Programmatic Review Report

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DUN LAOGHAIRE

Programme Titles:

BA (Hons) Animation
BA (Hons) Creative Music Production
BA (Hons) Film
BA (Hons) Television

Date of Report: 08/07/2020

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Part 1 Introduction

1   Overall Recommendations

Provider Name	Dun Laoghaire Institute of Art, Design & Technology
	Department of Film + Media
Date of Panel	23rd June 2020
Date of Report	08/07/2020

Principal Programme No. 1	Title	BA (Hons) Animation
	Award	Bachelor of Arts NFQ Level 8
	Credit	240 credits
	Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	Satisfactory with recommendations
Embedded Award	Title	Not applicable.
	Award	
	Credit	
	Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	
Principal Programme No. 2	Title	BA (Hons) Creative Music Production
	Award	Bachelor of Arts NFQ Level 8
	Credit	240 credits
	Recommendation	Satisfactory with recommendations

	Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	
Embedded Award	Title	Not applicable
	Award	
	Credit	
	Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	
Principal Programme No. 3	Title	BA (Hons) Film
	Award	Bachelor of Arts NFQ Level 8
	Credit	240 credits
	Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	Satisfactory with recommendations
Embedded Award	Title	Not applicable
	Award	
	Credit	
	Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	
Principal Programme No. 4	Title	BA (Hons) Television
	Award	Bachelor of Arts NFQ Level 8
	Credit	240 credits
	Recommendation Satisfactory OR	Satisfactory with recommendations

	Satisfactory subject to proposed conditions OR Not Satisfactory	
Embedded Award	**Title**	Not applicable
	Award	
	Credit	
	Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory	

2 Evaluators

Name	Role	Affiliation
Professor Manuel José Damásio	Chair	Director of the Department of Film and Media Arts, Universidade Lusófona, Portugal
Dr David Denieffe	Quality Representative	Vice-President for Academic Affairs and Registrar, Institute of Technology Carlow
Mr Niall Torris	Student Representative	UCD Graduate, Post Graduate Student, Rijksuniversiteit Groningen, Holland
Dr Jacqueline Butler	Academic representative	Head of School of Art & Design, University of the West of England
Dr Sarah Arnold	Academic representative	Department of Media, Maynooth University
Ms Niamh Herrity	Industry representative	CEO Pink Kong, Dublin
Dhruba Banajee	Industry representative	Egg Post Production & Strike Films, Dublin

3   Principal Programmes

Names of Centres where the programmes are to be provided	Maximum Number of Learners per stage	Minimum Number of Learners per stage
IADT Campus – BA (Hons) Animation	40	24
IADT Campus – BA (Hons) Film	24	20
IADT Campus – BA (Hons) Television	24	18
IADT Campus & Sound Training Centre –BA (Hons) Creative Music Production	55	35

Enrolment Interval	Date of First Intake	Sept 2021 for all 4 programmes
	Date of Last Intake	Sept 2025 for all 4 programmes
Programme duration (months from start to completion)	All 4 programmes are of 4 years duration	
Target learner groups	**BA(Hons) Animation** This programme is for learners who want an advanced practice-based BA programme aimed at developing the appropriate skills to excel in the multidiscipline of Animation. Many applicants for the Animation Programme will come straight from Leaving Certificate. 50% to 60% of our successful applicants come to us having spent one, two or more years in Further Education, Post Leaving Cert, Portfolio Preparation or other Animation Programmes. Learners will acquire technical, creative and production skills inanimation. They will gain hands-on practical experience in analogue and digital studio environments, from lecturers who are active in the animation multidiscipline. Students will also gain a thorough critical and theoretical understanding of the modern animation landscape. This BA focuses on a synthesis between animation creative practice, critical thinking and a professionalised learning environment. **BA (Hons) Creative Music Production** This programme is intended for learners who wish to study Creative Music Production or Practice. An interest and awareness of the area in applicants is ensured through a portfolio/audition process and proactive yearly information sessions. Although most learners are recent leaving certificate	

graduates, strong interest and success has been demonstrated from international and mature learners. A consistent interest in advanced entry also exists.

BA(Hons) Film

The programme is for learners who want to advance develop their core skills and knowledge of Film Practice, Production and Critical Studies. Candidates for this BA would be drawn from the pool of diverse national and international applicants who seek level 8 education in the field. It will be focused on those who want a good general grounding in modern audio-visual filmmaking. Graduates will also have an opportunity to specialise in particular discipline areas including Production, Directing, Editing, Cinematography, Sound Design or Screenwriting. They will experience narrative and creative documentary filmmaking. They will be comfortable with all modern online and traditional distribution modes. The ambition for the programme is to help create the creative leaders of the discipline in the future. They will be socially conscious and curious about the world and issues that affect people. This is practice-based programme is for anyone who wants the skills to excel as a modern film professional. They will gain hands-on experience in our state-of-the-art studios from lecturers who are active in the industry, and get a thorough practical and theoretical understanding of the modern film and screen arts landscape. The programme is distinguished from others in this area by our understanding that Film is about creating strong cinematic stories destined for the screen (in all its shapes and sizes) told by filmmakers with strong individual voices and made by collaborative teams of specialists.

Professional pathways leading from the BA programme exist in the audio-visual, web and screen industries. Graduate employment opportunities exist the following areas, including, but not limited to: film production, television, online content providers, the broadcast media, advertisement agencies, production facilities, company in house production facilities, state and civil society bodies and indeed any group involved in the creation and distribution of screen content.

BA(Hons) Television

his programme is for learners who want to advance develop their core screen skills and knowledge of Television Practice,

Production and Critical Studies. Candidates for this BA would be drawn from the pool of applicants from all over the country who seek level 8 education in the field. It will be focused on those who want a good general grounding in modern audio-visual content creation. Graduates will also have an opportunity to specialise in particular discipline areas including production/direction – Camera and sound – post production. Graduates will have an industry standard level of single camera factual television, documentary and multi camera environments. They will be comfortable with all modern online and traditional distribution modes. The ambition for the programme is to help create the creative leaders of the discipline in the future. They will be social conscious and curious about the world and issues that affect people. This is a practice based programme is for anyone who wants the skills to excel as a modern television professional. Learners will get practical production skills in single and multi-camera television and mixed media content creation. They will gain hands on experience in our state of the art studios from lecturers who are active in the industry, and get a thorough practical and theoretical understanding of the modern media landscape. What is understood as Television is all forms of video content we consume every day. The business of television has changed and is changing. How we consume and distribute television has changed beyond recognition. The programme is distinguished from others in this area in its focus on a synthesis between all media and a professional learning environment modelled on simulated real world experiences. Professional pathways leading from the BA programme exist in the audio-visual, web and screen industries. Graduate employment opportunities exist the following areas, including, but not limited to: television, online content providers, the broadcast media, advertisement agencies, production facilities, company in house production facilities, state and civil society bodies and indeed any group involved in the creation and distribution of audio-visual content.

