

Institute of Art, Design + Technology

2024

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**Annual Quality Report**  
**Institute of Art, Design + Technology**  
**Reporting Period 2022-2023**

Institute of Art, Design + Technology

2024

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**Annual Quality Report (Institution)**  
**PART A: INTERNAL QA SYSTEM**  
**Reporting Period 2022-2023**

## PREFACE

The **Annual Quality Report (AQR)** (formerly AIQR) forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with Higher Education Institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI's Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports.

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## Guidelines on Completing the Report

The AQR is aligned with QQI's Core, Sector and Topic-specific Statutory Quality Assurance Guidelines and with the ESG (2015). A mapping of the ESG to QQI Core QA Guidelines is included in Table 1 below; the structure of Part A of this report template aligns with the first column of the table. Additional guidance on completing this template and reference material is included in each section. Institutions should adhere to this guidance and have regard to QQI Core, Sector and Topic-specific Statutory Quality Assurance Guidelines. **The guide text within each section should be deleted before submission of the report.**

### Submission Process and Timeline

The deadline for submission of the AQR each year is in February of the relevant year, with the call for submission sent to institutions in November of the preceding year. Once the call for submission has been made, QQI will provide access to QQI's provider portal, QHub, to the designated institution contact(s) to facilitate submission of the report. Through QHub, each institution will have access to an editable version of its AQR for the previous reporting period. This document can then be amended/updated to reflect any changes or developments that occurred during the current reporting period before submitting the final report to QQI.

### Completing the AQR

- When completing the AQR template, all relevant colleagues in the institution should be consulted.
- Consider whether external audiences will be able to understand the terminology used (particularly local abbreviations and acronyms); it may be helpful to include a glossary.
- Aim to avoid duplication in the report - where information is relevant to more than one section, the first mention may be referenced in subsequent sections.
- Provide reflections on what worked well, but also what may have been tried but did not work.

### Report Structure

#### Part A: Internal QA System

Part A of the AQR comprises a record of each institution's current QA policies and procedures and should provide links to those policies and procedures. Private HEIs may provide links to the policies and procedures approved by QQI during initial access to validation (IAV) or reengagement. It is the responsibility of each HEI to ensure before submission of the AQR that all links are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available. Given that the AQR is submitted in respect of a discrete reporting period, it may be helpful for institutions to establish a SharePoint/OneDrive folder (or similar) for each reporting period that contains the current versions of their policies and procedures, and that hyperlinks to these versions of the documents be provided in the AQR

Part A is to be completed only if there have been **material** changes to QA policies and procedures during the reporting period. Such changes may include the approval and implementation of new policies or procedures, or significant amendments to existing ones.

#### Part B: Quality Assurance (QA) and Quality Enhancement (QE)

Part B of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**. Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR were progressed during the reporting period - these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

#### Case Studies

In each reporting period, QQI may request updates on specific thematic areas or may invite the institution to submit case studies in response to specific topics. Further, institutions may include case studies to share good practice on topics of their choosing, demonstrating QA and QE in action. In formulating case studies, institutions are encouraged to reflect on and highlight areas that may be of interest to other institutions and would benefit from wider dissemination. Further guidance is provided in Part B.

## Links to Reference Documents Cited in this Template<sup>1</sup>

### Legislation

- [Qualifications and Quality Assurance \(Education and Training\) Act 2012 \(as amended\)](#)
- [Regional Technical Colleges Act 1992 \(as amended\)](#)
- [Technological Universities Act 2018](#)
- [Universities Act 1997](#)

### QQI Documents

#### Statutory QA Guidelines (QAG)

- [Core QAG](#)
- [Sector-specific QAG for Independent/Private Providers](#)
- [Sector-specific QAG for Designated Awarding Bodies](#)
- [Sector-specific QAG for Institutes of Technology](#)
- [Topic-specific QAG for Providers of Statutory Apprenticeship Programmes](#)
- [Topic-specific QAG for Providers of Research Degree Programmes](#)
- [Topic-specific QAG for Blended Learning](#)

#### Other QQI Policy Documents

- [QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012](#)
- [QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015](#)
- [QQI Policy Restatement on Access, Transfer and Progression, 2015](#)

### Other National/International References

- [European Standards and Guidelines for Quality Assurance in the European Higher Education Area \(2015\)](#)
- [IHEQN Guidelines on Collaborative Provision](#)
- [National Policy Statement on Ensuring Research Integrity in Ireland](#)
- [Ireland's Framework of Good Practice for Research Degree Programmes, 2019](#)
- [HEA National Framework for Doctoral Education](#)
- [The Salzburg Principles](#)
- [The Salzburg II Recommendations](#)
- [SOLAS Code of Practice for Employers and Apprentices](#)
- [UN Sustainable Development Goals](#)

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<sup>1</sup> These links will be updated as further guidance documents are published.

## PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)				
AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 - Internal QA Framework	2.1	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 - Programme Development and Delivery	2.3	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 - QA of Research Activities and Programmes			1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review				
5.0 - Staff Recruitment, Development and Support	2.4	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 - Teaching, Learning and Assessment	2.5	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 - Learner Resources and Supports	2.7	Supports for learners	1.6	Learning Resources and Student Support
6.0 - Information and Data Management	2.8	Information and Data Management	1.7	Information Management
7.0 - Public Information and Communication	2.9	Public Information and Communication	1.8	Public Information
2.0 - Programme Delivery and Development	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review			1.2	Design and Approval of Programmes
9.0 - Details of Arrangements with Third Parties				
2.0 - Programme Development and Delivery	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - Monitoring and Periodic Review			1.10	Cyclical External Quality Assurance
4.0 - QA of Research Activities and Programmes	QAG for Providers of Research Degree Programmes			

## Introduction and Overview of Institution

This is the AQR for **Institute of Art, Design + Technology (IADT)** for the reporting period **1 September 2022 - 31 August 2023**. It is to be submitted by **Friday, 23 February 2024**

The AQR has been approved by the **Vice President Academic Affairs and Registrar and Assistant Registrar** and is submitted by **Emma Fry, Senior Quality Officer**.

**The process for developing and approving the AQR:** Relevant colleagues across the institute were invited to make submissions for the 2024 report, which was coordinated and compiled by the Senior Quality Officer. Drafts were circulated for review and approval by the Quality Enhancement Sub-Committee, and the Vice President, Academic Affairs and Registrar approved the final version.

### **Dún Laoghaire Institute of Art, Design and Technology (IADT)**

Dún Laoghaire Institute of Art, Design and Technology (IADT) was established on 1 April 1997. It is a publicly funded Institute of Technology, operating under the Institutes of Technology Acts 1992 to 2006. IADT is designated as a higher education institution under the Higher Education Authority (HEA) [www.heai.ie](http://www.heai.ie) and receives its funding through the HEA.

IADT's Strategic Plan 2019-2023 states that:

*"The vision for IADT has always been to be an institution that would stand strong on the established foundation and reputation of its art, design, and media courses, while embracing the disciplines of humanities, technology, applied psychology and entrepreneurial business."*

IADT has two Faculties, the Faculty of Film, Art and Creative Technologies (FFACT) and the Faculty of Enterprise and Humanities (FEH). The two faculties drive and deliver all IADT education, research, and development strategies. There are approximately 2500 students currently enrolled on undergraduate and postgraduate programmes at IADT.

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. Under this same legislation, IADT became a designated awarding body, on 1 January 2020.

### **Quality Assurance**

IADT operates within the parameters of national policies and procedures relating to the provision of higher education prescribed by Quality and Qualifications Ireland (QQI), and the policies and procedures of the HEA and the Department of Further and Higher Education, Research Innovation and Science (DFHERIS) as they apply to other areas of its operation. The IADT Quality Assurance Framework aligns with the relevant QQI policies as well as international guideline and policy instruments.

The Institute includes two Faculties; the Faculty of Film, Art and Creative Technologies and the Faculty of Enterprise and Humanities, around which all education, research and development are focused.

