

# Programmatic Review Report



## Programme Titles:

1. Bachelor of Arts (Hons) in Art
2. Bachelor of Arts (Hons) in Design for Film
3. Bachelor of Arts (Hons) in Graphic Design

Date of Report: 24th June 2020

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## Part 1 Introduction

### 1 Overall Recommendations

<b>Provider Name</b>	Dun Laoghaire Institute of Art, Design & Technology Department of Design and Visual Arts
<b>Date of Panel</b>	18 <sup>th</sup> June 2020
<b>Date of Report</b>	24 <sup>th</sup> June 2020

<b>Principal Programme No. 1</b>	<b>Title</b>	Bachelor of Arts (Hons) in Art
	<b>Award</b>	Bachelor of Arts NFQ Level 8
	<b>Credit</b>	240 credits
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory with recommendations
<b>Embedded Award</b>	<b>Title</b>	Not applicable.
	<b>Award</b>	
	<b>Credit</b>	
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	
<b>Principal Programme No. 2</b>	<b>Title</b>	Bachelor of Arts (Hons) in Design for Film
	<b>Award</b>	Bachelor of Arts NFQ Level 8
	<b>Credit</b>	240 credits
	<b>Recommendation Satisfactory OR</b>	Satisfactory with recommendations

	<b>Satisfactory subject to proposed conditions OR Not Satisfactory</b>	
<b>Embedded Award</b>	<b>Title</b>	Not applicable
	<b>Award</b>	
	<b>Credit</b>	
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	
<b>Principal Programme No. 3</b>	<b>Title</b>	Bachelor of Arts (Hons) in Graphic Design
	<b>Award</b>	Bachelor of Arts NFQ Level 8
	<b>Credit</b>	240 credits
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	Satisfactory with recommendations
<b>Embedded Award</b>	<b>Title</b>	Not applicable
	<b>Award</b>	
	<b>Credit</b>	
	<b>Recommendation Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</b>	

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## 2 Evaluators

Name	Role	Affiliation
Professor Paul Moore	Chair	Director of Creative Industries Future Screens NI Ulster University
Mr Niall Torris	Student Representative	UCD Graduate, Post Graduate Student, Universiteitskrant Groningen, Holland
Dr Lucy Dawe Lane	Academic representative	Crawford College of Art & Design, Cork
Ms Aideen Barry	Academic representative	Limerick Institute of Technology
Mr Pat Molloy	Industry representative	Production Designer.
Ms Mary Conlon	Industry representative	Co-Director, Ormston House Cultural Centre, Limerick

### 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) in Art	40	32
IADT Campus – BA (Hons) Design for Film	55	45
IADT Campus – BA (Hons) in Graphic Design	30	24

<b>Enrolment Interval</b>	<b>Date of First Intake</b>	Sept 2021 for all 3 programmes
	<b>Date of Last Intake</b>	Sept 2025 for all 3 programmes
<b>Programme duration (months from start to completion)</b>	All 3 programmes are of 4 years duration	
<b>Target learner groups</b>	<p><b>BA (Hons) Art:</b> learners who want to progress their core skills in art practice, production and critical studies. The programme provides opportunities for those students who wish to pursue a career in curatorship, museums, art criticism and the broader audio visual and cultural sectors. Entrants will be via completion of secondary education/CAO/FETAC, combined with a portfolio or Practical Project Day assessment.</p> <p><b>BA (Hons) Design for Film:</b> the programme will appeal to learners with an interest in art, design, media and related areas. This programme provides targeted skills in the areas of costume design, character design, VFX and games, set design and model making. Entrants will have completed secondary education/CAO/FETAC, or demonstration of RPL for candidates wishing to upskill.</p> <p><b>BA (Hons) in Graphic Design:</b> the programme is targeted at learners who wish to advance their knowledge of graphic design practice and critical thinking. A broad range of career opportunities for graduates exist in areas such as motion graphics, broadcast media, online content providers, education etc. Entrants will have completed secondary education/CAO/FETAC, or RPL.</p>	