Approved countries of provision	Ireland
Delivery mode – Full-time/Part-time	Full time for all 4 programmes
The teaching and learning modalities	BA(Hons) Animation: Studio, classroom and lab-based learning with additional online supports. Practical studio demonstration, workshops, fieldwork, project work, international placement opportunities and independent learning.

	BA(Hons) Creative Music Production, BA(Hons) Film & BA(Hons) Television: Studio, classroom and lab-based learning with additional online supports. Practical studio demonstration, workshops, fieldwork and independent learning.
Brief synopsis of the programme (eg who is it for, what is it for, what is involved for learners, what it leads to)	**BA(Hons) Animation** This is a practical taught programme delivered over 4 Years. The programme aims to equip learners with the advanced creative, critical and technical knowledge, skills and competencies required for work in a variety of different roles in the field of Animation. Students will get the opportunity to develop a range of practical and critical skills necessary to the practice of 'traditional' 2D Animation, and of new and emerging modes of practice within 3D and Digital Animation. Full time teaching staff and tutors will directly supervise and mentor students through each stage of this programme. Core teaching will be positively enhanced through a programme of visiting industry-based lecturers and experienced professionals, who will supplement and complement the teaching delivered by academic staff tutors. The programme provides a creative and intellectually stimulating environment for the creation of new work and the development of advanced skills and synergies. Professional pathways leading from the BA (Hons) Animation programme exist in the animation, film, web, and screen industries as well as in the broader media and culture research and academic sectors. Graduate employment opportunities include, but are not limited to, the following areas: all levels of the animation industry; VFX, television; online content providers; broadcast media; advertisement agencies; production facilities; motion graphics; company in-house production facilities; state and civil society bodies; and indeed, any group involved in the creation and distribution of audio-visual communication and dissemination media content. **BA (Hons) Creative Music Production** This collaborative programme (awarded by IADT, delivered by IADT and Sound Training College) considers in detail the creative production and practice of music. Creative music production involves using industry standard tools, such as recording studios, audio hardware and software to work towards creative audio artefacts. Professional context is consistently considered when preparing student assessment. Soft skills are also focused on; presentation of research, client-engagement, teamwork and an embrace of technology

permeate the learner journey. The nature of the programme offers learners a unique dual campus environment; opportunities to collaborate abound in the IADT space, STC offers education in a real-world environment. Creative Music Practice covers much of the same core content as Creative Music Production. However, when students on the production pathway are engaging with the deeper aspects of the discipline such as Electronics or Audio Software Development, those on the practice pathway are taking modules in instrumental skills. The pathway responds to applicant demand for a programme that allows instrumental performers to develop their craft while engaging with technology. Performance is a strand of the pathway, as opposed to its main focus; industry and technological context, non-genre specific skills and professional standards are afforded parity with virtuosity. Genre and Ensemble is also a crucial element of the pathway, enabling students with the skills required to perform and collaborate across genre, instruments and creative technological solutions. This strand is designed to inspire creativity, inclusion, confidence and diversity while driving virtuosity and synthesis of ideas.

BA(Hons) Film

This is a practice-based, taught programme offered by the Institute of Art, Design & Technology (IADT), delivered over 4 Years. This programme aims to equip learners with the advanced creative, critical and technical knowledge, skills and competencies required to work in a variety of different roles in the field of Film Production and the Screen Arts. The Bachelors students will get the opportunity to develop a range of practical and critical skills necessary to realise and practice 'traditional' Film and the necessary understanding of new and emerging modes of practice within Film Production. It is very much a practical course for those who wish to focus on new skills and hone their existing competencies. Full time teaching staff and tutors will supervise, direct and mentor students through each stage of this programme. Core teaching will be positively enhanced through a programme of visiting industry-based lecturers, and experienced professionals who will supplement and complement the teaching supported by academic staff tutors. The Bachelors programme provides a creative and intellectually stimulating environment for the creation of new work and the development of advanced skills. Professional pathways leading from the BA (Hons) Film programme exist in the film production, television, web & screen industries and the broader screen arts and cultural

sectors.   Graduate employment opportunities exist the following areas, including, but not limited to: all levels of the Film industry, VFX, Television, online content providers, the broadcast media, advertisement agencies, production facilities, motion graphics, company in house production facilities, state and civil society bodies and indeed any group involved in the creation and distribution of screen content.

BA(Hons) Television
The BA(Hons) Television is a practical taught programme delivered over 4 Years. This programme aims to equip learners with the advanced creative, critical and technical knowledge, skills and competencies required to work in a variety of different roles in the field of Television Production. The Bachelors students will get the opportunity to develop a range of practical and critical skills necessary to realise and practice 'traditional' Television and the necessary understanding of new and emerging modes of practice within Television Production. It is very much a practical course for those who wish to focus on new skills and hone their existing competencies. Full time teaching staff and tutors will supervise, direct and mentor students through each stage of this programme. Core teaching will be positively enhanced through a programme of visiting industry-based lecturers, and experienced professionals who will supplement and complement the teaching supported by academic staff tutors. The Bachelors programme provides a creative and intellectually stimulating environment for the creation of new work and the development of advanced skills. Professional pathways leading from the BA (Hons) Television programme exist in the Television Production, film, web & screen industries and the broader audio-visual and cultural sectors. Graduate employment opportunities exist the following areas, including, but not limited to: all levels of the Television industry, VFX, Television, online content providers, the broadcast media, advertisement agencies, production facilities, motion graphics, company in house production facilities, state and civil society bodies and indeed any group involved in the creation and distribution of audio-visual content.

