1:25</p>

## Embedded Programmes

- Higher Certificate in Applied Entrepreneurship Level 6 as Exit Award
- Certificate in Applied Digital Business

Names of Centres where the programmes are to be provided	Maximum No. Learners	Minimum No. Learners
IADT Campus	40	15
<b>Enrolment Interval (normally 5 years)</b>	<b>Date of First Intake</b>	2020
	<b>Date of Last Intake</b>	2025
<b>Maximum number of annual intakes</b>	40	
<b>Programme duration (months from start to completion)</b>	Higher Certificate in Applied Entrepreneurship Level 6: One year  Certificate in Applied Digital Business: Two academic terms	
<b>Target learner groups</b>	<p><b>Higher Certificate in Applied Entrepreneurship Level 6:</b> This programme is targeted at candidates who wish to pursue careers in Business, with a particular focus on Entrepreneurship.</p> <p><b>Certificate in Applied Digital Business:</b> The target learner group are graduates of a Level 7 cognate programme who have an interest in identifying and pursuing opportunities in the Digital Marketing. Graduates from Level 7 non cognate programmes with suitable experience maybe considered based on interview.</p>	
<b>Approved countries of provision</b>	Ireland	
<b>Delivery mode – Full-time/Part-time</b>	Full – time and Part-time.  These programmes are delivered on a full-time basis, however the Institute may decide to offer these programmes on a part time basis in the future.	
<b>The teaching and learning modalities</b>	Lecturers Industry Guest Lecturers Lab-based tutorials Case based learning Self-directed study Site visits & field trips	
<b>Brief synopsis of the programme (e.g. who is it for, what is it for, what is involved for learners, what it leads to)</b>	<p><b>Higher Certificate in Applied Entrepreneurship Programme</b> Introduces students to the study of the main components of business and compliments this with a focus on application through practical project work.</p> <p><b>Certificate in Applied Digital Business:</b></p>	

	This is a business programme with a focus on Digital Marketing and sales. The target learner group are graduates of a Level 7 cognate programme who have an interest in identifying and pursuing opportunities in the Digital Marketing and sales space.
<b>Summary of specifications for teaching staff</b>	<p><b>Higher Certificate in Applied Entrepreneurship</b> Appropriate qualification in the following disciplines:</p> <p>HR Finance Mathematics Economics Technology and Marketing</p> <p><b>Certificate in Applied Digital Business</b> Level 8 or above in the following disciplines:</p> <p>Business Management Information Systems Computer Science and Business Entrepreneurship Digital Marketing Cyberpsychology User Experience User Centred Design</p>
<b>Summary of specifications for the ratio of learners to teaching staff</b>	<p>Higher Certificate Applied Entrepreneurship 1:30</p> <p>Certificate in Applied Digital Business: 1:25</p>

### Programmes being replaced

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

## Department of Humanities

Programmes:

- BA (Hons) Arts Management
- BA (Hons) in New Media Studies

Names of Centres where the programmes are to be provided	Maximum No. Learners	Minimum No. Learners
IADT Campus	BA (Hons) Arts Management: 40 BA (Hons) in New Media Studies: 45	15 15
Enrolment Interval (normally 5 years)	Date of First Intake	2020
	Date of Last Intake	2025
Maximum number of annual intakes	BA (Hons) Arts Management: 40 BA (Hons) in New Media Studies 45	
Programme duration (months from start to completion)	4 Years	
Target learner groups	<p><b>BA (Hons) Arts Management:</b> This programme is targeted at candidates who wish to pursue careers in arts administration, the creative industries, events and festival management, business administration, advertising, marketing, PR and communications, public administration &amp; consultancy.</p> <p><b>BA (Hons) in New Media Studies:</b> This programme is targeted at candidates who wish to pursue careers in media, media production, media management, journalism, content creation, content curation, advertising, communications, public relations, public service and administration positions, junior management, and postgraduate education.</p>	
Approved countries of provision	Ireland	
Delivery mode – Full-time/Part-time	<p>Full – time and Part-time.</p> <p>Programmes are delivered on a full-time basis; however, the Institute may decide to offer these programmes on a part time basis in the future.</p>	
The teaching and learning modalities	<p><b>BA (Hons) in New Media Studies</b> Lectures Industry Guest Lecturers Lab-based tutorials Case based learning Self-directed study Site visits &amp; field trips Student work-based placement and industry projects</p> <p><b>BA(Hons) Arts Management:</b> Lectures</p>	