<b>Approved countries of provision</b>	Ireland
<b>Delivery mode – Full-time/Part-time</b>	Full time for all 3 programmes
<b>The teaching and learning modalities</b>	For all 3 programmes there is a variety of leaning modes: Studio, classroom, lab based learning with online support. Practical studio demonstration, workshops, fieldwork and independent learning.
<b>Brief synopsis of the programme (eg who is it for, what is it for, what is involved for learners, what it leads to)</b>	<p><b>BA (Hons) Art:</b> this practical programme will equip learners with advanced critical and technical knowledge, allowing them to develop an understanding of new and emerging models of practice within Art. Learners will be supervised by full time teaching staff throughout each stage of the programme. Teaching will be enhanced by visiting industry based lecturers and experienced professionals.</p> <p><b>BA (Hons) in Design for Film:</b> students will have an opportunity to develop the practical and critical skills necessary to realise and practice Design for Film. Learners will be mentored by staff and tutors. The programme provides an intellectually challenging and stimulating environment in which leaners can develop their conceptual and practical domains.</p> <p><b>BA (Hons) in Graphic Design:</b> the skills that learners develop will enable them to work in a variety of different roles in the field of Graphic Design. They will also gain the necessary understanding of new and emerging modes of practice. Industry professionals will supplement and complement the teaching staff with guest lecturers and presentations.</p>
<b>Summary of specifications for teaching staff</b>	<p>For all 3 programmes:</p> <ul style="list-style-type: none"> <li>• Qualifications to at least MA level with specialist expertise in specific discipline, including advanced research supervisory experience at level 8.</li> <li>• Qualified to level 8 in relevant cognate discipline, or 5 years practical experience in a professional capacity.</li> <li>• For tutor/demonstrator, an experienced graduate with studio and/or professional experience.</li> </ul>

**Summary of specifications for the ratio of learners to teaching staff**

**BA (Hons) in Art**

- 1:40 Lectures
- 1:8 Seminars/workshops/demonstrations
- 1:1 Major studio project
- 1:20 Art studio practices and drawing

**BA (Hons) in Design for Film**

- 1:45 Lectures
- 1:8 Seminars/workshops/demonstrations
- 1:1 Major studio project supervision
- 1:20 Design for film studio practices and drawing

**BA (Hons) in Graphic Design**

- 1:30 Lectures
- 1:8 Seminars/workshops/demonstrations
- 1:1 Major studio project supervision
- 1:15 Graphic design studio practices and drawing

**4 Embedded Programme**

Note re Embedded/Exit awards at IADT:

In exceptional circumstances, a student may formally request to exit a programme prior to completion, provided they have attained the requisite minimum number of credits.

Full information at:

[https://www.iadt.ie/content/files/00\\_iadtpolicy\\_IADT\\_Exit\\_Awards\\_Policy.pdf](https://www.iadt.ie/content/files/00_iadtpolicy_IADT_Exit_Awards_Policy.pdf)

**5 Programmes being replaced**

<b>Programme being replaced (applicable to applications for revalidation)</b>		
<b>Code</b>	<b>Title</b>	<b>Late Enrolment Date</b>
	The new programme proposal BA (Hons) in Design for Film will replace IADT's current BA (Hons) 3D Design, Model Making and Digital Art programme and the BA (Hons) Design for Stage and Screen in Costume, Makeup and Production programmes.	