BA(Hons) Animation

Summary of specifications for teaching staff	WTE	Qualifications and Experience
	4	Qualified to at least MA level with specialist Animation experience and related fields including advanced research supervision experience at Level 8.
	3	Qualified to at least Bachelor of Arts (Hons) in Animation or a cognate discipline relevant the discipline or a person with at least 5 years practical experience of the Animation industries in a professional capacity.
	1 Tutor Demonstrator	Experienced graduate with animation studio and or professional experience
Summary of specifications for the ratio of learners to teaching staff	BA (Hons) in Animation 1:40 Lectures 1:8 Seminars/workshops/demonstrations 1:1 Major Studio project supervision 1:20 Animation Studio Practices & Drawing	
Summary of specifications for teaching staff	BA(Hons) Creative Music Production	
	WTE	Qualifications and Experience
	3	Qualified to at least MA level with specialist Creative Music Production experience and related fields including advanced research supervision experience at Level 8
	4	Qualified to at least Bachelor of Arts (Hons) in Creative Music Production or a cognate discipline relevant the discipline or a person with at least 5 years practical experience of the Creative Music Production industries in a professional capacity.
	1 Tutor Demonstrator	Experienced graduate with Creative Music Production studio and or professional experience.
Summary of specifications for the ratio of learners to teaching staff	BA (Hons) Creative Music Production 1:40 Lectures 1:8 Seminars/workshops/demonstrations 1:1 Major Studio project supervision 1:20 Creative Music Production Studio Practices	
Summary of specifications for teaching staff	BA(Hons) Film	
	WTE	Qualifications and Experience

	WTE	Qualifications and Experience
	4	Qualified to at least MA level with specialist Film experience and related fields including advanced research supervision experience at Level 8.
	3	Qualified to at least Bachelor of Arts (Hons) in Film, Television or a cognate discipline relevant the discipline or a person with at least 5 years practical experience of the Film or Television sector in a professional capacity.
	1 Tutor Demonstrator	Experienced graduate with Film, Television and or professional experience.
Summary of specifications for the ratio of learners to teaching staff	**BA (Hons) Film** 1:40 Lectures 1:8 Seminars/workshops/demonstrations 1:1 Major Studio project supervision 1:20 Studio Practices	
Summary of specifications for teaching staff	**BA(Hons) Television**	
	WTE	Qualifications and Experience
	4	Qualified to at least MA level with specialist Television experience and related fields including advanced research supervision experience at Level 8.
	3	Qualified to at least Bachelor of Arts (Hons) in Television or a cognate discipline relevant the discipline or a person with at least 5 years practical experience of the Television sector in a professional capacity.
	1 Tutor Demonstrator	Experienced graduate with Television and or professional experience.
Summary of specifications for the ratio of learners to teaching staff	**BA (Hons) Television** 1:40 Lectures 1:8 Seminars/workshops/demonstrations 1:1 Major Studio project supervision 1:20 Television Studio Practices	

4   Embedded Programmes

It is IADTs desire and intention to see all students complete their programme of study. However, during the course of their studies, we acknowledge that some students may need exit their programmes due to personal, financial or other reasons. In these exceptional circumstances, a student may request to formally exit from a programme prior to its completion. Provided such an award has been validated under the Institute's validation processes and provided the student has attained the requisite minimum number of credits, this can be considered. Students seeking to apply for an exit award are advised to first discuss their options with their Programme Chair/Co-ordinator or Head of Department. A student must formally apply for an exit award.

For further information and conditions of eligibility for embedded Exit Awards, please refer to IADT's Exit Awards Policy which is available on the IADT website.

5   Programmes being replaced

Programme being replaced (applicable to applications for revalidation)		
Code	**Title**	**Late Enrolment Date**
	The new programme proposals for BA (Hons) Film and BA (Hons) Television will replace IADT's current BA (Hons) Film + Television programme.	

Part 2 Evaluation against the Validation Criteria

2.1   Criterion 1

The provider is eligible to apply for validation of the programme	
Satisfactory (Yes, No, Partially)	**Comment**
Yes	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.

The Panel conducted the review on the 23rd June 2020 using Microsoft TEAMs. Conducting the panel online was necessary in the exceptional circumstances of the COVID-19 virus pandemic. The closure of the physical IADT campus occurred on the instructions of the Department of Education and Skills.

The Panel reviewed the content of each of the programmes. Prior to panel 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 met with the President, Registrar, and the Head of the Department of Film + Media, 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.

Applicant numbers are positive for the coming academic year. There is a cross Institute focus on developing an inter-disciplinary structure across programmes, to best utilise resources and provide a positive learning experience for students. The President outlined some of the challenges facing the institute in relation to potential growth in student numbers, allocation of physical space and managing the post COVID learning and teaching environment. Plans to address these include exploring opportunities to utilise spaces in the city centre and Dun Laoghaire. The importance of offering an on-campus experience for students of Film + Media may be a challenge & opportunities to address this are being explored.
The institute is working on pathways and increased access for marginalised or disadvantaged students to support greater diversity across the institute's population. The Investors in Diversity Bronze Award was recently awarded to IADT.

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 BA (Hons) in Animation and the BA (Hons) in Creative Music Production. The Panel were also of the view that the new programmes, BA (Hons) Film and BA (Hons) Television are eligible for validation (these replace the existing BA (Hons) Film + Television. |

2.2   Criterion 2

The programme objectives and outcomes are clear and consistent with the QQI awards sought	
Satisfactory (Yes, No, Partially)	**Comment**
Yes	A key priority for the Faculty in preparing for Programmatic Review was collaboration across programmes. All offerings at level 7 and 8 follow the same approved course schedule format and the same assessment modes. Programmes offer a cross Institute module with a credit value of either 5 or 10 credits.

All students are offered a work placement or a work-based project and each programme will embed employability skills.   This structure will allow for greater opportunities to integrate common modules and promote an interdisciplinary approach to learning among the IADT undergraduate cohort of learners.

There is a very active Teaching and Learning Committee at IADT, which has completed a lot of work on module learning outcomes and their alignment with programme learning outcomes. Programmes are benchmarked against national and international best practice to ensure currency of content.

External examiners review modules annually and write a report, highlighting any issues and providing recommendations for the programme teams. Programme teams can then follow up on any issues by submitting module or programme change requests to the IADT Programme Validation Committee.