	<p>Industry Guest Lecturers  Lab-based tutorials  Case based learning  Self-directed study  Site visits &amp; field trips</p>
<p><b>Brief synopsis of the programme (e.g. who is it for, what is it for, what is involved for learners, what it leads to)</b></p>	<p><b>BA (Hons) in New Media Studies:</b>  This is a 4-year Level 8 BA (Hons) programme with 50% practical and 50% theoretical study of the new media and media production.</p> <p><b>BA(Hons) Arts Management</b>  This programme is targeted at candidates who wish to pursue careers in arts administration, the creative industries, events and festival management, business administration, advertising, marketing, PR and communications, public administration &amp; consultancy.</p>
<p><b>Summary of specifications for teaching staff</b></p>	<p><b>BA (Hons) in New Media Studies:</b>  Appropriate qualification in the following disciplines:  English Literature  Journalism and New Media  Film and Media studies  Journalism  Digital Literacy Skills &amp; Placement  Music Industry</p> <p><b>BA(Hons) Art Management:</b>  Appropriate qualification in the following disciplines:  Music Industry  Finance  Arts &amp; Cultural policy  Theatre &amp; design thinking  Work Placement  Event Management, Management, Marketing and Public Relations, and Human Resources  Digital and software skills</p>
<p><b>Summary of specifications for the ratio of learners to teaching staff</b></p>	<p><b>BA(Hons) New Media Studies</b>  1:40 Lectures (not shared)  1:80 Lectures (shared)</p> <p><b>BA(Hons) Arts Management:</b>  1:30 Lectures &amp; workshops  1:80 Lectures (shared)</p>

## Embedded Programmes

Bachelor of Arts in Arts Management (Level 7)

Names of Centres where the programmes are to be provided	Maximum No. Learners	Minimum No. Learners
IADT Campus	40	15
Enrolment Interval (normally 5 years)	Date of First Intake	2020
	Date of Last Intake	2025
Maximum number of annual intakes	40	
Programme duration (months from start to completion)	3 years	
Target learner groups	This programme is targeted at candidates who wish to pursue careers in arts administration, the creative industries, events and festival management, business administration, advertising, marketing, PR and communications, public administration & consultancy.	
Approved countries of provision	Ireland	
Delivery mode – Full-time/Part-time	Full – time and Part-time.  The programme is delivered on a full-time basis, however the Institute may decide to offer the programme on a part time basis in the future.	
The teaching and learning modalities	Lecture Industry Guest Lecturers Lab-based tutorials Case based learning Self-directed study Site visits & field trips	
Brief synopsis of the programme (e.g. who is it for, what is it for, what is involved for learners, what it leads to)	This programme brings the best of business education to the creative and cultural industries. It is targeted at students who wish to enter the arts and cultural sector in the realms of management, marketing, and event management or as entrepreneurs.	
Summary of specifications for teaching staff	Appropriate qualification in the following disciplines: Music Industry Finance Arts & Cultural policy Theatre & design thinking Work Placement Event Management, Management, Marketing and Public Relations, and Human Resources Digital and software skills	
Summary of specifications for the ratio of learners to teaching staff	1:30 Lectures and Workshops 1:80 Shared Lectures	

## Part 2 Evaluation against the Validation Criteria

### 2.1 Criterion 1

<b>The provider is eligible to apply for validation of the programme(s)</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
Yes	<p>Under the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 (Commencement) (No. 2) Order 2019 (S.I. No. 540 of 2019), made 5 November 2019, IADT may make awards up to Level 9 of the National Framework of Qualifications, and became a designated awarding body, on 1 January 2020.</p> <p>The Panel conducted the review on the 20<sup>th</sup> April 2020 using Microsoft TEAMS, these exceptional circumstances were necessitated due to the IADT campus closure instructed by the Department of Education and Skills due to national actions being taken to limit the spread of the COVID-19 virus pandemic</p> <p>The Panel reviewed the content of each programme. Prior to submission for validation, the programme documents underwent internal review by the IADT Programme Validation Committee (a sub-committee of Academic Council) in accordance with procedures laid out in the Institute Programmatic Review Policy. The Panel noted the excellent quality of the documents submitted for review.</p> <p>The Panel met with the President, Registrar, the Head of the Faculty of Enterprise and Humanities, the Head of the Department of Entrepreneurship and the Programme Chairpersons to discuss how the programmes fit into the overall Institute strategy. The President provided an overview of the Institute including the strategic priorities for the next 5-year period, areas for potential growth and future perceived challenges.</p> <p>Following its discussions and its review of the programme documents, the Panel came to the view that the provider is eligible to apply for re-validation of the programmes.</p>

### 2.2 Criterion 2

<b>The programmes' objectives and outcomes are clear and consistent with the awards sought</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
Yes	<p>IADT follows 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 IADT Quality Framework policy has been aligned to relevant QQI policies as well as international guideline and policy instruments. Following IADT's designation as an awarding body in January 2020 the Academic Council of IADT adopted the QQI Generic Awards Standards as its own.</p>

The Panel discussed the objectives and outcomes of the programmes with the Registrar, Head of Faculty and Head of Department. The Head of the Faculty advised that the Faculty had conducted a comprehensive review of its undergraduate programmes and this resulted in some changes in the suite of programmes presented. The Panel was advised that the Faculty had established a number of priorities for the review and these led to revision of the programmes which aim to ensure:

- The currency of the undergraduate offer
- That programme learning outcomes and standards; programme design; and programme assessment strategies; were updated, conceived and designed in the context of trends in undergraduate education, the discrete sectoral requirements of employers, industry, professional bodies *and* the global drivers for the Irish economy, identified labour market skills deficits, employability and career opportunities.