## 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	<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 18<sup>th</sup> June 2020 using Microsoft TEAMS technology. 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.</p> <p>The Panel reviewed the content of each of the three 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 noted the excellent quality of the documents submitted for review and commended the team for the work, particularly in the current difficult circumstances.</p> <p>The Panel met with the President, Registrar, and the Head of the Department of Design and Visual Arts, to discuss how the programmes fit into the overall Institute strategy. The President provided an overview of the Institute, outlining the strategic priorities for a five year quality cycle. 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 noted the post COVID learning and teaching environment would provide challenges for IADT in relation to potential growth in student numbers, allocation of physical space and the Employment Control Framework.</p> <p>It was noted there is some anxiety around losing the traditional signature pedagogy. The President is engaged in ongoing discussions with staff and student representatives on how to navigate the new learning environment. Feedback has indicated learners are keen to return on campus, and capacity for this may rise to 50% if the social distance changes from two metres to one metre. A disappointment for students was the cancellation of the annual Graduate Exhibition, but the Institute has invested in an online showcase and negotiated with galleries and exhibition spaces to facilitate alternative platforms for students to exhibit their work. THEA have issued a set of principles and guidelines which are available on the IADT website. The coming academic year will provide insight on how best to proceed, more content will be delivered online and IADT will work with the public health model and guidelines.</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 BA (Hons) in Art and the BA (Hons) in Graphic Design. The Panel were also of the view that the new programme, BA (Hons) in Design for Film is eligible for validation (this programme replaces the two programmes BA (Hons) 3D Design, Model Making and Digital Art and the BA (Hons) Design for Stage and Screen in Costume, Makeup and Production programmes).</p>
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## 2.2 Criterion 2

### The programme objectives and outcomes are clear and consistent with the QQI awards sought

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

## 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	<p>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.</p> <p>The Panel were of the opinion the student voice could be enhanced by a more formalised staff/student liaison structure across the programmes, with learners completing module evaluations. It was noted the BA (Hons) in Graphic Design have initiated an informal dialogue at the end of each module and this was commended by the Panel.</p> <p><b>BA (Hons) Art</b> Strong relationships built across the sector provided positive feedback for the programme from Visual Artists Ireland: the Engagement and Learning Department of the Irish Museum of Modern Art; the Prints and Drawings Study Room at the National Gallery of Ireland; Dublin City Arts Office and The LAB Gallery; the United Arts Club; Pallas Projects gallery and studios, Create (the national development agency for collaborative arts), and Temple Bar Gallery and Studios.</p> <p><b>BA (Hons) in Design for Film</b> Letters of support from stakeholders and alumni have been extremely positive, including;</p> <ul style="list-style-type: none"> <li>• Ben Barnes, Theatre and Opera director (Theatre Royal, Waterford, The Abbey Theatre, RIAM, Opera Theatre Company, Gaiety Theatre)</li> <li>• Arnem Friess, Lighting and Projection Designer (London and UK, Broadway, Abbey Theatre, RIAM)</li> <li>• Sinead Lawlor, Costume Designer (Gate Theatre, freelance)</li> <li>• Gordon Bell, Royal Irish Academy of Music</li> <li>• Katie Davenport, Theatre and Opera Designer</li> </ul> <p><b>BA (Hons) in Graphic Design</b> External consultation was undertaken across a broad base of internal partners and with industry partners and external stakeholders. Letters of support include Rory Simms, Pentragam, New York (Paula Scher’s office); Scott Burnett, Wove Consultancy, Dublin; Paul McBride, Detail; Liza Enebeis, Studio Dumber and Clare Dowling, Deloitte Digital.</p> <p>The Panel were satisfied the criteria was met.</p>