Having discussed the objectives and outcomes of the programmes with the Head of Department and the programme teams, the Panel were satisfied students the programme objectives and outcomes are consistent with the award level sought. |

2.3   Criterion 3

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

Satisfactory (Yes, No, Partially)	Comment
Yes	In preparation for Programmatic Review the Faculty sought feedback from a diverse cohort of stakeholders, engaging with graduates, lecturers, employers, social and community representatives and professional bodies. There is on-going consultation with external examiners and students and this feedback informs decisions taken at programme board meetings. Student representatives sit on each programme board.
	The Panel commended the Faculty on the ability of staff to develop and utilise their networks to enable staff and students to engage in cultural and commercial projects at both local and national levels.
	The Panel were of the opinion that there should be stronger feedback loops between the programmes and the evolving creative sector. They recommended that this could be achieved via the implementation of a consultancy board that formalizes the strong existing links with relevant stakeholders at local and national level.
	The Panel recommended that the student feedback mechanisms could be enhanced by the reintroduction of module surveys, this could enhance overall quality assurance mechanisms.
	The panel recommended collaboration to be reinforced between all programmes and implement interdisciplinary and transversal work and projects that promote interaction between students across all programmes of the Faculty. At the same time, special attention should be given across the four programmes to the articulation between the final thesis and the final projects in order not to diminish the importance of each one of them and, on the contrary, increase the connections between these different deliverables.
	BA (Hons) Animation
	The Department of Film + Media has strong partnerships in place with Sheridan College in Canada and Les Gobelins in Paris, which are considered two of the most important Animation schools in the world. The Department has recently launched a MA 3D animation which is a shared course with Sheridan College, Ontario.
	The introduction of a formal work placement module & assessment is a new challenge and the team are drawing on the experience of other departments in the institute who have significant experience in this area. The team advised that students will be encouraged to find a suite of placements plus opportunities to work research projects, the intention is that the student will have a portfolio of work and this will be assessed at end of the year by a panel.
	BA (Hons) Television
	The Panel commended the institution on the new split degree on TV but highlighted the challenges this represents at various levels, namely conceptually and the added pressure it represents upon facilities and equipment.

The panel believes the BA Television would benefit from having a clearer and distinctive identity, since presently there is much duplication at the level of resourcing, staffing and programme content between film and television.

Both the BA Film and BA Television programmes would benefited from more overt evidence of diversifying the curriculum, e.g. in reference to the 'social, cultural and global consciousness" referenced in the programme learning outcomes.

BA (Hons) Creative Music

The focus on the development of a research culture & working with industry to establish research projects was noted. The programme team have experience of applied and practical research and partnering with industry in cultural and commercial projects at local and national level.

In response to feedback from the students and graduates the Panel recommended the need to reinforce collaboration across all programmes and to implement interdisciplinary and transversal work and projects that promote interaction between students across the Faculty.

The Panel was very satisfied with the high level of engagement the programme depicts with industry and the local cultural environment tough ensuring a sound implementation of the programme.
The Panel were satisfied the criteria was met.

2.4   Criterion 4

The programme's access, transfer and progression arrangements are satisfactory

Satisfactory (Yes, No, Partially)	Comment
Yes	A range of entry routes exist for the Faculty programmes and these may include access through the CAO application process, RPL application process 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.
	In response the COVID-19 crisis the Faculty quickly moved to an online platform for portfolio submissions, this was highly effective and it is planned to continue this process as a means of assisting broader access.
	The Institute has memorandums of understanding in place with a number of FEHs in the Dublin/Wicklow area, including Blackrock, Bray, Sallynoggin and Stillorgan and this facilitates the alignment of programmes with the Institute's offerings and supports student progression and direct entry.

	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. The BA(Hons) Animation team were part of an outreach programme pilot, working with a Delivering Equality of Opportunity in Schools (DEIS) school in Wexford to offer workshops to students on topics such as Stop Motion.
	The Panel recommended that the Faculty should articulate clear strategies, guidelines and criteria to support growth in diversity across student and staff populations.
	The Panel commended the institute on the level of inclusion it already depicts and the special programmes in place (i.e. Young women in film). This is the beginning of changing the culture, there is diversity in the types of stories the students are telling with more inclusivity around ethnicity and the teaching are inclusive of female film makers.
	The Panel were satisfied that the programmes' access, transfer and progression arrangements are satisfactory.

2.5   Criterion 5

The programme's written curriculum is well structured and fit-for-purpose

Satisfactory (Yes, No, Partially)	Comment
Yes	The Panel reviewed the approved course schedules, overall programme credits and individual modules. Overall, the Panel were satisfied with the design of the programme curriculums
	The Panel recommended that the Institute increases the industry readiness of its graduates by further exploration of opportunities for internships and work placements. Assessment of these work placements and internships can also be improved namely via the introduction of a reflective journal as a compulsory evaluation element.
	The Panel were of the opinion that the Faculty needs to reinforce the collaboration between all programmes and implement interdisciplinary and transversal work and projects that promote interaction between students across all the Faculty programmes. Also, special attention should be given across the four programmes to the articulation between the final thesis and the final projects in order not to diminish the importance of each one of them and, on the contrary, increase the connections between these different deliverables.
	The Faculty has introduced a new Business and Entrepreneurship for Creative Practice, this is a new cross Institute module which prepares students to work across a range of employment contexts, source enterprise funding and build transferable project managements skills. The cores skills of Taxation, GDPR, Contracts, Ethics etc. will also be developed. The module will be delivered on all undergraduate programmes at IADT.

The panel recommends focus on entrepreneurship education to be further reinforced and this experience closely evaluated namely in view of the impact of the COVID crisis.

BA (Hons) Television & BA(Hons) Film
The Programme teams advised on the rationale for creating two separate programmes. As the current programme evolved more content was added and the Faculty saw greater demand with long waiting lists for the programme. By splitting into two distinct programmes, there is opportunity to accommodate more students and to allow these to specialise in a particular area. The team had conducted research across a number of similar programmes and felt that by offering separate programmes they were meeting the needs of different learner groups.
The Panel notes that the programme documentation for BA Film and BA Television requires proof-reading. There are duplications of material in both programmes that are, in fact, related to one programme. The BA Television curriculum requires more focus on television studies and histories in the first and second years. The balance between theory and practice is always very complex in this degrees but an effort should be made in order to assure that media theories can and should be used to understand, explain and improve media practice. This will help in attaining a greater synthesis of practical and academic learning, particularly in practical modules such as "Television as Politics". Nevertheless, both the BA Film and the BA Television evidence a strong balance between practical, professional and theoretical subjects which is to be commended.

BA (Hons) Creative Music Production
The Panel were advised of recent changes to the programmes which included the formalisation of the dual pathway model of production and practice.

Access to facilities and resources are managed to ensure students are provided with sufficient practise opportunities. Students are taken in groups of up to eight for studio practise and studios are provided where possible with access to studios over the summer period; students are also provided with access to pods, mixing suites and equipment which they are able to prebook. The Panel was very impressed by the high level of access provided to state of the art facilities and equipment and how this is embedded in the curriculum namely via the focus on different instruments. The main result is that the BA Creative Music Production evidenced excellent practice in regards to research and industry informed curriculum design.