## 1.0 Internal QA Framework

### 1.1 Governance and Management of Quality

#### Related IADT Policy & Procedures:

- [IADT Quality Framework](#)
- [Committee Membership and Terms of Reference](#)
- [Programme Board Terms of Reference](#)
- [IADT Policies and Procedures](#)

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.

IADT follows the policies and procedures of Quality and Qualifications Ireland (QQI) relating to education provision and by policy and procedure of the HEA and the Department of Further and Higher Education, Research, Innovation and Science as it applies to other areas of its operation. The [Quality Framework](#) has been aligned with relevant QQI policies as well as international guidelines and policy instruments. Following IADT's designation as an awarding body in January 2020, the Academic Council of IADT adopted the QQI Generic Awards standards as its own.

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

IADT's Quality Assurance Framework sets out the key documents, both internal and external, which together provide a clearly stated set of policies and procedures for the provision of quality services and the assessment and review of the provision of these services.

#### Quality assurance decision-making fora

IADT operates with a structure of:

- **Governing Body** (with a Chair appointed by the Minister for Education)
- A **President**, who is the Chief Accountable Officer
- An **Academic Council** - appointed by the Governing Body and assists in the planning, coordination, development and overseeing of the educational work of the Institute and to protect, maintain and develop the academic standards of the programmes and the activities of the Institute. The majority of members of the Council are academics, but the Students Union is included in membership, as are student body representatives
- An Executive
- A Management Team
- A number of Working Groups and Sub-Committees
- Institute committees

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

### **Equality, Diversity and Inclusion**

- **EDI governance and oversight of EDI work**

The Institute recognises that our governance and decision-making structures should influence - and drive progress in - equality, diversity and inclusion (EDI) for students and staff and our wider community of stakeholders. To this end, a number of groups have been established to assist IADT in its duties of promoting EDI and mutual respect.

- **EDI Committee (Governing Body)**

In December 2020, the IADT Governing Body approved the reconstitution of the EDI Committee (formerly the Athena Swan Committee). The purpose of the EDI Committee is to assist the Governing Body in fulfilling its oversight responsibilities in ensuring a good governance structure and to provide leadership and accountability for EDI in all aspects of the Institute's activities. It meets at least twice per academic year and is chaired by a member of the Governing Body. Members include Governing Body representatives, an external member, three staff members, the IADT President, the IADT EDI Manager, the IADTSU Welfare & Equality Office, and two student representatives (one from each Faculty). The EDI Committee's Terms of Reference (ToR) can be accessed [here](#). The ToR are reviewed annually.

- **Athena Swan Self-Assessment Team (SAT)**

The Athena Swan SAT drives the implementation of the Athena Swan Charter in the Institute. The SAT includes representation from Academic Staff and PMASS Staff and broadly reflects the gender profile of employees. IADTSU Officers represent the student body.

The SAT reports biannually to the EDI Committee of Governing Body via the EDI Manager (SAT Chair). The EDI Manager also provides a monthly report on the implementation of Athena Swan actions to IADT's Executive and Central Management Team.

The SAT's ToR can be accessed [here](#).

- **IADT Promoting Consent & Preventing Sexual Violence (PROPEL) Working Group**

In line with national requirements, the IADT PROPEL Working Group is working to implement the [Framework for Consent](#) and [Ending Sexual Violence and Harassment in HEIs Implementation Plan, 2022-2024](#). Membership includes IADT Academic Staff (one from each Faculty), PMASS Staff in student-facing roles, EDI, IADTSU, HR, and the National Women's Council (NWC) as the external representative.

The Working Group biannually reports to the EDI Committee of Governing Body via the EDI Manager (PROPEL Chair).

The PROPEL Working Group's ToR can be accessed [here](#).

- **EDI implications reporting**

Since 2019, EDI has been included as a standing agenda item for IADT's key leadership structures and committees. This provides chairs and members with an opportunity to look back at the decisions made during the meeting and to note any issues related to EDI/Access. Critical issues are flagged by the EDI Manager and reported to the President every three months. The EDI Committee of IADT's Governing Body receives a biannual report on this process, including outstanding items.

## Academic Council and Sub-Committees

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

Academic Council has appointed six Sub-Committees that regularly report to the council:

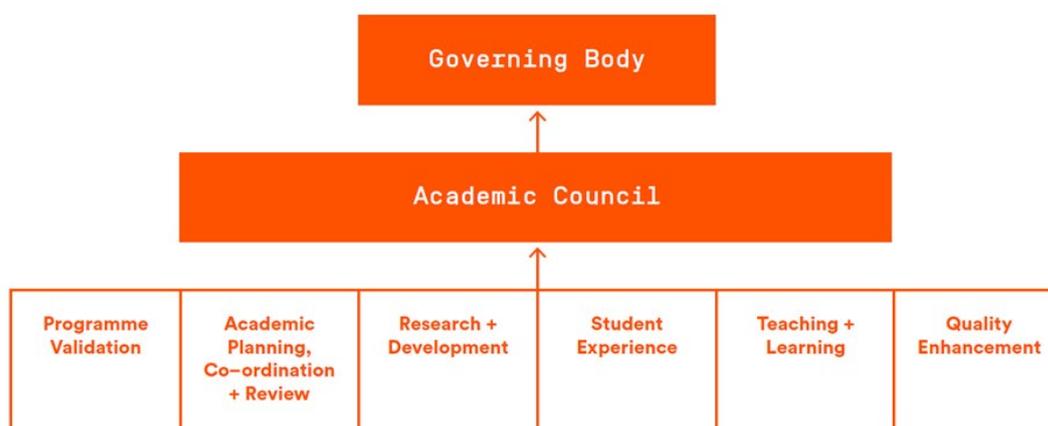


Figure 1.0 - IADT Academic Council and Sub-Committees

- **Programme Validation:** the role of the Programme Validation Sub-Committee (PVC) is related to ensuring quality within the suite of programmes offered by the Institute. It deals with reports from Programme Boards, reviews recommendations for new programmes via an internal validation process and also reviews proposals for minor changes in programmes, i.e. change of module credit weighting etc., to continue to refine the programme offering.
- **Academic Planning, Co-ordination and Review:** this Sub-Committee deals with all relevant matters of a cross-institutional nature to ensure the effective and efficient provision of programmes and academic support services and to report and make recommendations, as appropriate, to Academic Council. Areas of consideration include but are not limited to the planning of the calendar of academic delivery and related events, open days and examinations coordination.
- **Research and Development:** the role of the Research and Development Sub-Committee is to foster a culture of collaborative research and development, innovation and technology transfer in the context of the Institute's strategic plan.

- **Student Experience:** this Sub-Committee was established in 2012 in response to a consideration of institutional oversight of student wellbeing and student administrative policy issues. The remit of the Committee is to develop and advise on policy and procedures relating to overall student wellbeing and the experience of students whilst on their programme of study. This includes student contribution to the campus community, promotion of diversity and mutual respect, supporting students with particular needs and establishing and reviewing appropriate standards for Student Services in collaboration with the various service provided within the Institute.
- **Teaching and Learning:** this Sub-Committee's remit includes the upholding of the standards of knowledge, skill, and competencies to be acquired by our learners to ensure that the Institutional procedures that are established for students are fair, consistent and compliant with Higher Education standards. With an overall remit in the areas of teaching, learning and assessment, the Committee aims to document and review existing practice, develop staff training and research and disseminate best practice. The committee is actively involved with the National Forum for Teaching & Learning, which further enhances the quality standards & approach at IADT.
- **Quality Enhancement:** the main function of the Quality Enhancement Sub-Committee is to facilitate an integrated approach to academic quality, including institutional policies, procedures and systems. The Committee is central to both Programmatic and Institutional reviews. It provides guidance to the Academic Council on issues of quality, provides an advisory audit function of the academic quality system to ensure compliance with standards and monitor and review cycles within the Institute to ensure compliance via periodic review of programmes, quality manual reviews, etc. It is the central forum for monitoring and improving standards of academic quality and is guided by the approach outlined in the Institution's Quality Framework and by relevant policies and procedures.