## 2.4 Criterion 4

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

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>There are a range of admission options available to learners in the Department of Design and Visual Arts;</p> <ul style="list-style-type: none"> <li>• The CAO application process</li> <li>• Direct entry into a continuing year</li> <li>• Recognition of Prior Learning, with evidence of relevant industry/practitioner experience</li> <li>• FETAC level 6 standard</li> <li>• Applicants, both standard and non-standard to the Department of Design and Visual Arts or the Department of Film + Media must submit a portfolio for assessment as part of the entry process.</li> <li>• Applicants who have not completed Art to secondary level, and who do not have a portfolio have the option to attend an Art Project Day on campus, where they are awarded points for their work, which can be counted as part of their CAO application.</li> </ul> <p>New recruitment initiatives for last year included project days on campus rolled out for all programmes. For this year, all portfolios were online with the same level of submissions as previously.</p> <p>Less than 50% of students come to IADT straight from Leaving Certificate in the same year. IADT has memorandums of understanding in place with a number of FEHs in the Dublin/Wicklow area, including Blackrock, Bray, Sallynoggin and Stillorgan.</p> <p>The Institute is part of the HEAR and DARE schemes, supporting access for students from socio-economically disadvantaged backgrounds and students with disabilities respectively.</p> <p>IADT is committed to its social and corporate responsibility, engaging with the wider community. Mindful of the challenges, a priority of the Institute Strategy is to grow student numbers from targeted vulnerable groups – the travelling community, DEIS schools etc. IADT has a long standing relationship with the Southside Traveller Group and has seen the numbers of applicants from DEIS schools continue to grow.</p> <p>To give potential students a taste of third level education, initiatives were run for targeted groups on campus. These included free art classes with coach and bus services to IADT and back provided, the Altruism Project organised by the Department of Technology and Psychology and the Young Women in Film workshop.</p> <p>The Panel were satisfied that the programmes' access, transfer and progression arrangements are satisfactory.</p>

## 2.5 Criterion 5

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

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>The Panel discussed module content with the teams, in particular the Business/Entrepreneurship, Placement and Thesis modules.</p> <p><u><i>Business and Entrepreneurship for Creative Practice:</i></u> This new cross Institute module will prepare 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.</p> <p><b>BA (Hons) in Art</b> The Panel noted the ambition of the document and the research that went into the proposal. A real change of culture is evident in the proposal, with all modules providing an opportunity for students to build a toolkit for practicing their discipline.</p> <p><u><i>Professional Placement:</i></u> Each experience is bespoke. The aim is to provide students with a good match within an organisation, with advice and support from IADT staff. Placements are limited by physical spaces but there is an option for students to complete in a non-conventional way. For example, using resources on campus to construct an artefact, or producing an industry standard report with a proposal element to it. There is active feedback from participating organisations on student participation.</p> <p><u><i>Thesis:</i></u> An option is provided for students to work on an Extended Thesis for year 4. By the end of year 3 students have usually selected a topic, which will be developed into an extended piece of twelve thousand words or a standard piece of ten thousand words. There are plans to develop a symposium across all programmes, based on last year's initiative which garnered good feedback.</p> <p><b>BA (Hons) in Design for Film</b> The document content was commended by the Panel, noting it anticipates the future needs of the Industry. The team are confident the modules can be delivered online post COVID-19, utilising their technical skill sets and collaborative approach. Ongoing training for trainers was acknowledged as being an important element to the success of new modes of delivery.</p> <p>The Panel noted the two modules in year 3, <i>Design 1 Research Proposal and CCS Research and Critical Thinking</i> sound similar. It was suggested the team could consider making some space between the two titles.</p> <p><u><i>Professional Placement:</i></u> This is a 2 – 8 week placement in an organisation. The team indicated this offering will need increased support in the future for the suite of live projects, as there is a substantial body of work to prepare for live placements. Until this year when all placements were cancelled, successful placements have taken place with RTE, museums, Troy, Abbey Theatre etc.</p>

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*Thesis:* Years 1 and 2 are diagnostic and give students a chance to reflect on their strengths. Students are supported in years 3 and 4 in negotiating their chosen pathways. The ultimate decision is informed by ongoing feedback to the student.

**BA (Hons) in Graphic Design**

The interdisciplinary nature of the modules was commended. The proposal aims to further integrate a cross discipline approach, to address critical thinking and strategic thinking. This approach will provide more frameworks for learners to work with. This more blended approach is introduced earlier on the programme. Critical and Contextual Studies start from year 1, with lecturers providing both scholarly and practical aspects.

*Professional Placement:* Students try to organise their own placements, some choosing to complete abroad on an Erasmus programme. The new format will facilitate longer placements, giving learners an opportunity to work on larger, more ambitious projects.