The Panel were of the opinion the programme written schedules were well structured and fit for purpose.

2.6   Criterion 6

There are sufficient qualified and capable programme staff available to implement the programme as planned	
Satisfactory (Yes, No, Partially)	**Comment**

Yes	IADT is an equal opportunities employer and is committed to equality of opportunity for existing and potential employees and to ensuring compliance with legislative provisions.
	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 Teaching, Learning and Assessment courses, some of which are at Level 9.
	Staff within the department possess considerable industry and academic experience and a high proportion of them continue to work as practitioners.
	The Faculty advised that the Employment Control Framework imposes restrictions staff recruitment, however they have expanded the range of programme offerings at postgraduate level and this has facilitated the movement of staff into new areas.
	Staff development funding does not come from the IADT Central Management budget, rather both Faculties have a designated amount of staff training and development financial support to allocate to their staff. This can be accessed by staff to support the financial cost of upskilling, training and educational requirements during their time at IADT.
	The Panel recommended that the Faculty needs to reinforce the importance and relevance of staff development and specific measures should be taken to increase training on assessment methods and strategies.
	The Panel were of the opinion that the Institute should strengthen its focus on research through the implementation of tailored programs which are designed to underpin training on research methods at all levels. This should also focus on the students' final thesis, with the final goal of increasing the Faculty research activities and raising the profile of the institution in this domain. This focus on research should be grounded on the definition of a clear strategic plan for research and a stronger lobby by the institute in favour of the recognition of the scholarly value of practice-based artistic research.
	The Panel supported the intention of the management team to reinforce equality of opportunity across the Faculty in terms of gender representation and diversity.
	It was agreed by the Panel that there are sufficient qualified and capable programme staff available to implement the programmes as planned.

2.7   Criterion 7

There are sufficient physical resources to implement the programme as planned

Satisfactory (Yes, No, Partially)	Comment

Yes	The campus was closed at the time of the Programmatic Review due to the COVID-19 pandemic and the panel was conducted online via Microsoft TEAMs. The Panel were advised of the facilities available to students and these are detailed in the programme documents and in additional information supplied to the Panel members.
	Programmes are delivered in classrooms, computer rooms and studios. Students have access to the library facilities, both on campus and remotely via the library website. The Institute's IT department provides support for all technology-based services.
	IADT anticipates growing student numbers over the coming years. Additional teaching space will be available on the completion of a new media building designed to accommodate over 900 students. It is planned that the Animation programmes will have a full floor of the new building and this will support the expansion of their practises. In addition, IADT are also exploring additional off-campus locations for the delivery of programmes. The Panel noted that the growth in the number of students and courses puts a lot of pressure on resources across the four programmes and measures should be implemented to ensure that the expectations of students are met.
	The Faculty are working to address the impact on their resources due to increase in student intake. There was a large investment made in digital space & this combined with the integration of skills has lessened the impact on resources.
	The Panel recommended that the growth in student numbers will require ongoing attention placed on the availability of relevant resources for the animation programme. Considering this, resources for the BA (Hons) Animation programme should be closely monitored.
	In relation with the new BA (Hons) on television, the Panel noted that concerns remain about the sufficient resourcing for this programme that is highly depended upon technologies and facilities such as studios and labs. High demand by different levels of learners may cause issues, particularly in regards to later years in the programme when all four years of the new programme are in place.
	The Panel commended IADT on the range of facilities available for students, although unable to visit the site, the feedback provided during their meetings with the programme teams and student groups was highly positive in this regard.
	The Panel commended the Faculty on the level of access to equipment and facilities provided to students and the complementary services namely the on-line booking system which students reported was working well.
	The Panel agreed there are sufficient physical resources to deliver the programmes in a safe and supported environment for students.

2.8   Criterion 8

The learning environment is consistent with the needs of the programme's learners

Satisfactory (Yes, No, Partially)	Comment
Yes	There is an induction process for all new students at the start of the academic year. Support services are available to all students - Access, Disability, Careers, Reading/Writing/Research, Counselling and Physical/Mental Health. Financial support is available through the Student Assistance Fund, for students facing difficulties. The Institute employs a doctor and nurse, who are on campus at designated times. As part of its internationalization strategy, the Panel recommends the institution implements mechanisms that greatly facilitate the involvement of students in mobility programs. Feedback from students indicated that returning Erasmus students may miss out on some of collaborative nature of the programme due to groups/teams having already formed and commenced working together while the Erasmus student was abroad. Considering this and as part of its internationalization strategy, the Review team recommends the institution implements mechanisms that greatly facilitate the involvement of students in mobility programs, tough ensuring that the Institution continues to reinforce its international profile and becomes even more active in terms of recruiting international students and promoting international partnerships. Student feedback indicated overall satisfaction with the learning environment and learners found the learning environment provided by IADT was adequately resourced and supported their learning: • Students advised that they had good relationships with their lecturers and found them to be accessible and easy to communicate with - Feedback was responded to and examples given included changes to the thesis process to include midpoint formative feedback. Equipment issues were also resolved in response to student feedback - The programmes in general offered students the opportunity to collaborate with students from other programmes eg. Creative Music Production students worked on projects with Animation and Film students. Students & graduates felt this replicated the real-world situation and advised that even more collaborative work could be undertaken e.g. Animation and Film could benefit from working together on script writing Peer-learning, lecturing, supervision, mentorship and interactions with practioners are all available to students where appropriate. Some elements of these (i.e interactions with supervisors for thesis & interactions with practioners/academics during placement) may benefit from some "formal" points on the calendar for submission of a journal/thesis "in-progress" to allow for formative feedback to be offered to learners in a structured & formal manner. The Panel recommended that IADT reinforces the feedback mechanisms available to students and it was recommended that module surveys are reintroduced in order to improve quality assurance mechanisms The Panel recommended that IADT continues to reinforce its international profile and becomes even more active in terms of recruiting international students and promoting international partnerships.

	The Panel commends IADT on the quality of the relation with learners. The Panel was impressed at the high quality of the relationships with students on placement, and working with commercial partners is also to a high standard. The Panel was satisfied the learning environment is consistent with the needs of the students.