The Faculty of Enterprise and Humanities had in consultation with the Registrar and the Faculty of Film, Art and Creative Technology agreed a coherent approach to curriculum structure. All the programmes were required to adhere to this in the review.

The principal and common structure is that all Level 7 and 8 programmes will ensure that programmes explore and implement a shared module model; each module will have a credit value of either 5 or 10 credits; each programme will offer a student work placement or a work based project and each programme will embed employability skills. In achieving this, a structure was put in place as well as a delivery mode, which will allow for greater opportunities to integrate common modules and promote interdisciplinarity among the IADT undergraduate community.

The introduction of a Work Placement module across all programmes was commended by the Panel and this was perceived as a valuable contribution to the student learning experience.

The Panel reviewed the programmes' learning outcomes and were satisfied students would be able to achieve the required knowledge, consistent with award levels sought. In relation to module learning outcomes, the Panel was satisfied the levels were appropriate (knowledge, breadth, skills, etc.). **However, the Panel recommended that a review is conducted across all the programmes to ensure clear and constructive alignment between learning outcomes, activities and assessments. The assessment load should be reviewed for some modules and it was also suggested that some assessments require rearticulating to ensure greater clarity.**

### **Faculty Response**

The Faculty notes the recommendation of the Panel. The Faculty will conduct a review across all programmes to ensure clear and constructive alignment between programme learning outcomes, activities and assessments. This review will be conducted in May/June 2020.

### **BA Applied Entrepreneurship and BA (Hons) Entrepreneurship**

The titles of modules Economics 1 and Economics 2 should be respectively renamed to Micro Economics and Macro Economics.

### **Faculty Response**

The Faculty note the Panel recommendation and will implement the recommendation for a change in Module titles.

#### **BA (Hons) Sales + Marketing**

The programme team advised that the current situation accelerated the shift to online and blended delivery solutions and that systems such as Blackboard Collaborate have enabled this move. **The Panel recommended further exploration of a blended solution.** and in addition to utilise this as an opportunity to offer programmes based on discrete modules to expand the Institute's programme offerings.

### **Faculty Response**

This recommendation has been implemented, arising from COVID 19 protocols. There is ongoing review to establish the key issues impacting on the delivery model and student learning experience.

#### **BA Hons Art Management**

The Panel suggested the majority of students enter college with a moderate degree of computer literacy, consequently the basic content included in Year One IT Skills module could be completed as part of the student induction programme and the content replaced by e.g. information on data analytics

The Panel formed the view that the learning objectives of each programme were clear and consistent with the awards.

### **Faculty Response**

The Faculty has noted this suggestion.

### 2.3 Criterion 3

**The programmes' concept, implementation strategy, and its interpretation of the awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)**

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Panel was impressed with the commitment of the programme teams in consulting with industry and students to inform changes that ensured the currency and relevance of the programmes.</p> <p>During the Programmatic Review process the Faculty engaged with key industry stakeholders for feedback in relation to current and projected skills needs at local, regional and national level. The Faculty has cultivated and developed good professional relationships with key external stakeholders operating in the nearby business parks, for the purpose of student placement, work based projects, mentoring, and industry engagement for programme development and review, industry panel members, etc. examples include: Dun Laoghaire Rathdown County Council, LEO (Local Enterprise Office), Microsoft, Digital Dun Laoghaire, Dun Laoghaire Rathdown Chamber of Commerce, Audi Centre, EisnerAmper Ireland, etc.</p> <p>There is also an on-going consultative process with external examiners &amp; their feedback where relevant, inform changes to the programme. In addition, there is ongoing consultation with students, industry experts and external stakeholders.</p> <p>The Faculty was commended on their willingness to engage business partners and students in the review and assessment of programmes and on their responsiveness in adapting programmes to meet the needs of these groups.</p> <p>The Panel agreed that good work has been accomplished to expand the Faculty's international footprint at the undergraduate level. However, they recommended that this should be expanded further and suggested summer schools and similar offerings.</p>

	<p>The Panel was satisfied that the implementation strategy and the interpretation of awards are well informed and are based on supporting evidence from students, industry and external stakeholders.</p> <p><b>Faculty Response</b></p> <p>The Faculty notes the Panel suggestion and recommendation. The Faculty has commenced work in the development of a summer school, involving Northern Russia, Iowa in the United States, Northern Ireland and IADT. Following a review of this model, the Faculty may extend further the summer school IADT campus model.</p>
--	--

**2.4 Criterion 4**

<p><b>The programme’s access, transfer and progression arrangements are satisfactory</b></p>	
<p><b>Satisfactory (Yes, No, Partially)</b></p>	<p><b>Comment</b></p>