*Thesis:* Decisions are made through a process of negotiation. Students write a small piece every fortnight to build research. A symposium in year 3 brings back graduates to meet the present cohort, after which learners are supported in producing an academic paper for a symposium, mindful of translating it into a real world scenario . Students are not asked to submit final ideas for a proposal until the month of January in year 4.

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	<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>The high calibre of staff CVs in the Department was noted by the Panel. All academic staff members have postgraduate qualifications to at least Masters level 9 and a significant number hold PhDs or are working towards level 10 qualifications.</p> <p>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.</p> <p>Staff have used this channel to attain a Certificate in Teaching, Learning and Assessment course, at either level 8 or 9. These certificates are currently awarded through Athlone Institute of Technology, but there are plans for IADT to instigate their own conferring of these awards. The Institute Teaching and Learning Strategy outlines the formal structures for staff development.</p> <p>Staff receive some IADT funding for their research work. There is an array of research practices across the Institute, which can feed into teaching practice. Staff indicated a strong sense of collegial support in relation to their research work. However, there were indications that Institutional support could be strengthened, both practically and in terms of equal recognition for scholarly and practice based research. The Panel noted the importance of such supports for all staff, at every level, in pursuit of their professional and academic development.</p> <p>The Panel remarked on the impressive achievements of staff in completing their research projects, while balancing time constraints alongside teaching responsibilities. Staff are bound by the sectoral requirement to deliver 16 hours teaching a week, which can make the provision of time in lieu, sabbaticals, and a weekly designated research day difficult to achieve in practical terms.</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>

## 2.7 Criterion 7

### There are sufficient physical resources to implement the programme as planned

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>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.</p> <p>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.</p> <p>IADT anticipates growing student numbers over the coming years. Additional teaching space will be available on the completion of a new building designed to accommodate over 900 students. IADT are also exploring additional off-campus locations for delivery of programmes.</p> <p>Lecturers use the Virtual Learning Environment to provide course material online, where students can access course content, communicate with lecturers and submit online assessments. The VLE was particularly significant in delivering programmes in the current academic year, against a background of the COVID-19 pandemic.</p> <p>The Panel noted challenging times ahead for delivery of programmes in a post COVID world. While acknowledging staff confidence and ability to deliver modules online, the new T&amp;L environment was bound to incur a heavier workload, at least initially. The Chair cited Future Screens NI as an example of how funding is provided to deliver more online content, particularly in the research and development area.</p> <p>Representatives from the current student body and graduates outlined their experience at IADT. Some issues around practical resources and facilities were raised, which students felt could sometimes impact on the overall learner experience at IADT:</p> <ul style="list-style-type: none"> <li>• An increase in student numbers meant more pressure on already limited space, particularly in areas where larger working areas are required, for example Costume</li> <li>• The canteen can facilitate limited numbers of people for meals against a backdrop of an increasing student population</li> <li>• An online feedback form would be useful, for students to provide feedback on day to day issues (furniture, computers, printing, etc.) which are not discussed at programme boards</li> <li>• The intense workload did not leave a lot of time for social interaction and there was limited space to congregate on campus. More emphasis on how to keep students on campus would be welcome.</li> </ul> <p>Notwithstanding the inevitable cyclical wear and tear on physical resources and facilities, 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

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

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>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.</p> <p>The Panel noted the changing landscape for delivery of programmes in a post COVID environment and the coming year will be a testing ground for more online and blended learning delivery.</p> <p>Student feedback indicated overall satisfaction with the learning environment:</p> <ul style="list-style-type: none"><li>• The Counselling services could be advertised more at the beginning of the year, perhaps during induction week</li><li>• The Erasmus experience was helpful in preparing for entering the real world of industry and creative practice</li><li>• Regret was expressed at the inevitable cancelling of the Graduate Exhibition for final year students. The unprecedented event meant some students weren't prepared for online presentation and an opportunity to present their work as they would have liked</li><li>• The graduate experience of working as an intern in year was positive, thanks to professional connections made and the industry standard level of teaching on the programmes</li><li>• The self-directed work ethic on programmes helped to make students ready for the world of work</li></ul> <p>The Panel felt the introduction of a more formal process for student feedback, perhaps a module feedback process and an exit tutorial, would be of benefit.</p> <p>The Panel was satisfied the learning environment is consistent with the needs of the students.</p>