Each of the six Sub-Committees report their activities to the Academic Council via the minutes of their meetings, which are reviewed by the Council at its monthly meeting. Each Sub-Committee also prepares an annual report, which is discussed at the Academic Council. The Policy on Committee Membership and Terms of Reference is available from the IADT website [here](#).

### **Programme Boards**

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

### **Institute Committees**

The **Institute Research Ethics Committee** (IREC) oversees good practice in ethical research and develops the Institute's ethics policies and procedures. It is responsible for reviewing and approving postgraduate research and staff research proposals and hears appeals from Faculty/Departmental Research Ethics Committees. It is IREC's responsibility to develop detailed ethics policies and to oversee and refine procedures. The policies will sit within the internationally accepted norms on ethical research and will promote the welfare of all human and animal participants while at the same time respecting academic freedom.

The **Partnership Oversight Committee** has a specific role in advising Academic Council and the President on decisions to be made in respect of partnerships and collaborative programme development. The Committee is responsible for the following:

- Liaising with the Secretary/Financial Controller on the Institute Risk Register and the standing heading therein on Partnerships and Collaborative Provision
- Reporting at least twice yearly to the Audit Committee of the Governing Body on current partnerships
- Preparing an annual summary report for the President on IADT partnerships and work associated with them. This report will be shared with the Executive Management Team, Academic Council and the Governing Body.
- Determining the extent of the due diligence enquiries required in respect of prospective partners, or a new programme type under an existing partnership

- Establishing a Memorandum of Understanding between the Institute and its potential partners to govern the full due diligence enquiries to be undertaken if such an MOU is not already in place
- Appointing a Due Diligence Team (where relevant, utilising the Institute Procurement Policy)
- Assessing the findings of the Due Diligence Team and conducting a Risk-Opportunities Assessment
- Advising the President and Executive Management Team of the outcome of the Risk-Opportunities Assessment and making a recommendation as to whether the proposal should, or should not, be progressed further
- Recommending to the President and Executive Management Team the approval of a financial plan for a new collaborative programme, or their further investigation
- Reviewing annual reports from the respective Relationship Management Teams and taking action or advising relevant authority of action required, or information relevant authorities of relevant updates – Establishing monitoring groups as relevant for various projects or partnerships

### **The Library Forum**

The purpose of the Library Forum is to provide academic staff and students with a forum for engaging with the Library. The Library Forum Terms of Reference are to:

- Provide a forum for students and staff to discuss issues regarding all Library services including but not limited to facilities in the Library; print and online collections; services and supports; Library communications
- Facilitate collaboration between the Library, student body and academic community including joint initiatives, projects and events
- Provide a forum for the Library to seek consultation and feedback
- Provide a framework to inform the collection and analysis of both qualitative and quantitative data in relation to Library resources, facilities and services
- Provide a forum for students and staff to suggest new library services and/or further develop current services and resources
- Play an active role in ongoing collection development in the Library, recommending new resources

## 1.2 Linked Providers, Collaborative and Transnational Provision

### Related IADT Policy & Procedures:

- [Quality Assurance for Collaborative Provision Policy](#)
- [Quality Assurance for Collaborative Provision Procedures](#)
- [Erasmus Procedures for Incoming and Outgoing Students](#)
- [IADT Erasmus Charter](#)

IADT does not have any linked providers. The current collaborative provision in IADT is detailed below:

### **IADT + George Brown College, Canada**

IADT offers an MA in Design for Change, which has been designed in collaboration with George Brown College in Toronto. Through collaborative practices, the programme provides candidates with a systematic and in-depth knowledge of integrated design strategies. They will develop critical awareness and employ advanced design methodologies. The programme responds to the needs of industry for graduates with the required combination of knowledge, skills and competencies to work within interdisciplinary teams in the broader design, technology and professional services sectors. More information on the programme can be found [here](#).

### **IADT + Sheridan College, Ontario, Canada**

The MA in 3D Animation is Ireland's first Master's degree in 3D Animation and was developed by IADT in association with Sheridan College, Ontario. This course is an advanced practical programme that teaches the skills needed to excel in the world of 3D Animation. Learning in a digital studio environment from lecturers and practitioners who are active in industry, students will get technical and production skills plus a thorough critical understanding of the modern animation landscape. This is a shared MA programme with Sheridan College Ontario and welcomes Irish, Canadian and international students to the full programme. More information about the programme can be found [here](#).

Both agreements with George Brown College and Sheridan College were developed under the aegis of the Colleges of Ontario/IOTL agreement for the Technological Sector.

### **IADT + Sound Training College, Dublin**

IADT offers a BA (Hons) in Creative Music Production that is delivered collaboratively by IADT and the Sound Training College (STC). This unique programme utilizes some of

Ireland's leading commercial recording studios as teaching spaces. Lecturers include some of the finest sound engineering/music industry practitioners in the contemporary music scene. This shared delivery offers mutually distinct benefits; appropriate modules will be taught in commercial studio and music production facilities at STC. This programme has been evolving to meet the needs of the industry and from September 2019 a new pathway in Creative Music Practice was introduced. More information on the programme can be found [here](#).

### **IADT + Further Education Colleges in Ireland**

The National Plan for Equity of Access to Higher Education 2015-2019 sets out five priority goals. The outcome of Goal 4 is: "To build coherent pathways from further education and to foster other entry routes to higher education".

Since its inception, IADT has fostered links with institutes of Further Education, both on a local and on a sectoral level. The Institute reserves up to 10% of places on undergraduate programmes for entrants from the FE sector. The numbers of such entrants vary from year to year and from programme to programme, but, overall, the intake from the FE sector remains steadily above 15%.

In order to deepen these links, IADT has established more formal links with individual FE Institutes. To this end, six (6) Memoranda of Understanding (MOU) have been signed with a cluster of local colleges:

- **Blackrock Further Education Institute (BFEI)**
- **Bray Further Education Institute (BFEI)**
- **Dundrum College of Further Education (DCFE)**
- **Dun Laoghaire Further Education Institute (DFEI)**
- **Sallynoggin College of Further Education (SCFE)**
- **Stillorgan College of Further Education (Stillorgan FE)**

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

**IADT and Erasmus+**

IADT offers student and staff exchanges as part of the Erasmus+ Programme. The Institute has approx. 60 partners across a wide range of countries through the Erasmus+ programmes. These include:

- Aalto University - School of Art, Design + Architecture
- Academy of Fine Arts Katowice
- Academy of Performing Arts Bratislava (VSMU)
- Accademia di Belle Arti "Pietro Vannucci", Italy
- Artez, Netherlands
- Aristotelio Panepistimio Thessalonikis
- Baltic Film, Media, Arts + Communication School (Tallinn University)
- Bard College Berlin, Germany
- Ecole Européene Supérieure de Bretagne (EESAB)
- Ecole Nationale Supérieure des Arts Visuels - La Cambre
- Ecole Nationale Supérieure des Beaux-Arts de Lyon
- Ecole Nationale Supérieure de la Photographie - Arles
- Erasmus Hogeschool Brussels
- Escola Municipal d'Art I Disseny Terrasa
- Escola Superior de Media, Artes e Design (ESMAD) - Instituto Politecnico do Porto
- Escuela TAI
- Estonian Academy of Arts
- Film + TV School of the Academy of Performing Arts (FAMU)
- Filmuniversität Babelsberg Konrad Wolf
- Fondazione Accademia di Belle Arti P. Vannucci (ABA), Perugia
- Gobelins, l'école de l'image
- Hochschule für Gestaltung (HFG)
- Hochschule Mainz (University of Applied Sciences)
- Hogeschool Rotterdam (Rotterdam University of Applied Sciences)
- Hogeschool Ghent
- Hogskolen i Ostfold, Norway
- Hungarian University of Fine Arts (MKE)
- Iceland University of the Arts (LHI)
- International University of Languages + Media (IULM)
- IUT2 Grenoble (Université Grenoble Alpes)
- LAB University of Applied Sciences (Lahti)
- Lithuanian Academy of Music and Theatre