<p>Yes</p>	<p>A range of entry routes exist for the Faculty programmes and these include access through the CAO application process, applicants from Further Education and in some instance's direct entry to the programmes. It was advised that less than 50% of students come to IADT straight from Leaving Certificate in the same year.</p> <p>The Institute has memorandums of understanding in place with a number of FEHs and this facilitates the alignment of programmes with the Institute's offerings and supports student progression and direct entry.</p> <p>The Institute is part of the HEAR and DARE schemes, these schemes support access for students from socio-economically disadvantaged backgrounds and school leavers whose disabilities have had a negative impact on their second level education. IADT has been part of both schemes since 2018 and the Panel commended the Institute for demonstrating leadership in relation to these schemes.</p> <p><b>Bachelor of Business in Applied Entrepreneurship</b></p> <p>This award is at Level 7 and successful candidates have the opportunity to progress to the add-on Level 8 programme Bachelor Business (Hons) Entrepreneurship.</p> <p><b>BA (Hons) Sales + Marketing</b></p> <p>The Panel proposed that additional and broader marketing of the programme may be required to attract a greater number of students to this programme.</p> <p><b>Faculty Response</b></p> <p>The Faculty welcomes the Panel proposal and acknowledges the importance of ongoing and broader marketing campaigns to communicate with and attract students to the new programme.</p> <p><b>Bachelor Business (Hons) Digital Sales and Marketing (1 year add one)</b></p> <p>This programme is aimed at Level 7 graduates who have a qualification in digital marketing, business, technology and cognate areas. Graduates from Level 7 non cognate programmes with suitable experience maybe considered based on interview.</p> <p>Research conducted by the Department indicated that there is a shortage of digital skills in Ireland and this programme is an opportunity for students to acquire these skills. An embedded Certificate in Applied Digital Business (minor award) is available to students who complete the Web Building and Digital Marketing modules.</p> <p>A successful work placement programme has been in operation in the Department for nearly twenty years. In collaboration with a strong and continuously growing network</p>
------------	--

	<p>of employers, students are offered an invaluable opportunity to apply their knowledge, skills and competence in the workplace. Work placement and work-based projects are an integral part of all undergraduate programmes in the Department.</p> <p>The work placement is designed so that the student learns to apply the knowledge and skills gained throughout the programme. The placement introduces students to structured employment in order to develop their understanding of the organisation, its practices and procedures. In this context, it is designed to develop the students' practical competencies in a variety of disciplines and activities.</p> <p>The Panel noted that a significant number of graduates are now employed by large international organisations. The Faculty advised that the design of their programme curricula provides students with a range of transferable, transversal and employability skills which broadens their employment opportunities.</p> <p>The Panel recognised the advantage presented by the innovative and unique range of programmes offerings and also the location of IADT. They recommended that the team consider expanding the part-time and online course offerings as well as exploring the international market. The Panel felt there was a great opportunity based on the location &amp; the reputation of the Institute and that a nexus now exists between online and part-time delivery presenting an opportune time to explore &amp; expand this area.</p> <p><b>Faculty Response</b>  The Faculty notes and welcomes this recommendation. The Faculty aims to expand its customer base beyond the CAO route to include industry training and engagement. Sandyford Business District, located nearby, with over 25,000 employees present training, development and consultancy opportunities for IADT and SBC collaboration.</p> <p>The Panel agreed that the programmes access, transfer and progression arrangements are satisfactory</p>
--	--

**2.5 Criterion 5**

<b>The programme's written curriculum is well structured and fit-for-purpose</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>

Yes	<p>The Panel reviewed the approved course schedules, overall programme credits and individual modules. Overall, the Panel were satisfied with the design of the programme curriculums. They did observe the need to review the alignment of assessments and learning outcomes at a programme and module level and recommended that an audit of these was conducted for all the programmes.</p> <p>The Panel recommended that all reading lists be reviewed and updated where necessary to include most recent editions. The Panel enquired as to how reading lists were generally reviewed and were advised that this is a continuous process, whereby at the end of the academic year the team review materials and in consultation also with students will then make revisions to lists. Some older materials may be retained where these represent seminal papers/books etc. but best efforts are made to remain current and relevant. The panel a strongly advised an additional review of some reading lists is required.</p> <p><b>Faculty Response</b>  The Faculty notes the Panel recommendation. The Faculty will institute a process of continuous improvement in relation to reading lists and course material to ensure currency and reflect the most recent editions are included on reading lists.</p> <p>In addition the Faculty will carry out an audit for the review the programme learning outcomes and module learning outcomes in order to achieve the alignment of both PLOs and MLOs.</p>
-----	---

**Bachelor of Business in Applied Entrepreneurship &**

**Bachelor Business (Hons) Entrepreneurship (1 year add on)**

The Panel noted the assessment load for some modules may need to be revised.

**Faculty Response**

The Faculty notes this observation and will review the assessment workloads for each module to ensure an even distribution throughout.

**Bachelor of Business in Digital Marketing and Sales**

The Programme team advised of the recent transition to an online learning environment. The majority of learning resources are now available online and the team will continue to expand on the blended offering of the programme.

**BA (Hons) in Arts Management**

The Panel discussed how this programme was differentiated from other offerings in the market. The team advised it is the only undergraduate offering dedicated to the broader arts management with a strong focus on the Arts and Culture sector.

The Panel were of the opinion that incoming students would have basic IT skills and suggested that the IT Skills module should focus on more advanced elements. The team agreed it is a challenge to gauge the correct level but highlighted the importance for students to have a proficiency in business applications in particular when they were on the work placement.

**Faculty Response**

The Faculty has noted this suggestion.