2.9   Criterion 9

There are sound teaching and learning strategies	
Satisfactory (Yes, No, Partially)	**Comment**
Yes	The Institute is committed to helping students reach their full potential through the provision of a supportive, vibrant and challenging learning environment. IADT has a suite of policies which underpin and inform teaching and learning: • Learning, Teaching and Assessment Strategy • Marks and Standards Policy • Reasonable Accommodation Policy The curriculum, teaching and learning and assessment strategies at IADT are centred on the student. There is a blended delivery of content; classrooms, studios, practical workshops and online resources, field trips and visiting lecturers. Learning is properly monitored and supervised but there are opportunities for more formal formative assessment in the case of the work placement namely in form of the a "reflective journal" (on work placement). The Faculty advised the Panel of their focus on interdisciplinarity and how the implementation of a common curriculum framework greatly advances collaboration and shared practice while providing students with experiences analogous with the needs of their future professions. The integration of business and entrepreneurial studies and formal and accredited work placements were introduced across all programmes in direct response to student, industry and alumni feedback. The Panel recommended the institution further maps intended graduate attributes onto programme/module learning outcomes, in particular in the case of the new BA (Hons) Television. The Panel commended the institution on the quality of the learning opportunities that are provided to enable learners to achieve the intended programme learning outcomes something which is particularly evident in the project, studio, & work placement modules as well as in the modules which occur in the typical academic lecture setting. The Panel was satisfied that the Institute and Faculty T&L strategies were of the required calibre to deliver the programmes.

2.10   Criterion 10

There are sound assessment strategies

Satisfactory (Yes, No, Partially)	Comment
Yes	Assessment procedures are fair, consistent and subject to regular review. Programme assessment strategies are issued to students as part of the annual programme handbooks. Reasonable accommodation for students who have specific requirements is encapsulated in the Institute Assessment Strategy.
	All assessment is undertaken consistently with Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards and a review of assessment methods forms part of annual programme board meetings and is aligned to regulations as outlined in the IADT Quality Framework and the IADT Plagiarism Policy. The programme minimum intended learning outcomes are matched to the appropriate awards standards, to comply with sectoral criteria and requirements.
	The Panel were of the opinion that formal formative feedback mechanisms should be introduced which would provide students with formal points of contact and mentoring. The Panel recommended that the assessment of work placements and internships could be improved through the introduction of a reflective journal as a compulsory evaluation element. The Panel believes this would increase the industry readiness of IADT graduates and further exploring existing opportunities for internships and work placements.
	The Panel believes more formal opportunities for formative assessment in both thesis and work placement are recommended. Students who had an opportunity to submit a thesis mid-way through the term (introduced this academic year) felt this to be of great benefit.
	There is a need for more clarity around written assessment for BA Television and BA Film, particularly in regards to the culmination of academic writing in a comprehensive dissertation. A clear move from short to medium to long essay formats would prepare students more effectively for the written dissertation.
	There are sound procedures for the moderation of summative assessment results in place, though exact moderation processes are unclear. The Panel recommends this issue is further dealt with.
	The Panel was satisfied that there are sound assessment strategies.

2.11   Criterion 11

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

Satisfactory (Yes, No, Partially)	Comment
Yes	The Panel noted that students seem generally very satisfied with their programmes and the teaching they receive. There was a sense of an amicable working atmosphere amongst staff and students and students expressed an appreciation of the close working relationship with staff. There are a range of supports available for students throughout their time at IADT. The First Year Matters Induction programme takes place at the start of the academic year, and students receive information on all the institution-wide services available provided by the Student Experience Team. Nevertheless, there is room for improvement in particular on what concerns advertisement about learner supports to students in stages 1&2. The student voice is heard in a number of ways across the Institute. There is student representation on all Programme Boards, Academic Council and its Sub-Committees and Governing Body. Student feedback indicates there is positive interaction with respective programme staff. Learners feel they are able to approach lecturers and tutors for guidance and advice. Alongside formal feedback, staff and students can engage in a casual dialogue at the end of each module delivery. Effective guidance services for learners on the selection of appropriate learning pathways are in place and should be taken carefully considering how key they are for students when choosing a "specialism" in later stages in the new B.A in Television. The Panel commends the institution on how it takes into account and accommodates the differences between enrolled learners, in terms of their prior learning, maturity, and capabilities. IADT is particularly effective in this area and a commendation is due to their Access Service. Academics are also generally highly adept in performing in accordance with their duty of care in this area. On what concerns the relation with international students, the institution will benefit from considering further targeting of in-service supports in areas such as English language, learning skills, information technology skills and entrepreneurship, to address the particular needs of international students as they target further international student recruitment (i.e mitigating the risks associated with international recruitment). IADT takes great care to ensure the safety of students both on and off-campus during the programme. The specific needs of students in these areas are addressed and can be further developed via the implementation of health and safety regulations (i.e. for shooting) adequate to the current context. The Panel were of the opinion that learners enrolled on the programmes are well informed, guided and cared for.

2.12 Criterion 12

The programme is well managed	

Satisfactory (Yes, No, Partially)	Comment
Yes	Within the Faculty, programmes are managed by Heads of Department and Programme Co-ordinators. IADT has its own internal quality assurance procedures, detailed in the Quality Assurance Framework, as well as a suite of policies and procedures for the effective delivery of programmes. Programmes are benchmarked against national and international best practice to ensure currency of content. Programme content is reviewed on an annual basis both internally and by external examiners. A Programme Board is established for each programme, responsible for the effective management, operation and review of the programme. The Board adheres to the regulations set down by Institute quality assurance procedures, in relation to the delivery of programmes. The Panel were satisfied that the programmes were well managed.

Part 3 Overall Recommendation

3.1   Principal Programmes

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

3.2   Embedded Programmes

Not applicable

4   Summary of Recommended Special Conditions of Validation
No special conditions were identified

5   Summary of Commendations to the Provider

- The Panel commended the levels of internationalization of the Institution and the great number of international projects and partnerships already in place.

- The Faculty were commended on their ability to outreach to local stakeholders and facilitate the insertion of students in the local scene. This is particularly true for the BA(Hons) Creative Music Production programme.

- The Panel commended the fact that the Faculty through its network of personal contacts between its lecturers and external stakeholders, seems well involved in cultural and commercial projects at local and national level and clearly engages students in the process. This was particularly evident for the BA(Hons) Creative Music Production programme.

- The Panel Team commended the Institution on the new split degrees for Television and Film but also wishes to highlight the challenges this represents at various levels, namely conceptually and the added pressure it represents upon facilities and equipment.