- LUCA School of Arts
- National Academy of Theatre and Film Arts, (Nafta) Bulgaria
- Polish-Japanese Academy of Information Technology (Department of New Media Art)
- Rome University of Fine Arts (RUFA)
- Sabanci University, Turkey
- Stuttgart Media University (HdM)
- TH Köln (Cologne Game Lab)
- Turiba University (Riga)
- Universidad Camilo Jose Cela (UCJC)
- Universidad Europea del Atlántico (Santander)
- Universidade Lusófona de Humanidades e Tecnologias
- Universitat Internacional de Catalunya (UIC)
- Université Paris-Saclay (IUT Sceaux)
- Université Reims
- Université Rennes 2
- University of the Arts Helsinki - Academy of Fine Arts (KUVA)
- University of Film + Theatre Budapest (SZFE)
- University of Gothenburg (HDK Valand - Academy of Art and Design)
- University of Osijek (Josip Juraj Strossmayer - UNIOS)
- University of Silesia (Krzysztof Kieslowski Film School)
- University of West Bohemia (Ladislav Sutnar Faculty of Design and Art)
- Universitat für Musik und Darstellende Kunst Wien, Austria
- Via University, Denmark
- Volda University, Norway

#### **Erasmus Partners Outside EU/EEA**

- Yerevan State Academy of Fine Arts (SAFAA), Armenia
- Yerevan State Institute of Theatre and Cinematography (YSITC), Armenia
- George Brown College, Canada
- Sheridan College, Canada
- Sumy State University, Ukraine

More details on our partners can be found on the IADT website, or [here](#), the IADT Erasmus Charter for Higher Education 2021 - 2027 can be found on the IADT website or [here](#). More information on the programme can be found on the IADT website or [here](#).

#### **KINOEYES Erasmus Mundus MA in Filmmaking**

2021 was the launch of KINOEYES 7, a joint Erasmus Mundus MA in Filmmaking, of which IADT has become the newest full partner. Now in its 7<sup>th</sup> edition, KINOEYES has a strong history of film education at this level.

The MA in Filmmaking is delivered by four different Film Schools in four European countries, including Lusofona University in Lisbon, Portugal; Screen Academy Scotland/ Napier University; The Baltic Film Media, Arts and Communications School, Tallinn, Estonia and IADT. The academic structure of this four-semester programme follows the workflow of an actual film production. It is aligned with the needs of today's professionals and organisations scattered along the film production and distribution value chain. Entry into this consortium cements IADT's ever-growing reputation as a favoured educational provider in the Cultural and Creative Industries. Further information about FILMEU is available [here](#).

### **IADT + Loras**

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

Annually a group of approximately 7-10 Loras students come and pursue a semester of study at IADT comprising modules from the Faculty's suite of programmes and a work placement element organized by Loras but hosted in Dublin.

### **FilmEU/Department of European Projects**

FilmEU is a European University Alliance comprised of four higher education institutions: the Institute of Art, Design + Technology in Dublin, the LUCA School of Arts in Brussels, the Universidade Lusófona in Lisbon, and the Baltic Film and Media School at Tallinn University. The major goal of the project is to establish a European University of excellence centred on high-level education and research activities in the domains of Film and Media Arts. The programme is a significant step forward for the EU in developing future universities, promoting European values and identity, and advancing the quality, inclusion, and competitiveness of European higher education.

The medium-term vision is for FilmEU to be firmly established as an exemplary collaborative structure by 2025, deepening cooperation among all current and future Alliance members and fostering their ability to act nationally, regionally, and globally in the cultural and creative industries, as well as across other societal areas they impact.

From a programme perspective, FilmEU will broaden and implement the ongoing harmonisation of degree curricula presently offered by the Alliance, which is vital for promoting greater mobility and helping us reach our ambitious 50 percent goal. It will encourage a more robust deployment of the bespoke pedagogical model, called “Samsara”.

This process will support FilmEU's vision of developing and exploring models for the creation of challenge-driven programmes that enhance mobility and allow the transfer of the artistic, critical, and technical skills required for the implementation of inclusive, student-centred international programmes that: build strong connections with the industry; educate in a global setting; integrate critical, theoretical, and historical components.

### **Creative Futures Academy (CFA)**

Creative Futures Academy (CFA) is an initiative of Ireland's three leading Higher Education providers of cultural and creative education (IADT, NCAD and UCD), funded by the Higher Education Authority's Human Capital Initiative (HCI Pillar 3). The CFA supports the early and mid-career needs of creative professionals by offering credited NFQ courses / modules to people working in the creative sector. By offering learners the opportunity to skill, upskill and reskill, CFA supports the professional growth, reach and impact of the creative and cultural sectors. Through ongoing consultation with an advisory industry council, CFA has increased engagement with the creative and cultural sector and is developing and supporting models of workplace learning as well as other initiatives by working with external providers and sectoral agencies. A key innovation within CFA is the development of micro-credentials for the creative industries (at both L8 and L9) and to build an infrastructure for flexible and stackable learning pathways leading to L9 awards. See [www.creativefuturesacademy.ie](http://www.creativefuturesacademy.ie)

The CFA team in place since 2021 comprises an Academic Lead, a Project Manager; a Learning Technologist; a Researcher; and three 0.5 secondments from academic staff. CFA has an internal Steering Group who also sit on the cross-institute Academic Development Group (ADG) with academic colleagues from our partners in NCAD and UCD. The function and remit of ADG is academic oversight, programme development, delivery and alignment, student mobility and complementarity between partners. There is an overarching CFA Management Committee (representatives from IADT are the President and Head of Department of Technology & Psychology) concerned with governance, reporting, finance and strategic development. The Programme Director of CFA, reports to this board.

## **DESTIN**

The DESTIN project will be conducted through many kind of activities: from confidential discussions with an external stakeholder and analysis of anonymised student opinion to large public conferences and open online discussion forums. All of the tools and methodologies employed are tried and tested means of educational management, staff and student development, and ethical change management in general. The style of 'presentations' may occasionally appear didactic (depending on the presenter) but the pedagogical design and ethos for conferences, meetings etc. will be inclusive and interactive (as in the spirit of SCL). <https://iadt.ie/study/erasmus/international-projects/>

## **ACCELERATE**

The ACCELERATE project has a simple but ambitious aim: to improve the teaching of art and design at higher education in a post-pandemic Europe through the development of innovative methodologies, tools, platforms, and resources for accessible immersive learning (VR, AR and XR). Accelerate aims to bring together art and design lecturers, educational researchers, and learning technologists from the UK, Ireland, Poland, and Ukraine to reflect on the impact of COVID-19 and to explore new possibilities for pedagogy and digital innovation. <https://iadt.ie/study/erasmus/international-projects/>

## 2.0 Programme Development and Delivery

### 2.1 Programme Development and Approval

Related IADT Policy & Procedures:

- [Procedure for the Development & Approval of Programmes](#)
- [Programmatic Review Policy](#)
- [Programme Validation and Programmatic Review Reports](#)
- [Programme Board Terms of Reference and Procedures](#)
- [External Examiner Procedures](#) (Revised November 2023)
- [Marks and Standards](#)

IADT has a wide variety of policies and procedures that govern our Institute-wide quality assurance for the ongoing development, delivery and assessment of programmes. Revised November 2023

IADT has in place a procedural document for the development and approval of programmes. This procedure can be viewed on the IADT website or [here](#).

The purpose of the **Procedure for the Development & Approval of Programmes** is to ensure that programmes, leading to awards, up to and including Level 9 on the National Framework of Qualifications, developed by the Institute meet the following overarching objectives:

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

The procedure applies to all IADT developed programmes. A separate policy & procedure applies for joint programmes or those programmes developed and/or delivered in partnership with another body, which is described in the next section.

#### Quality Assurance for Collaborative Provision

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

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

- An overarching introduction and context
- A short policy section

IADT has also developed the '**Procedures for the Quality Assurance of Collaborative Provision**' document, which details the procedures for Quality Assurance of Collaborative Provision for all national and transnational programmes and programmes leading to Joint Awards. The procedure can be downloaded from the IADT website or [here](#).