**BA (Hons) in New Media Studies**

This is a new programme and is currently in the 3<sup>rd</sup> year of first cycle of the programme. The team advised that some minor modifications were made to the programme to include greater emphasis on practise based learning in the earlier stages of the programme. These changes were in direct response to student feedback.

The Panel recommended that the three modules relating to Journalism require re-evaluation with a view to enhancing the coherence of the topics and content across the modules.

**Faculty Response**

The Faculty welcomes this recommendation. The Faculty and Programme Team will review the three Journalism related modules to achieve greater alignment of programme and module learning outcomes for the enhancement of transversal and transferable skills.

**2.6 Criterion 6**

## There are sufficient qualified and capable programme staff available to implement the programmes as planned

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>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.</p> <p>All Faculty academic staff members have postgraduate qualifications to at least Masters level (Level 9) and a significant number hold PhDs or are on a PhD track. The Faculty has a defined level of Staff Training and Development funding which is used to ensure that all staff members are supported in appropriate Staff Training and Development throughout their careers in IADT, in terms of upskilling, training and educational requirements.</p> <p>There is an Institute level Teaching and Learning strategy which incorporates a formal structure for staff development. A number of Faculty staff have acquired certification in</p>

	<p>Teaching, Learning and Assessment courses, some of which are at Level 9. It is aim of the Faculty to have all staff undertake and complete a course in teaching and learning, particularly technology enhanced learning.</p> <p>The work completed to introduce a work placement module across all programmes &amp; the benefit this delivers to students was acknowledged. Currently this work is undertaken by academic staff members within the Faculty. The Panel recommended that considering the volume of work associated with this provision that a centralised resource should be identified who can manage and support this process across the Institute.</p> <p><b>Faculty Response</b>  The Faculty has notes and welcomes this recommendation. As IADT moves towards the implementation of a placement module across all courses, will assist in achieving this recommendation of a centralized resource for a student placement service.</p> <p>The Panel recommended the development of faculty and department research plans which should be aligned to the Institute strategy. These plans should incorporate research areas that are of interest to staff and that would integrate with programme development strategy.  It was proposed that the area of Masters by Research may be an initial area for exploration for staff research opportunities.</p> <p>It was agreed by the Panel that there are sufficient qualified and capable programme staff available to implement the programmes as planned.</p> <p><b>Faculty Response</b>  The Faculty notes and welcomes this recommendation. The Faculty’s research plans are aligned with the IADT Research Strategy 2019-2023 and is reflective of areas of interest to the staff. IADT had adopted the following research themes: –</p> <ul style="list-style-type: none"> <li>• Public Cultures and Entrepreneurship</li> <li>• Creative Technologies and the Convergence of Design &amp; Technology</li> <li>• Creative and Cultural Production</li> <li>• Smart Economy</li> </ul>
--	---

**2.7 Criterion 7**

<b>There are sufficient physical resources to implement the programme as planned</b>	

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>As a result of COVID-19 situation, the campus was closed at the time of the Programmatic Review and the panel met via Microsoft TEAMS to conduct the validation. While the Panel were unable to visit the campus and review the facilities they were advised of the facilities available to students and these were also detailed in the programme documents.</p> <p>On campus, the programmes are delivered in classrooms and laboratories. Students have access to the campus library facilities, both on-campus and remotely via the library website. The Institute’s IT department provides support for all technology-based services across the campus. IADT has over 750 computer workstations available to students.</p> <p>The President outlined the plans for a new building on campus, which will provide additional capacity for teaching space and learning resources. It will be a four-storey building with a range of teaching and social (informal learning) spaces and designed to accommodate over 900 students. IADT are also exploring additional off-campus locations for delivery of programmes</p>

	<p>IADT's Virtual Learning Environment (VLE) supports and complements teaching and student learning at IADT. Lecturers use the VLE to provide course material online, while students can access course content, communicate with lecturers as well as participating in online assessments, discussions and evaluations. The VLE also functions as repository for lecture notes, presentations, briefing papers/assignments, project documentation, module resources, online resources, e-books, assessment criteria and work-plans / schedules.</p> <p>Students can access other central learning supports and resources including Campus Network, Eduroam, and IADT Library and Digital resources such as <i>LinkedIn Learning</i>.</p> <p><i>LinkedIn Learning</i> is a supplementary online learning resource provided to all registered IADT students &amp; staff. The platform's feature set includes downloadable exercise files, which let users independently, progress their learning and practice using the projects example files, video tutorials and software tools training.</p> <p>Programme documents should be proof read as some minor edits are required e.g. New Media Studies programme.</p> <p>The Panel agreed there are sufficient physical resources to deliver the programme in a safe and supported environment for students</p>
--	---

## 2.8 Criterion 8

<b>The learning environment is consistent with the needs of the programmes' learners</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
Yes	<p>There is a Faculty and IT induction process for all new students at the start of the academic year.</p> <p>The Student Experience Team at IADT provides inclusive support services to all students of the institute which incorporates the Access Service, the Disability Support Service, the Careers Service, the Student Counselling Service, the Student Learning Centre and the Health Service. Student support services include academic and pastoral advice, so as to ensure learners can fully engage in their studies and maximize their potential. Support is available via the <i>Student Assistance Fund</i> for students facing financial difficulties. There are other support processes around reading and writing skills, physical disability and mental health. The Institute employs a doctor and nurse, who are on campus at designated times. There is a full time Careers Office on campus, available throughout the academic year.</p> <p>The Faculty outlined the advances that were made in the provision of blended learning and online delivery of programmes. These provisions have been further developed to support the online delivery of programmes and online assessments. The Panel recommended the development of a strategy to address the expansion of online and</p>

blended learning. It was their opinion that the development of a single strategy would facilitate a cohesive approach to research across the Faculty.