- The facilities of the Institution were commended and these were evident from the documentation provided and the feedback during meetings which was highly positive in this regard.
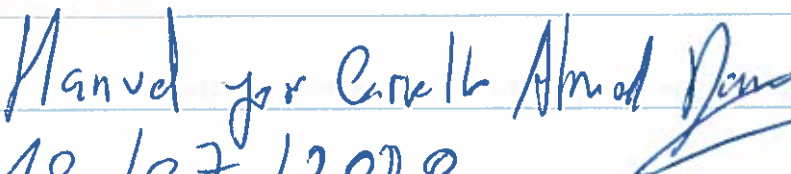
- The Review Team commends the institution of the level of access to equipment and facilities it offers to students and the complementary services namely the on line booking system which students reported was working well.

- The Review Team commends the institution on the level of inclusion it depicts and the special programmes in place (i.e. Young women in film).

6 Summary of Recommendations to the Provider

1. The Review Team recommends the institution further reinforces its focus on research namely via the implementation of tailored programs designed to reinforce training on research methods at all levels. This could also be done in relation to the students' final thesis, with the final goal of increasing the Faculty research activities and raising the profile of the Institution in this domain. This focus on research should be grounded on the definition of a clear strategic plan for research and a stronger lobby on the side of the Institution in favour of the recognition of the scholarly value of practice-based artistic research.
2. The Panel recommends that the Faculty reinforce the collaboration between all programmes and implement interdisciplinary and transversal work and projects that promote interaction between students across all programmes of the Faculty. At the same time, special attention should be given across the four programmes to the articulation between the final thesis and the final projects in order not to diminish the importance of each one of them and, on the contrary, increase the connections between these different deliverables.
3. The Faculty should consider reinforcing the importance and relevance of staff development and specific measures should be taken to increase training on assessment methods and strategies.
4. The growth in the number of students and courses puts a lot of pressure on resources across the four programmes and it is recommended that measures be implemented to ensure that the expectations of students are met. Particular attention should be given to the BA(Hons)Animation programme and further investment in TV production equipment.
5. The Panel recommends that clear strategies are articulated along with guidelines and criteria that will help to reinforce diversity across all levels of the Institution.
6. The Panel recommends the Institution increases the industry readiness of its graduates by further exploring existing opportunities for internships and work placements. Assessment of this can also be improved namely via the introduction of a reflective journal as a compulsory evaluation element.
7. The Faculty should consider creating stronger feedback loops between its programmes and the evolving creative sector. This could be achieved via the implementation of a consultancy board that formalizes the strong existing links with relevant stakeholders at local and national level.
8. The Panel recommends the Institution continues to reinforce its international profile and becomes even more active in terms of recruiting international students and promoting international partnerships.
9. As part of its internationalization strategy, the Review team recommends the institution implements mechanisms that greatly facilitate the involvement of students in mobility programs.
10. The Review Team recommends the Institution reinforces the feedback mechanisms available to students, namely via the reintroduction of module surveys in order to overall improve its quality assurance mechanisms.

7   Signature of Chairperson

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

Panel Chairperson Name	Professor Manuel José Damásio
Panel Chairperson Signature	*Manuel Jor Carvelh Almod Dam*
Date	10 /07 /2020

8   Disclaimer

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

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

Dept of Film & Media

Programme Team's Response to the Panel Report
December 9th 2020

Date of Report 08/07/2020

The programme team thanks the panel for the report and the validation of the programme and the commendations given to internationalisation, Creative Music Production, our involvement in cultural and commercial projects at local and national level, the split in the Film & Degrees and our facilities.

We apologise for the delaying in sending on this report. Covid and the necessities of the 1st term became the focus.

The programme documents are being revised and will be submitted to our programme validation committee. Our response to the recommendations is below.

Recommendations	Response from the programme team
1. The Panel were of the opinion that there should be stronger feedback loops between the programmes and the evolving creative sector. They recommended that this could be achieved via the implementation of a consultancy board that formalizes the strong existing links with relevant stakeholders at local and national level.	The programme team welcomed the response of the panel and the dept and faculty is committed to restarting the National Film School Advisory Committee.
2. The Panel recommended that the student feedback mechanisms could be enhanced by the reintroduction of module surveys, this could enhance overall quality assurance mechanisms.	The Dept and programme teams welcome this recommendation. As part of the roll out of the new programmes the faculty is standardising all feedback mechanisms and processes to ensure equity and transparency. We will consider very seriously the possibility of module surveys though there may be IR issues that may hinder this process.
3. The panel recommended collaboration to be reinforced between all programmes and implement interdisciplinary and transversal work and projects that promote interaction between students across all programmes of the Faculty. At the same time, special attention should be given across the four programmes to the articulation between the final thesis and the final projects in order not to diminish the importance of each one of them and, on the contrary, increase the	At the heart of the programmatic review process, in particular the alignment of all programmes to a universal timetable is wholly focused on "…implement interdisciplinary and transversal work and projects that promote interaction between students across all programmes of the Faculty." There are additional several shared modules in the department and with the wider Faculty. We see the alignment of the final thesis and final project as very

connections between these different deliverables.	important and will amend the module descriptors to reflect this.
4. The Panel commended the institution on the new split degree on TV but highlighted the challenges this represents at various levels, namely conceptually and the added pressure it represents upon facilities and equipment.	The Dept. and programme teams are acutely aware of this issue and are working on clear development plans to expand the base of resources to ensure the ongoing viability of both Film & Television.
5. The panel believes the BA Television would benefit from having a clearer and distinctive identity, since presently there is much duplication at the level of resourcing, staffing and programme content between film and television.	The Dept. and programme teams accept this and feel that as the programme evolves this too will develop. Step one is appointing recognised staff to the programme who are committed to its success.
6. Both the BA Film and BA Television programmes would benefited from more overt evidence of diversifying the curriculum, e.g. in reference to the 'social, cultural and global consciousness" referenced in the programme learning outcomes.	The Dept. and programme teams accept this point and will look to integrating a 'social, cultural and global consciousness' into the project types presented as part of the briefing process. Additionally, a new 1st year module 'Modern Media Landscape & Debates' will replace 'Silent Cinema' as a way of introduction these concepts, and others, to the students and providing a clearer identity to the degree.
7. In response to feedback from the students and graduates (CMP) the Panel recommended the need to reinforce collaboration across all programmes and to implement interdisciplinary and transversal work and projects that promote interaction between students across the Faculty.	See 3 above
8. The Panel recommended that the Faculty should articulate clear strategies, guidelines and criteria to support growth in diversity across student and staff populations.	The Dept and programme teams welcome this recommendation. Our EDI manager is working on strategies "..to support growth in diversity across student and staff populations." These will be the beginning new integration and diversification measures.
9. The Panel recommended that the Institute increases the industry readiness of its graduates by further exploration of opportunities for internships and work placements. Assessment of these work placements and internships can also be improved namely via the introduction of a reflective journal as a compulsory evaluation element.	The new 3rd year Industry placement module addresses these issues and the Dept. and programme teams will include a reflective evaluation element to the module.
10. The panel recommends focus on entrepreneurship education to be further	The dedicated module focused on entrepreneurship in the creative arts is a first