**Quality Assurance Policy for Collaborative Provision and the Procedures for the Quality Assurance of Collaborative Provision**' - this policy and procedures are aligned to the QQI policies of particular relevance to the areas of:

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

### **Self-evaluation and Monitoring**

Programmatic Review is the quality review process through which IADT conducts a critical evaluation of its programmes, reviewing and assessing them under a defined set of criteria and allowing their further development in order to improve educational quality.

Programmatic Review considers all aspects of the programmes, including educational objectives, programme concept and implementation, access and transfer issues, curriculum and module descriptors, staffing and physical resourcing, and evaluates each area under specified criteria. A review may occur after three years, but no later than seven years, and typically every five years. The **Programmatic Review Policy** can be viewed on the IADT website or [here](#), and panel reports and institute responses are available [here](#)

The [Procedure for the Development and Approval of Programmes](#) specifies the criteria we apply to establish Programmatic Review and Programme Validation Panels and outlines the typical composition, which includes:

- An appropriate senior person from another Higher Education Institute (HEI) to act as Chair
- Academics from a HEI with expertise in the area of the proposed Programme
- Industry/Business expert(s) to reflect employer needs
- Learner representatives typically participate in Programmatic Review Panels
- Normally a gender balance will be maintained

**Programme Board Procedures** - all programmes in IADT have a Programme Board, and these meet three times per academic year, in Autumn, Spring and Summer. The Programme Board is responsible for the effective management, operation and review of the Programme within the wider context of the Institute academic plan. The Programme Board operates within the framework of regulations set down by Academic Council and quality assurance procedures.

Programme Board meetings have dedicated standing orders, and business is conducted as per the Programme Board Agenda Template (available from the [Programme Board Terms of Reference and Procedures](#)). At the end of the academic year an annual report is developed by the Board and this is presented to Academic Council by the Head of Faculty in the first term of the new academic year.

The quality of delivery and reporting is reviewed during the meetings, and agenda items include:

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

The Programme Boards Terms of Reference and Procedures is available online on the IADT website or [here](#).

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

- General requirements for assessment and awards

- Responsibility for assessments
- Alpha grading system
- Progression arrangements
- Award classifications
- Compensation
- Borderline cases
- Appeals
- Repeats

The policy is available on the IADT website or [here](#).

## 2.2 Admission, Progression, Recognition & Certification

### Related IADT Policy & Procedures:

- [Procedures for submitting a Portfolio Appeal](#)
- [Recognition of Prior Learning Policy](#) (Revised November 2023)
- [IADT Assessment Appeals Policy and Procedures](#)
- [Administrative Procedures & Regulations for Examination and Assessment](#)
- [Learner Charter](#)
- [Student Handbook](#)
- [IADT Student Disciplinary Procedures](#)
- [Mutual Respect Policy](#)
- [Deferrals Procedure](#)
- [Complaints Policy - Students and General](#)
- [Complaints Procedure - Students](#)
- [Access, Transfer and Progression at IADT](#)

**Open Days** - IADT specialises in creativity, entrepreneurship and innovation in an educational environment that values the whole student experience. Our Open Days provide prospective students with the opportunity to visit IADT and talk to our lecturers, staff and students and to discover what is available at IADT for them. It is an opportunity to talk with staff regarding the student's interests and how these can be met through our range of programmes.

Students have an opportunity to explore the campus, visit lecture halls, labs and studios, and our National Film School. Information on Open days is available [here](#).

### Spotlight Sessions

IADT run a series of online short talks on every CAO course we offer at IADT. Prospective students have a chance to hear from lecturers and chat with current students about what it's like to study along with a live Q + A.

**Admissions** - IADT Admissions team deals with admissions to our undergraduate and postgraduate programmes. Undergraduate entrance is via the CAO for first-year students or through Advanced Entry for those applying to Years 2, 3 or 4 of the programmes. Postgraduate admissions to our Certificate or Postgraduate courses are direct to the Institute. There are various ways of applying to IADT to study; these vary according to the programme of study and the level of student's prior learning.

The various application types and information on each is provided on our website [here](#).

Also published are:

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

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

### **Digital Portfolios**

IADT have in place a digital portfolio submission platform. The platform enables students to make their portfolio submissions online and also provides them with guidelines on their submission. Access to the platform is available [here](#)

Information on the Portfolio Assessment process is available on the website [here](#), and IADT also operates a Portfolio Appeals Policy, also available from [here](#)

A virtual Portfolio Master class is now available on the IADT website under the Schedule page on the [Open Day page on the website](#)

### Virtual Project Days

As part of our commitment to broadening access to all applicants, IADT now offers both Portfolio submissions + Virtual Project Days. Virtual Project Days are an alternative entry pathway to our courses listed below. Virtual Project Days require a maximum of 16 hours of preparatory work to be completed in advance, which will form the basis of the virtual practical workshop day. Students can attend a Virtual Project Day in February and submit a portfolio in March. The grading system is of equal weight for Portfolio submission and Virtual Project Days.

Students can choose to attend a Project Day and not submit a portfolio, or they can attend the Project Day and submit a Portfolio, in which case the highest grade achieved will be their final score for that course.

Courses offering Project Days:

- DL826 Graphic Design
- DL827 Art
- DL832 Animation
- DL833 Photography + Visual Media
- DL845 Design for Film

Information on Project days is available from the IADT website or [here](#)

**Recognition of Prior Learning** - at IADT, applications are accepted from those who may not hold the required qualifications but have proven relevant experience and whose academic background is non-traditional. The [Recognition of Prior Learning Policy](#) (Revised November 2023) and Information on how to apply for Recognition of Prior Learning is available on the IADT website [here](#).

**Erasmus Programme** - Erasmus (European Region Action Scheme for the Mobility of University Students) encourages international mobility by allowing students either to study for a term/semester (average stay of 4 months) or for a full academic year (average stay of 9 months) at a range of higher education institutions across Europe; or to undertake traineeships (minimum stay: 2 months; maximum stay: 12 months) in a European company/organisation. Students study a course similar to, and recognised as fulfilling requirements of, that at home. IADT has partner institutions in a number of countries including Belgium, Czech Republic, Estonia, Finland, France, Germany, Hungary, Italy, Latvia, Spain, Sweden, Turkey and UK. Information on the Erasmus Programme in IADT can be found on the IADT website or [here](#).

**Assessment/Examination** - IADT has a robust procedures and regulations in terms of its administrative procedures and regulations around student assessment, which covers all areas of examination assessment from pre-exam preparation and set up through to the process of examinations and the various roles and responsibilities of each person involved, including the student role. All issues around the Exam Board meetings, repeats, carrying of modules and appeals are dealt with in this policy. Information on the process can be found is available on the IADT website or [here](#).

**Appeals** - appeals deadlines are built into the examinations/assessments procedures and there are specific procedures around the handling of appeals, including defining what an appeal is, what the grounds for an appeal are, and how to appeal the appeal decision. Information on this can be found on our website or [here](#) and the Assessment Appeals Procedures document can be downloaded from the IADT website or [here](#).

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

- Learner Charter is available to download [here](#)
- Student Disciplinary Procedures are available on the IADT website or [here](#)
- Mutual Respect Policy is available on the IADT website or [here](#)

**Deferrals Policy and Procedures** - the Institute recognises that, in exceptional circumstances, it may be necessary for a student to take time away from their studies or defer some or all of their assessments during an academic year. To this end, the Institute has in place several options for students, i.e. Leave of Absence which is where the student wishes to postpone a year of study and return the following year to start the year of study again, or a deferral of one or more module assessment due to family, personal or health reasons. The policy is located on the IADT website or [here](#), and the relevant forms can be downloaded from the IADT website and for the Deferral Leave of Absence form [here](#).

**Withdrawing** - the Institute recognises that, for a variety of reasons, some students do not complete their programme of study. Information on withdrawal from a course, along with the withdrawal form, can be found on the IADT website or [here](#).