**Faculty Response**

The Faculty welcomes this recommendation. IADT is currently developing a policy and strategy on online/remote and blended learning which will be processed through the various committees and will be presented to Governing Body for approval.

The Panel remarked that the results of the ISSE survey data indicated some areas for improvement in the area of student supports. However, this was not evident in the feedback provided to them by the students and graduate, whose feedback was very positive and specified that the support provided was of a high standard. The Panel advised that efforts are made to need to increase the overall student body response rates to the survey & in particular to increase response rates from international students.

The Panel also recommended the introduction of a process that harvests student feedback across all mechanisms and provides formal feedback on related actions.

**Faculty Response**

The Faculty welcomes recommendation. Student feedback is collected in a number of ways, including Programme Board Meetings, HOD meetings with Student Representatives, Class feedback, Student surveys and informal student feedback. Programme Board reports are produced annually and actions are identified, discussed and implemented where appropriate.

Student input included the recommendation that some feedback could be dealt with at an earlier stage in the process and on an informal basis without having to resort to the complaints process.

**Faculty Response**

The Faculty agrees with this recommendation. A student complaint, when it arises, is normally dealt with on an informal basis, where this is possible. However, students may opt to go the formal route ab initio.

The support by the academic staff assisting students with work placement allocations was recognised by the Panel. The team were aware that as the work placement process scales up that the requirement for additional resources and software to support the service will increase. It was recommended that considering the associated volume of work involved that a centralised resource should be identified who can manage and support the process across the Institute.

**Faculty Response**

The Faculty has notes and welcomes this recommendation. As IADT moves towards the implementation of a placement module across all courses, will assist in achieving this recommendation of a centralized resource for a student placement service.

The Panel was satisfied the learning environment is consistent with the needs of the students.

## There are sound teaching and learning strategies

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The delivery of the programmes is underpinned by the quality assurance criteria set out in the suite of IADT policies, such as:</p> <ul style="list-style-type: none"><li>• Learning, Teaching and Assessment Strategy</li><li>• Marks and Standards Policy</li><li>• Reasonable Accommodation Policy</li></ul> <p>There is a mix of delivery modes, to accommodate the differing requirements of students, including classrooms-based, laboratory, practical workshops and online resources.</p> <p>The Panel agreed that excellent work has been accomplished to enable the expansion of the Faculty's international footprint at the undergraduate level. However, they</p>

	<p>recommended that this could be further expanded through the introduction of summer schools and similar offerings.</p> <p><b>Faculty Response</b></p> <p>The Faculty notes the Panel suggestion and recommendation. The Faculty has commenced work in the development of a summer school, involving Northern Russia, Iowa in the United States, Northern Ireland and IADT. Following a review of this model, the Faculty may extend further the summer school IADT campus model.</p> <p>Strategic exploration should be conducted of the part-time market as the Panel felt the location and the reputation of the Institute offered a great opportunity to expand in this market. The Panel advised that there is a current nexus between online and part-time delivery resulting in optimal timing to explore this area.</p> <p><b>Faculty Response</b></p> <p>The Faculty notes and welcomes this recommendation. The Faculty aims to expand its customer base beyond the CAO route to include industry training and engagement. Sandyford Business District, located nearby, with over 25,000 employees present training, development and consultancy opportunities for IADT and SBC collaboration.</p> <p>The Panel was satisfied that the Institute and Faculty T&amp;L strategies were of the required calibre to deliver the programmes.</p>
--	--

**2.10 Criterion 10**

<b>There are sound assessment strategies</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
Yes	<p>The Panel were of the opinion that sound assessment strategies were in place, however they did identify a number of modules where it was recommended that the assessments are reviewed to ensure greater clarity and alignment to the learning outcomes.</p> <p>The Panel recommended an audit and evaluation of the assessment strategy for all programmes to ensure they align with the Programme and Modules Learning Outcomes, the assessment load is appropriate and details of the assessment are clear to students.</p> <p><b>Faculty Response</b></p> <p>The Faculty welcomes this recommendation of the Panel. The Faculty will conduct an audit across all programmes to ensure clear and constructive alignment between programme and module learning outcomes, activities and assessments to provide greater clarity for the learner.</p>

## 2.11 Criterion 11

<b>Learners enrolled on the programme are well informed, guided and cared for</b>	
<b>Satisfactory (Yes, No, Partially)</b>	<b>Comment</b>
Yes	<p>There is a range of support mechanisms in place for students from the point of admission through to graduation. The First Year Matters Induction programme takes place at the start of the academic year, and students receive information on institution-wide services around health, special needs, assistive technology and finance.</p> <p>A range of policies relating to the overall student experience is available on the IADT website. These policies provide information on Examinations, Appeals, Complaints, Bullying and Mutual Respect.</p> <p>IADT is fully committed to offering a range of supports for student so that they can maximize their potential. The Student Experience Team provides inclusive support</p>

services to all students including the Access Service, the Disability Support Service, the Careers Service, the Student Counselling Service, the Student Learning Centre and the Health Service. The Student Experience area also has strong partnership with the Student's Union.