reinforced and this experience closely evaluated namely in view of the impact of the COVID crisis.	significant step in this direction. A significant inbuilt supporting element is the need for artists to be flexible, sole traders who are able to pivot their practice depending on the prevailing landscape and economic context.
11. The BA Television curriculum requires more focus on television studies and histories in the first and second years. The balance between theory and practice is always very complex in this degrees but an effort should be made in order to assure that media theories can and should be used to understand, explain and improve media practice. This will help in attaining a greater synthesis of practical and academic learning, particularly in practical modules such as "Television as Politics". Nevertheless, both the BA Film and the BA Television evidence a strong balance between practical, professional and theoretical subjects which is to be commended.	As mentioned above a new 1st year module 'Modern Media Landscape & Debates' will replace 'Silent Cinema' as a way of introduction these concepts, and others, to the students and providing a clearer identity to the degree.
12. The Panel recommended that the Faculty needs to reinforce the importance and relevance of staff development and specific measures should be taken to increase training on assessment methods and strategies.	This recommendation is noted and will feed into a faculty review of staff training and development that is planned.
13. The Panel were of the opinion that the Institute should strengthen its focus on research through the implementation of tailored programs which are designed to underpin training on research methods at all levels. This should also focus on the students' final thesis, with the final goal of increasing the Faculty research activities and raising the profile of the institution in this domain. This focus on research should be grounded on the definition of a clear strategic plan for research and a stronger lobby by the institute in favour of the recognition of the scholarly value of practice-based artistic research.	The Faculty is in the process of piloting and rolling out a series of research centres/labs that will be hubs for research activity. They will be linked all undergrad programmes and will align with taught and research based postgraduate programmes. Those and a new faculty research committee will be the new engine for research and development. Interdisciplinary practice will be at their heart and they will inform future programme development. The overall plan will align with our internationalisation strategy. Staff training is available in the form of a 10c level 9 module of research methods for the creative arts – but it needs more promotion and engagement. The resultant activities will come together as a research strategy for the faculty and will also align with FilmEU research initiatives.
14. The Panel recommended that the growth in student numbers will require ongoing	Any growth in the Animation programme and the introduction of additional programmes in

attention placed on the availability of relevant resources for the animation programme. Considering this, resources for the BA (Hons) Animation programme should be closely monitored.	the wider animation disciplines is contingent on the opening of the new Digital media building. The Dept and programme teams are well aware of the need for additional resources in
15. In relation with the new BA (Hons) on television, the Panel noted that concerns remain about the sufficient resourcing for this programme that is highly depended upon technologies and facilities such as studios and labs. High demand by different levels of learners may cause issues, particularly in regards to later years in the programme when all four years of the new programme are in place.	This recommendation is noted and we are mindful of the changing resource needs of the programme(s). Strategies are being developed to ensure that both programmes have adequate resources to support all the relevant projects. Interdisciplinary outputs/ team based projects have always been the mainstay of the previous iterations of the programme and will continue into the future.
16. As part of its internationalization strategy, the Panel recommends the institution implements mechanisms that greatly facilitate the involvement of students in mobility programs. Feedback from students indicated that returning Erasmus students may miss out on some of collaborative nature of the programme due to groups/teams having already formed and commenced working together while the Erasmus student was abroad. Considering this and as part of its internationalization strategy, the Review team recommends the institution implements mechanisms that greatly facilitate the involvement of students in mobility programs, tough ensuring that the Institution continues to reinforce its international profile and becomes even more active in terms of recruiting international students and promoting international partnerships.	This recommendation is noted and will feed into a faculty review of its international strategy. European projects and mobilities are at the heart of the faculties/departments international strategy.
17. The Panel recommended that IADT reinforces the feedback mechanisms available to students and it was recommended that module surveys are reintroduced in order to improve quality assurance mechanisms	See above.
18. The Panel recommended that IADT continues to reinforce its international profile and becomes even more active in terms of recruiting international students and promoting international partnerships.	See above.
19. The Panel were of the opinion that formal formative feedback mechanisms should be	As part of the roll out of the new programmes the faculty/department is

introduced which would provide students with formal points of contact and mentoring. The Panel recommended that the assessment of work placements and internships could be improved through the introduction of a reflective journal as a compulsory evaluation element. The Panel believes this would increase the industry readiness of IADT graduates and further exploring existing opportunities for internships and work placements.	standardising all briefing, feedback and assessment mechanisms and processes to ensure equity and transparency.
20. The Panel believes more formal opportunities for formative assessment in both thesis and work placement are recommended. Students who had an opportunity to submit a thesis mid-way through the term (introduced this academic year) felt this to be of great benefit.	The Dept and programme teams welcome this recommendation. As part of the roll out of the new programmes the faculty/department is standardising all briefing, feedback and assessment mechanisms and processes to ensure equity and transparency. It should be noted that regular formative feedback is one of the teaching modes employed by thesis supervisors.
21. There is a need for more clarity around written assessment for BA Television and BA Film, particularly in regards to the culmination of academic writing in a comprehensive dissertation. A clear move from short to medium to long essay formats would prepare students more effectively for the written dissertation.	The Dept and programme teams welcome this recommendation. As part of this programmatic review there is now a clear pathway of academic learning beginning with the transitional studies module through to the final thesis. The academic studies support the studio and there is clear integration of the two strands.
22. There are sound procedures for the moderation of summative assessment results in place, though exact moderation processes are unclear. The Panel recommends this issue is further dealt with.	The Dept and programme teams welcome this recommendation. As part of the roll out of the new programmes the faculty/department is standardising all briefing, feedback and assessment mechanisms and processes to ensure equity and transparency.
23. On what concerns the relation with international students, the institution will benefit from considering further targeting of in-service supports in areas such as English language, learning skills, information technology skills and entrepreneurship, to address the particular needs of international students as they target further international student recruitment (i.e mitigating the risks associated with international recruitment).	The Dept and programme teams welcome this recommendation. As we expand our international ambitions it behoves us to look at the supports in place for these students and the Faculty is actively considering these needs.

Rónán Ó Muirthile

Head of Faculty Film Art & Creative Technologies