## 2.9 Criterion 9

### There are sound teaching and learning strategies

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>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:</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>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.</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

### There are sound assessment strategies

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>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.</p> <p>Assessment is aligned to module learning outcomes, which in turn are aligned to programme learning outcomes. A diverse range of assessment methods are used; reflective journals, essays, critical assessments etc., depending on the discipline.</p> <p>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 (MIPLOs) are matched to the appropriate QQI awards standards, to comply with sectoral criteria and requirements.</p> <p>The Panel was satisfied that there are sound assessment strategies.</p>

## 2.11 Criterion 11

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

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>There are a range of supports 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. The Student Experience Team have a strong partnership with the IADT Student's Union.</p> <p>Students are provided with a programme handbook at the commencement of each year of study. 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>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.</p> <p>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. There is an awareness of pastoral care among staff and students are encouraged to take advantage of all the support services on offer. Alongside formal feedback, staff and students can engage in a casual dialogue at the end of each module delivery.</p> <p>The Panel were of the opinion that learners enrolled on the programmes are well informed, guided and cared for.</p>

## 2.12 Criterion 12

### The programme is well managed

Satisfactory (Yes, No, Partially)	Comment
Yes	<p>Within the Faculty, programmes are managed by Heads of Department and Programme Co-ordinators.</p> <p>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.</p> <p>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.</p> <p>The Panel were satisfied that the programmes were well managed.</p>

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## 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

Select One	
Not applicable	Satisfactory
	Satisfactory, subject to proposed conditions
	Not satisfactory

## 4 Summary of Recommended Special Conditions of Validation

No special conditions were identified

## 5 Summary of Commendations to the Provider

- The Panel commended the Department and programme teams on the quality of the documentation and the successful completion of this review in the current challenging environment.
- The impressive calibre of staff qualifications across the programmes was noted.
- The Panel were impressed with the engagement of the student body in the validation process. The learners' enthusiasm for their chosen programmes was evident in their observations on course content and overall feedback to the Panel.

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## 6 Summary of Recommendations to the Provider

1. The Panel recommends that supports could be enhanced for staff to engage fully in research activities. While it was acknowledged that structures are already in place to offer supports, the opinion was expressed that teaching loads can sometimes operate against the effective working of these structures. Staff feel strongly that all forms of research - scholarly and practice-based - should have equity of recognition. The panel believes thinking about the relationship between learning and teaching might offer a means of creating time for research. This recommendation is made in the belief that strong, contemporary teaching emerges from deep research engagement.
2. Related to the above point the Panel recommends that all staff should be given support in the pursuit of relevant professional qualifications that underpin teaching and learning practices. It is also important this support is available to those in Leadership roles, for example Heads of Faculty and Departments.
3. The Panel recommends that consideration is given to a more formal staff/student liaison system. While excellent examples of staff/student liaison were outlined, they tended to be ad hoc. A clear record of discussions would facilitate better communication channels between students and staff and offer security for both in the event of misunderstandings or differences of opinion on issues.
4. Consideration could be given to the introduction of a formal module evaluation. This should not be regarded as a checking mechanism targeted at staff; rather it would provide valuable feedback as to where the issues lay and what worked effectively. It would also provide learners with a means of input to curriculum development and design. Consideration could also be given to an exit tutorial to glean feedback on the student experience.
5. Staff indicated an enthusiasm for the new overarching professional practice module(s) but were cognizant of potential constraints on delivery, particularly in the post-Co-Vid environment. The panel recommends that staff and students be given the necessary supports to allow these new structures to become embedded in the programmes.