Student feedback is an integral part of the development and running of the institute. Students have number of ways in which to contribute including student representation on Programme Boards and Academic Council and its Sub-Committees and Governing Body.

The Panel felt there was some inconsistency between the feedback data in the ISSE survey and the information they received from the student group which was much more positive.

A 360-degree process should be introduced which captures student feedback through the various mechanisms and then provides formal feedback on related actions. It was also recommended that feedback relating to some issues could be dealt with an earlier stage in the process and where possible on an informal basis without having to resort to complaints process. Additionally it was suggested that student representatives on programme boards may benefit from receiving training in relation on their role.

### **Faculty Response**

The Faculty welcomes recommendation. Student feedback is collected in a number of ways, including Programme Board Meetings, HOD meetings with Student Representatives, Class feedback, Student surveys and informal student feedback. Programme Board reports are produced annually and actions are identified, discussed and implemented where appropriate.

The Faculty welcomes the recommendation of student training for the participation on the Programme Boards and will work with the Registrar's office to have this practice embedded across IADT.

The Faculty agrees with this recommendation. A student complaint, when it arises, is normally dealt with on an informal basis, where this is possible. However, students may opt to go the formal route ab initio.

The Panel commended the Institute on the level of supports provided to students during the current challenging circumstances. They noted the excellent supports and willingness of staff to engage and provide support to students. The Panel proposed that IADT is a sector leader in providing a very positive student engagement experience.

The Panel formed the view that learners were well informed, guided and cared for.

## **2.12 Criterion 12**

### **The programme is well managed**

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>At the level of the Faculty, programmes are managed by Heads of Department and Programme Co-ordinators.</p> <p>IADT has its own internal, institutionally owned quality assurance, i.e. 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 referenced in the submission are available on the IADT website. In addition to formal QA policies and procedures, IADT undertakes a number of processes that contribute to the maintenance of standards across the Institute. Benchmarking of programmes against national and international best practice at similar institutions keeps programmes current, and external examiners test processes annually. External examiner reports, submitted following their review visit to programmes, highlight any relevant issues and provide recommendations for the programme teams. Follow-up on any issues mentioned in</p>

these reports can be formally addressed through the submission of a request to the IADT *Programme Validation Committee*, for permission to make any necessary remedial changes to a programme.

A Programme Board is established 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 Programme Board is responsible for the effective management, operation and review of the Programme, within the wider context of the Institute academic plan. The Programme Board operates within the framework of regulations set down by Academic Council and quality assurance procedures.

The Panel felt there was potential danger for an overdependence on Springboard funding and recommended that this should not drive decisions for the development of programmes but should be complimentary only to core programme development.

#### Faculty Response

The Faculty agrees with the Panel observation. Springboard+ is a national labour market activation initiative and extremely competitive. There is no guarantee from one year to the next of funding application approval. Programme development in the Faculty is informed by Institute strategy and objectives, labour market needs and skills deficits for which the Faculty and IADT can respond.

The Panel commended the Faculty on their willingness to engage business partners and students in the review and assessment of programmes and on their responsiveness in adapting programmes to meet to the needs of these groups.

The Panel was satisfied that the programmes are well managed.

---

## Part 3 Overall Recommendation

### 3.1 Principal Programmes

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

### 3.2 Embedded Programmes

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

The Panel approved the all programmes for re-validation.

## 5 Summary of Recommended Special Conditions of Validation

- No Conditions were identified

## 6 Summary of Commendations to the Provider

The Panel commended the Faculty on the successful completion of this review under the current challenging and extraordinary circumstances.

- The quality of the programme and other supporting documents was commended, and the Panel also praised the enthusiasm of all participating staff, students and graduates.
- The supports provided to students during challenging circumstances are excellent and staff were very supportive to students. The Panel proposed that IADT is a sector leader in providing a very positive student engagement experience.
- The Panel commended the Faculty on their willingness to engage business partners and students in the review and assessment of programmes and on their responsiveness in adapting programmes to meet to the needs of these groups.

---

## 7 Summary of Recommendations to the Provider

1. The Panel recommended the development of Faculty & Department level research plans which should be aligned to the Institute strategy. These plans should incorporate research areas that are of interest to staff. It was proposed that the area of Masters by Research may be an initial area for exploration for staff research opportunities.

### Faculty Response

The Faculty notes and welcomes this recommendation. The Faculty's research plans are aligned with the IADT Research Strategy 2019-2023 and is reflective of areas of interest to the staff. IADT had adopted the following research themes: –

- Public Cultures and Entrepreneurship
- Creative Technologies and the Convergence of Design & Technology
- Creative and Cultural Production
- Smart Economy

2. Development of a strategy to address the expansion of online and blended learning. It was the opinion of the Panel, that the development of a single strategy would facilitate a cohesive approach to learning across the Faculty.