**Conferring** - a Conferring Ceremony is held in November of each year, and a second, Spring Conferring Ceremony was introduced in March 2020 for graduates from Master's programmes; these are organised through the Office of Academic and Student Affairs. Students are invited to attend in advance of the event. Details are available on our website or [here](#).

**Student Complaints Policy & Procedures** - the Institute is committed to providing a high-quality service for all its registered students and periodically reviews its services and provision via internal and external audit procedures. The Student Complaints procedure is an integral partner to the Learner Charter and is the reference point for students who believe they have a legitimate complaint for investigation. The Learner Charter clarifies what is reasonable to expect as part of the learning experience and enables learners to review whether IADT has met its commitments as a learning provider. This procedure enables matters of complaint to be brought to the attention of the Institute and to allow for investigation of any complaints with the intention of a satisfactory result. The aim is to ensure that most matters can be dealt with through informal processes. The Policy and Procedures were revised in 2022. The Student and General Complaints Policy is available [here](#) and the Student Complaints procedure is available [here](#).

**Access + Opportunity for all** - The Access, transfer and progression policy provides an overview of access, transfer and progression policies and procedures for IADT, the policy can be viewed on the IADT website or [here](#) .

IADT has a Student Experience team, which provides inclusive support services to all students. The Student Experience team incorporates the Access Service, Disability Support Service, Careers Service, Student Counselling Service, Learning Support Service, Health Service and the Student's Union. More information on these services is available on the IADT website and [here](#)

**Student Handbooks** - The Institute student handbook is made available via the IADT website, and a copy of the 2022-2023 Student Handbook is available [here](#). Programme level handbooks are also available to students and are circulated through the Institute's VLE.

## 2.3 Procedures for Making Awards

### Related IADT Policies & Procedures

- [IADT Quality Framework](#)
- [Procedure for the Development & Approval of Programmes](#)

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

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 now make awards up to Level 9 of the National Framework of Qualifications, and became a designated awarding body, on 1 January 2020.

IADT follows the policies and procedures of Quality and Qualifications Ireland (QQI) relating to education provision and by policies and procedures of the HEA and the Department of Education and Skills as it applies to other areas of its operation. In this regard, the Institute has a set of robust quality assurance policy documents, including an overarching [Quality Framework policy](#) which has been aligned to relevant QQI policies as well as international guidelines and policy instruments. Following IADT's designation as an awarding body in January 2020, the Academic Council of IADT adopted the QQI Generic Awards standards as its own.

The [Procedure for the Development & Approval of Programmes](#) outlines the requirements to ensure that programmes leading to awards, up to and including taught Level 9, developed by the Institute meet the following overarching objectives:

- Compliant with the strategic and academic plan of the Institute
- Fulfil an identifiable need for industry
- Comply with relevant national policies and procedures
- Are of appropriate academic breadth and depth with assessable learning outcomes that are consistent with the levels of knowledge skill and competence as prescribed by the National Framework of Qualifications (NFQ)
- Maximise opportunities for learners to avail of access, transfer and progression routes, including the flexible and innovative use of Recognition of Prior Learning (RPL)

- Can be adequately resourced - academic, physical and human resources - and can be provided within a supportive and engaging intellectual and skills-based learning environment

## 2.4 Teaching, Learning and Assessment

### Related IADT Policies & Procedures

- [IADT Quality Framework](#)
- [Learning, Teaching and Assessment Statement](#) (Revised 2023)
- [External Examiner Procedure](#) (Revised 2023)
- [Marks and Standards](#)
- [Learner Charter](#)
- [Student Handbook](#)
- [Plagiarism Policy](#)
- [IADT Assessment Appeals Policy and Procedures](#)
- [General Disability Support Service Reasonable Accommodations Procedures](#)
- [Exit Awards Policy](#)
- [Administrative Procedures & Regulations for Examination & Assessment](#)
- [Complaints Policy - Students and General](#)
- [Complaints Procedure - Students](#)
- [Access, Transfer and Progression at IADT](#)

The IADT [Learning, Teaching and Assessment Statement](#) (Revised 2023) supports and enhances learning, teaching and assessment across the Institute and outlines the philosophy of learning, teaching and assessment at IADT. The Institute is committed in principle and practice to the achievement of equity of access, increased participation and improved retention and progression rates for all our learners. The Institute aims to help students to reach their potential through the provision of a supportive, vibrant and challenging learning environment. All staff are involved in the construction of this learning environment. All students are valued equally during their learning journey with IADT. Accordingly, the curriculum, teaching and learning and assessment at IADT are centred on the student. Policies are pursued in the area of learning and teaching, which promote the increasingly international and culturally diverse nature of all studying at IADT.

**Quality Framework** - as stated in Section 1 of IADT's [Quality Framework](#), the Institute values:

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

Section 1.4 notes that IADT's focus is to enhance the student experience by "*Enhancing teaching and learning and putting in place effective and innovative assessment practices across all our creative and entrepreneurial disciplines*".

The Quality Framework is available to download from the IADT website or [here](#).

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

IADT undertakes a number of processes that contribute to the maintenance of standards across the Institute. Benchmarking our programmes against national and international best practice at similar institutions keeps our programmes current, and external examiners test our processes annually. External Examiners/Assessors attend the Institute at the time of determination of results and/or at such other times as may be determined by the Institute in consultation with the External Examiner/Assessor for the purpose of assessing the standard of the programme and/or the standard of student performance. External Examiners/Assessors are required to use their expert judgement to consider and comment on:

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

**External Examiner/Assessor Procedure**, outlines the role of the External Examiner/Assessor and the document in place during the reporting period of this report is available from [here](#) (The revised version is available from the [IADT Website](#)).

**Assessment of Learning**

As stated in section 2.1 above (pg. 21), the Institute's Marks and Standards sets out to define a fair and consistent policy for the assessment of all learners in IADT, see [here](#).

**Plagiarism Policy and Procedures** - this document outlines academic integrity, the definitions, consequences and avoidance of plagiarism. It is linked to the [Learning, Teaching and Assessment Statement \(Revised 2023\)](#), the [Learner Charter](#) and the [Student Handbook](#). It defines the citation method for each programme and the penalties and protocols in respect of plagiarism issues. It also lists the processes in place for the different levels of plagiarism, i.e. minor, moderate and serious. The Plagiarism Policy is available from [here](#).

**Other Supports and Information for Students and Staff**

The Institute Library provides information and guides for students and staff, including academic integrity - see [here](#)

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

- viewing of scripts
- grounds for appeal
- submission of an appeal
- appeal to the President

The policy + procedure is available on the IADT website under policies and procedures or [here](#).

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

assessment and ensuring fairness for all. The document sets out the process, guidelines and procedures for the granting of reasonable accommodations. The policy is available on the IADT website under policies and procedures or [here](#).

**Exit Awards Policy** - This policy outlines the Institute's policy on Exit Awards for its learners. Where a student wishes to terminate their studies prior to the completion of an entire programme, and where a lesser award exists, and where they have achieved the requisite number of credits for that lesser award, they may apply for an Exit Award. The Institute recognises that, in some exceptional situations, some students may request to formally exit their programme. This policy lays out the conditions of eligibility for an Exit Award and the procedure with which apply for this award. This policy is under revision, and the current version of the policy is available on the IADT website under policies and procedures or [here](#).

**Administrative Procedures & Regulations for Examination & Assessment** - this details very clearly, the step-by-step procedures in relation to both written and practical examinations in IADT. All the key stages of the examination process are outlined in the document, which includes:

- Examination Preparation
- Examinations processes
- Post examination process
- Examination boards
- Repeats and appeals

The Administrative Procedures & Regulations for Examination & Assessment is available to view [here](#), and a detailed Standard Operating Procedures (SOP) document was created by the Exams Office to be used in conjunction with this procedure and the following policies Marks and Standards Policy, IADT Assessment Appeals Policy and Procedures, and Plagiarism Policy.