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6. Recognising that all bodies are entering a difficult and uncertain time, it is recommended that staff teams be given the flexibility to adjust programmes post-COVID, as circumstances demand. The logistics and systems to facilitate these changes need to be quick and agile, in order to minimise course disruption for students.
  7. The comparatively small student cohort is a positive aspect of delivery, which allows for a closer relationship to develop with staff. However, the aspirations of the Institute to expand present a conflict in terms of resources and supports, which could result in a work/life balance issue for both staff and students. The Panel feel it would be helpful if the suite of support services were more visible in the early years for students. Similarly for staff, a structure that facilitates a consistent theme of staff development is desirable, while acknowledging current teaching requirements. On a practical level, the issue of limited physical resources will be another factor to give careful consideration to, in the pursuit of expansion.
  8. Noting the body of work required around the administration of Professional Placements on the programmes, the Panel recommend putting designated support in place for this process. This will be a centralized module across programmes and will require constant monitoring and management.
  9. Student feedback indicated that preparation for career choice and the real-world jobs market could take place earlier than year three on the programmes. Students are entering highly competitive industries and the teams may wish to explore this issue, to see how students' readiness could be enhanced.

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## 7 Signature of Chairperson

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

<b>Panel Chairperson Name</b>	Professor Paul Moore
<b>Panel Chairperson Signature</b>	
<b>Date</b>	

## 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.

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# Department of Design and Visual Arts

## Programme Team's Response to the Panel Report for BA (Hons) Art, BA (Hons) Design for Film and BA (Hons) Graphic Design: 16<sup>th</sup> December 2020

Date of Panel: 18<sup>th</sup> May 2020

Date of Report: 24<sup>th</sup> May 2020

The programme teams thank the panel for the report and for the validation of programmes. The commendations noted by the panel offer valuable feedback for the programme teams and the Head of Department, specifically that the panel noted (i) the high quality of the programme documentation and completion of programmatic review in the current challenging environment (ii) the impressive calibre of qualified staff across the programmes and (iii) the level of engagement with the student body during the validation process as well as the enthusiasm that learners in the Department expressed for their chosen programmes. We also thank the panel for noting (i) the interdisciplinary and collaborative nature of programmes across the Department (ii) the ambition, 'culture of change' and address to future needs of industry evident in the documents presented for validation (iii) the strong sectoral links that programmes have forged with industry and stakeholders (iv) the focus on employability skills demonstrated through the programmes and consolidated in the introduction of a new module in year 3, entitled 'Business and Entrepreneurship for Creative Practices' (iv) our benchmarking and quality assurances processes (v) the excellence of staff research undertaken in the Department.

We apologise for the delay in sending on this report. Covid and the necessities of term one have been our priority since the beginning of this academic year.

Our response to the panel recommendations are below:

<b>Recommendations</b>	<b>Response from the Programme Teams</b>
1. The Panel recommends that supports could be enhanced for staff to engage fully in research activities. While it was acknowledged that structures are already in place to offer supports, the opinion was expressed that teaching loads can sometimes operate against the effective working of these structures. Staff feel strongly that all forms of research - scholarly and practice-based - should have equity of recognition. The panel believes thinking about the relationship between learning and teaching might offer a means of creating time for research. This recommendation is made in the belief that strong, contemporary teaching emerges from deep research engagement.	The Department and programmes teams welcome this recommendation. A Faculty review of research has already commenced and a new Faculty Research Committee will be the new engine for research. As noted in the strategic priorities for the Department of Design and Visual Arts contained in the FER circulated to the panel in advance of the Programme Validation Panel, promoting and supporting research is a strategic priority for the Department of Design and Visual Arts. The Head of Department will bring the view of the panel to this committee, specifically the perspective that research informs learning and teaching insofar as strong, contemporary research emerges from deep research engagement.
2. Related to the above point the Panel recommends that all staff should be given support in the pursuit of relevant professional qualifications that underpin teaching and learning practices. It is also important this support is available to those in Leadership roles, for example Heads of Faculty and Departments.	This recommendation is noted and will feed into a Faculty Review of staff training and development. The Head of Department will also undertake an internal review with staff members to encourage professional development and offer support for such. The HoD will also report this recommendation to the HoF.