### Faculty Response

The Faculty welcomes this recommendation. IADT is currently developing a policy and strategy on online/remote and blended learning which will be processed through the various committees and will be presented to Governing Body for approval.

3. The Panel agreed that excellent work has been accomplished to enable the expansion of the Faculty's international footprint at the undergraduate level. However, they recommended that this could be further expanded through the introduction of summer schools and similar offerings. The Panel recommended the need for the college to look beyond their immediate catchment area from an industry perspective and to engage with national industry partners to develop offerings to suit the needs of their current and future employees.

### Faculty Response

The Faculty notes the Panel suggestion and recommendation. The Faculty has commenced work in the development of a summer school, involving Northern Russia, Iowa in the United States, Northern Ireland and IADT. Following a review of this model, the Faculty may extend further the summer school IADT campus model.

In addition, the Faculty aims to expand its customer base beyond the CAO intake route to include industry training and engagement. Sandyford Business District, located nearby, is the European Headquarters to a number of multinational companies, with over 25,000 employees, provides IADT with significant training, development and consultancy opportunities.

- 
4. The work completed to introduce a work placement module across all programmes and the benefit this delivers to students was acknowledged. It was recommended that considering the associated volume of work that a centralised resource should be identified who can manage and support the process across the Institute.

### **Faculty Response**

The Faculty has notes and welcomes this recommendation. As IADT moves towards the implementation of a placement module across all courses, will assist in achieving this recommendation of a centralized resource for a student placement service

5. All reference lists should be reviewed and audited to ensure they include current resources. The Panel noted that that some lists include outdated reference materials.

### **Faculty Response**

The Faculty notes the Panel recommendation. The Faculty will institute a process of continuous improvement in relation to reading lists and course material to ensure currency and reflect the most recent editions are included on reading lists.

6. The Panel recommended an audit and evaluation of the assessment strategy for all programmes to ensure they align with the Programme and Modules Learning Outcomes, the assessment and scheduling load is appropriate and details of the assessment are clear to students.

### **Faculty Response**

The Faculty welcomes this recommendation of the Panel. The Faculty will conduct an audit across all programmes to ensure clear and constructive alignment between programme and module learning outcomes, activities and assessments to provide greater clarity for the learner.

The Faculty will carry out an audit for the review the programme learning outcomes and module learning outcomes in order to achieve the alignment of both PLOs and MLOs.

7. Programme documents should be proof read as some minor edits are required e.g. New Media Studies programme.

### **Faculty Response**

The Faculty welcomes this recommendation and will ensure the New Media Studies programme document is proof read and error free.

8. The three modules relating to Journalism on the BA (Hons) New Media Studies programme require re-evaluation with a view to enhancing the coherence of the topics and content across the modules.

### **Faculty Response**

The Faculty welcomes this recommendation. The Faculty and Programme Team will review the three Journalism related modules to achieve greater alignment of programme and module learning outcomes for the enhancement of transversal and transferable skills.

- 
9. The Panel felt there was potential danger for an overdependence on Springboard funding and recommended that this should not drive decisions for the development of programmes but should be complimentary only to core programme development.

**Faculty Response**

The Faculty agrees with the Panel observation. Springboard+ is a national labour market activation initiative and extremely competitive. There is no guarantee from one year to the next of funding application approval. Programme development in the Faculty is informed by Institute strategy and objectives, labour market needs and skills deficits for which the Faculty and IADT can respond.

10. A 360-degree process should be introduced which captures student feedback through the various mechanisms and then provides formal feedback on related actions. It was also recommended that feedback relating to issues is dealt with an earlier stage in the process and where possible on an informal basis without having to resort to complaints process.

**Faculty Response**

The Faculty welcomes recommendation. Student feedback is collected in a number of ways, including Programme Board Meetings, HOD meetings with Student Representatives, Class feedback, Student surveys and informal student feedback. Programme Board reports are produced annually and actions are identified, discussed and implemented where appropriate.

The Faculty welcomes the recommendation of student training for the participation on the Programme Boards and will work with the Registrar's office to have this practice embedded across IADT.

The Faculty agrees with this recommendation. A student complaint, when it arises, is normally dealt with on an informal basis, where this is possible. However, students may opt to go the formal route ab initio.

11. Strategic exploration should be conducted of the part-time market as the Panel felt the location and the reputation of the Institute offered a great opportunity to expand in this market. The Panel advised that there is a current nexus between online and part-time delivery resulting in optimal timing to explore this area.

**Faculty Response**

The Faculty welcomes this recommendation. IADT is currently developing a policy and strategy on online/remote and blended learning which will be processed through the various committees and will be presented to Governing Body for approval.

---

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

<b>Panel Chairperson Name</b>	Dr Sheila Flanagan
<b>Panel Chairperson Signature</b>	
<b>Date</b>	4 <sup>th</sup> June, 2020

## 9 Disclaimer

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

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