## 3.0 Learner Resources and Support

### Related IADT Policies & Procedures

- [IADT Quality Framework](#)
- [Learner Charter](#)
- [Student Handbook](#)
- [Code of Practice for Students with Disabilities and Disclosure of Disability](#)
- [General Disability Support Service Reasonable Accommodations Procedures](#)
- [Policy + Procedures for the Protection of Children and Vulnerable Adults](#)
- [Policy, Procedures & Guidelines for the Granting of Reasonable Accommodations in Examinations to Students with Disabilities](#)
- [Supplementary or Alternative Admissions Route for Students with a Disability or Specific Learning Difficulty](#)
- [Active Consent Policy](#)
- [Gender Identity & Gender Expression Policy](#)
- [Virtual Learning Environment Policy](#)

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

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

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

Supports for students are also included in various policies and procedures in IADT including (but not limited to) those listed above.

### Student Experience

Providing a high-quality Student Experience is central to the success of IADT in fulfilling its key responsibility to provide a positive environment for teaching, learning and research. IADT students rely on a range of resources to enable them to reach their full potential and assist

them to develop knowledge, skills and competencies. The Institute works very closely with IADT's Student Union to ensure the 'Student Voice' is central to all our activities. The IADT team works collaboratively across the departments below on all aspects of the student journey.

IADT provides a coherent support structure for its students; students are considered at every level of the organisation. Our Student Experience Team offers a wide range of supports for students. As a result of the pandemic, some services were moved to online delivery, and every effort was made to ensure that the students continued to receive a high-level service delivery. All services in place can be delivered in person and through a hybrid model, if required.

### **Student Health Centre**

Student Health provides confidential, timely and easily accessible Nurse and GP led services with an Administrator managing calls and bookings to the centre. The Student Health Centre is available to all registered students at IADT, leading to an undergraduate or postgraduate qualification. For Students with an ongoing long-term illness, the Health Centre works alongside their own GP to ensure they get the health care needed to progress from year to year.

As part of the registration process, it is recommended that students advise the Student Health Centre and the Disability Support Service of any medical condition that may affect attendance or academic performance. The Nurses are available for one to one consultation, usually on the day of appointment request. GPs are available on and off campus five days per week during the academic year. Students are typically seen within 1-2 days of requesting an appointment unless extremely urgent when they will be seen on the same day.

As needed and with expressed permission, the Health Centre staff work closely with other student experience services to ensure students get all the supports they need.

The nurses partake in events on campus and particularly like to work closely with the Student Union on Health and Wellbeing issues. Information about the Health Centre is available from the IADT website or [here](#)

### **Careers Centre**

IADT Careers offers confidential one-to-one advice, support, and information about career choice and planning.

IADT Students and IADT Graduates can come on to [#IADTCareersHub](#) to book an appointment, request a CV review, search opportunities, book on to an event, discuss career plans, look for specific information relating to their discipline/area of interest or to have a vocational assessment done using [IADTProfilingforSuccess](#). Students and Graduates also have access to the **GoinGlobal Portal** through the IADTCareersHub platform, they have access to 16 million jobs, internships and in-country information from all over the world.

One-to-one and class group settings are used to cover a range of topics both face to face and through workshops and seminars;

- Building your Personal Profile and Pitching yourself
- Competencies, Skills and Abilities
- Crafting CVs / Portfolios
- Assessment mechanisms - psychometrics and ability testing
- LinkedIn
- Nail that Interview / Pitch
- Using Competencies to create STARV answers for interview/pitch
- The Hidden Jobs Market - Networking
- Employer-led events

IADT Careers regularly partner with the key employers and industry professionals through employer-led events and interventions, for example:

- Career Boot-camps
- Panel Discussions
- Interview marathons
- Sector-specific mock interviews with target employers
- Targeted On-Campus Careers Fairs
- Alumni networking events
- Employer presentations
- Skill and competency-focused workshops

Alumni information is provided through the Graduate First Destination Surveys. This survey provides information about what our graduates are doing one year after they finish their studies. [Graduate Destination Surveys](#) are available from the IADT Website.

Additional information about the Careers Centre is available from the IADT website or [here](#)

### **Disability Support Service**

The Disability Support Service aims to promote inclusion, advocacy, and active participation in college life. The service provides equal access to education for IADT students with a range of disabilities and mental health conditions. IADT is part of the DARE (Disability Access Route to Education) scheme and welcomes applications from all students with a disability.

In order to register, students will need to provide evidence of their disability, e.g., Psychiatry Report, Psychology Report, Neurology Report etc. It is important to note that G.P. letters will not be accepted. The Disability Officer will carry out a Needs Assessment to determine the supports or reasonable accommodations that will be put in place for students during their time in IADT. Examples of accommodations include a notetaker, access to assistive technology or exam accommodations. It is a free and confidential service, but with the student's consent, the needs of the student can also be communicated to relevant academic staff. Students can also avail of holistic, one-to-one low intensity social, emotional and daily living skills interventions using a variety of psychological approaches. Since Covid-19, the service adopted the provision of online appointments; it is hoped that the service can offer a blended approach of both in-person and online appointments going forward.

Students who may be struggling but do not have a diagnosis of a disability are also very welcome to attend the service to avail of one-to-one tailored skills development sessions. They will not have access to funded supports such as a notetaker or laptop. More information about the services is available from the IADT Website [here](#)

### **Student Learning Centre**

The Student Learning Centre is a psychology-led academic support service which is operated by three staff members from the [National Learning Network Educational Support Service](#), part of the Rehab Group. The Student Learning Centre commenced service provision for the academic year 2019-2020 on a three-year contract to provide a comprehensive academic learning support service to all students in IADT, taking over from the previous contracted service.

The service is currently supported by a Chartered Psychologist, an Assistant Psychologist, and a Maths tutor. The service is supported externally by a Senior Educational Psychologist,

another Educational Psychologist and the rest of the team in the National Learning Network Educational Support Service, who provide similar services in other HEIs.

The Student Learning staff offer support to all students in IADT through 1:1 sessions, workshops and tutorials. The aim of the service is to empower students with the tools to become independent learners. The service also provides specialist support for students with neuro-diverse learning profiles, including Dyslexia, Dyspraxia, Autism Spectrum Disorder and ADD/ADHD. IADT takes a biopsychosocial approach with students recognising that social and emotional issues have a huge impact on students' academic performance. Since March 2020, the Institute has adopted a hybrid model of service delivery.

The Institute's Maths tutor supports students develop their skills to reason quantitatively and is providing support in the area of general Maths, Statistics and Economics. See [Student Learning Centre](#) for further details.

### **Assistive Technology**

The Assistive Technology (AT) service works with the Disability Support Service, the Student Learning Centre and the Access office to support students with disabilities in IADT. The majority of students with a disability use AT, and most of these use laptops and AT software and need ongoing support. Most students have an SLD such as Dyslexia. However, the numbers of those with DCD, ASD (Autistic spectrum disorder), ADHD (attention deficit hyperactivity disorder) and DCD (Developmental do-ordination disorder) and dyscalculia, mental health and neurodiversity issues have increased significantly.

Assistive Technology services available at IADT include:

- Assistive Technology hardware, such as smartpens, dictaphones, OCR scanners, laptops, microphones, etc.
- Assistive Technology software, such as text to speech, spelling & grammar checkers, voice recognition, mind mapping, Ebook readers, etc.
- Training in the use of Assistive Technology hardware and software. This includes one to one training, group training, enrolling the student on Blackboard VLE and access to training resources.
- Maintenance and help with hardware and software issues.
- Advice on up to date solutions and new developments such as Web and Mobile apps, Ebooks, Cloud Computing, etc.

For further information on Assistive Technology, please see the IADT website [here](#).