<p>3. The Panel recommends that consideration is given to a more formal staff/student liaison system. While excellent examples of staff/student liaison were outlined, they tended to be ad hoc. A clear record of discussions would facilitate better communication channels between students and staff and offer security for both in the event of misunderstandings or differences of opinion on issues.</p>	<p>The Department 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. As part of this process, the Department will recommend that more formal systems could be set up to support student/staff liaison and communication.</p>
<p>4. Consideration could be given to the introduction of a formal module evaluation. This should not be regarded as a checking mechanism targeted at staff; rather it would provide valuable feedback as to where the issues lay and what worked effectively. It would also provide learners with a means of input to curriculum development and design. Consideration could also be given to an exit tutorial to glean feedback on the student experience.</p>	<p>This recommendation is noted and the HoD will report on this recommendation to the Faculty review of feedback mechanisms. During the review the suggestion of an exit tutorial will also be considered. The recommendation of student input to curriculum development and design is welcomed by the Department and the programme teams.</p>
<p>5. Staff indicated an enthusiasm for the new overarching professional practice module(s) but were cognizant of potential constraints on delivery, particularly in the post-Co-Vid environment. The panel recommends that staff and students be given the necessary supports to allow these new structures to become embedded in the programmes.</p>	<p>The HoD and programme teams welcome this recommendation which will be brought forward to the Faculty as part of the implementation planning for the roll out of the new programmes.</p>
<p>6. Recognising that all bodies are entering a difficult and uncertain time, it is recommended that staff teams be given the flexibility to adjust programmes post-COVID, as circumstances demand. The logistics and systems to facilitate these changes need to be quick and agile, in order to minimise course disruption for students.</p>	<p>This recommendation is noted. Since the programme validation panel was convened, the Department has faced many of the challenges foreseen by the panel. The Department intends to continue to have an efficient response to any disruption caused by the Covid/Post-Covid educational environment.</p>
<p>7. The comparatively small student cohort is a positive aspect of delivery, which allows for a closer relationship to develop with staff. However, the aspirations of the Institute to expand present a conflict in terms of resources and supports, which could result in a work/life balance issue for both staff and students. The Panel feel it would be helpful if the suite of support services were more visible in the early years for students. Similarly for staff, a structure that facilitates a consistent theme of staff development is desirable, while acknowledging current teaching requirements. On a practical level, the issue of limited physical resources will be another factor to give careful consideration to, in the pursuit of expansion.</p>	<p>The Faculty is working on a review of space and physical resources, especially in light of the Covid/post Covid environment. A new Digital Media building is planned and this will relieve some pressure on the facilities as well as provide new ones. The Department will work with the Student Experience team in the Institute to make support services more visible in the early years for students. See response to recommendation 4 regarding Faculty Review of staff training and development.</p>

<p>8. Noting the body of work required around the administration of Professional Placements on the programmes, the Panel recommend putting designated support in place for this process. This will be a centralized module across programmes and will require constant monitoring and management.</p>	<p>This recommendation is noted and will provide part of the feedback from the Department during the implementation planning for the roll out of the new degree programmes.</p>
<p>9. Student feedback indicated that preparation for career choice and the real-world jobs market could take place earlier than year three on the programmes. Students are entering highly competitive industries and the teams may wish to explore this issue, to see how students' readiness could be enhanced.</p>	<p>We welcome this recommendation. Whilst a professional placement module is now formalised within the new Faculty Structure in year 3, there are certain key points across programmes in years 1 and 2 that address this issue. The HoD will take this recommendation forward during implementation planning for the roll out of the new degree programmes.</p>

**Dr Tina Kinsella**  
**Head of Department of Design and Visual Arts**