## **Student Counselling**

The objective of the Student Counselling Service is to ensure the provision of timely short-term psychological support and intervention and efficient waiting-list management and administration of service management. The mission of the service remains consistent with the core values of the IADT Counselling Service, which include respect, reputation, campus life, diversity, inclusion, and social responsibility. The present Student Counselling Service offering is further established on a mission statement of “I see you, I hear you, I am with you” and seeks to ensure that each student experiences validation of their circumstance in the context of the therapeutic space. Presence, connection and non-judgement guide any “work” or “intervention” that consequently occurs. The Student Counselling Service is committed to supporting the psychological needs of IADT students and similarly in empowering increased capacity for self-regulation within the students engaging with the service.

The Student Counselling Service exists to manage confidential therapeutic relationships with each student, whilst existing in and understanding support challenges and opportunities within the higher education environment. As such, the Student Counselling Service values collaboration with wider Mental Health, Consent Training and EDI initiatives as well as with the IADT Healthy Campus Committee. Additional information about this service is available [here](#)

## **Access Centre**

The Access Office is available to support students who may have concerns or queries for advice on financial supports. The Access Service’s mission is to support the participation of non-typical students at IADT and to promote a teaching and learning environment suitable for diverse learners.

## **HEAR and DARE Scheme**

IADT is part of the HEAR and DARE national admissions schemes. The HEAR scheme allocates reduced points places to eligible school leavers under 23 years old for school leavers from socio-economically disadvantaged backgrounds. Mature and FE students have different admissions routes. Information on the scheme is available [here](#). The DARE national admissions scheme can allocate reduced points places to eligible school leavers under 23 with disabilities. Information on the scheme is available [here](#).

### **Student Assistance Fund**

The Student Assistance Fund is open to all registered students at IADT on a course of not less than one year's duration leading to an undergraduate or postgraduate qualification. Information can be found on the IADT website or [here](#). In addition, the Students Union operate a Student Hardship Fund for students who may be facing financial difficulties.

### **1916 Bursary**

The purpose of this bursary is to encourage participation and success by students who are most socio-economically disadvantaged and who are from groups most under-represented in higher education. More information is available from the IADT website or [here](#).

### **Community Outreach**

The Access Service runs an outreach programme targeted at students attending second level schools in the local area and at mature students. The programmes on offer include the following:

- Creative Arts Summer School
- Community Mentoring
- Traveller Outreach Projects

More information is available from the IADT Website [here](#)

### **First Year Focus Programme**

IADT conceived and developed an all-Institute initiative that supports and facilitates the successful integration and transition to Higher Education for all incoming first year students. The First Year Focus programme (previously known as First Year Matters) is run over the first four weeks of the Autumn term and is co-ordinated by the Students' Union and the FYF team, with the assistance of the Student Experience Department, Faculties and staff, information on this project can be found on the IADT website or [here](#).

### **Final Year Matters - Moving On Programme**

Final Year Matters - Moving On (FYMMO) is a cross-institute initiative supporting students in their penultimate and final years as they transition from undergraduate into the world beyond IADT. The programme is supported by the National Forum for the Enhancement of Teaching in Ireland and is led by members of academic staff, student services, management and the Students' Union. A holistic programme, FYMMO supports professional and personal growth for all students. It is complementary to the Final Year Focus programme, which fosters

belonging in first year students. FYMMO focuses on who students have become over their time in IADT, and where they want to go. You can access the FYMMO webpage from [here](#)

### **Dublin Learning City**

Dublin Learning City is a partnership that is collaborating to advance Dublin as a learning region, as defined by UNESCO. The Project achieved the UNESCO Dublin Learning City Award in 2021. This exciting project is a [Programme for Access to Higher Education \(PATH\)](#) initiative that is funded by the Higher Education Authority (HEA). Dublin Learning City is Co-Chaired by IADT and Marino Institute of Education (MIE) as the lead partners, along with University College Dublin (UCD), Trinity College Dublin (TCD), National College of Art and Design (NCAD) and the Royal College of Surgeons in Ireland (RCSI). We also work in partnership with Dublin City Council, City of Dublin Education and Training Board (CDETb) and Dublin Dun Laoghaire Education and Training Board (DDLETb). For more information refer to the Dublin Learning City website [here](#)

### **Institute Library**

The Library supports the teaching, learning and research activities of the Institute by providing access to print books and journals, subscription and open access peer reviewed academic journals and databases, two institutional repositories, film streaming and an online learning platform. Located on levels 1 and 2 of the Atrium Building, the Library comprises both collaborative and individual study areas. The Library team support students and staff to navigate and utilise information resources by providing both classroom and online library and research skills seminars throughout the academic year. The Library produces a regular newsletter, sent out electronically to all staff and students, that includes updates on all new resources, events and services. The Library is involved in many facets of the Institute. The Library is represented on Academic Council and a number of its sub-committees. The Library also hosts its own Library Users' Forum which provides an opportunity for the students and staff to provide feedback and to inform development of services and resources. The Library produces an annual report outlining its work, achievements and future priorities which is viewed and approved by Academic Council.

The IADT library provides a number of supports, including:

- A large print collection as well as a comprehensive suite of online resources including eBooks, eJournals, LinkedIn Learning, and film streaming. Details of our collections can be found [here](#)

- The library offers information skills workshops, both online and in-person, and has developed a full range of support guides and videos as well as a PowerApp that can be embedded in programme pages on Blackboard and Teams. Further details can be found [here](#).
- The library maintains the Research@THEA repository containing faculty research output and postgraduate theses as well as a customised SharePoint repository of undergraduate theses.
- IADT is a member of the Irish ORCID Consortium.
- In addition to the PCs and Macs on Level 1 and 2 of the library, laptops are available for loan to students from the self-service laptop loans lending kiosk .
- The library facilitates workshops and one-to-one support for maths and study skills run by the Student Learning Centre.

### ICT Services

Technology is at the heart of IADT, and information communication technology is a vital part of staff and student life here at IADT.

Information Services Division (ISD) oversees the maintenance and development of Institute information and communication technology (ICT) facilities including general computing facilities for staff and students, data and phone networks, email facilities, printing and Management Information Systems (MIS) throughout the campus. It also provides Audio Visual, Educational Technology and Project Management support to all areas of the Institute. ISD developed a Strategic Plan, adopted in 2019 - Driving Innovation, Collaboration + Creativity on our Digital Campus which identified six strategic areas of importance, all of which are integral to the student learning and experience:

1. Reliable, Resilient + Stable Digital Campus
2. Digitally Transformed Campus
3. Customer Service for a Digital Campus
4. Enabling and Supporting the Teaching + Learning Environment
5. Trusted Digital Campus
6. Driving a Digital Campus through People, Culture + Capability

Physical resources available to students on campus include circa 600 workstations and printing and reprographic devices and applicable audio-visual equipment in teaching spaces. Standard and programme specific software is available via workstations or online. Blackboard and Microsoft Teams are IADT's Virtual Learning Environments (VLE). These support and complement teaching and student learning at IADT. The Educational Technologist is a member of the Teaching and Learning Sub-Committee

IADT provides a number of software and virtual supports to staff and students. A 100-seater high-end virtual PC lab was implemented that is available to all academic staff and students who need access to high-end computing processing power or specialist software that is unaffordable to most. A 41-seater virtual Mac Lab was also built and offered to the students who need access to a Mac platform. A number of specialist teaching spaces were also put in place where staff can deliver online teaching from; these rooms have a multi-camera set-up primarily aimed at programmes that need to view and examine artefacts such as Fine Art, Model-making, Animation and Visual Communications; these multi-camera rooms offer a 3D experience to our students. IADT also installed high-end pan/tilt type webcams in lecturer halls and computer labs to allow for a combination of on and off campus teaching to occur at the same time. Two Education Technologists assist both staff and students in using and accessing the relevant education technologies.

### **International Office**

Established in 2021, the International Office is currently building its services for international learners. The Institute recognises that international students face additional challenges and barriers while studying in Ireland, including distance from family and potential cultural and language barriers. Individual guidance and assistance is provided to every international student and the International Officer also manages all tasks relating to the management, development and reporting responsibilities relating to the Erasmus programme (incoming and outgoing) and Traineeships.

A number of improvements have been put in place since 2021, including updating the International web page with key information including visa requirements, language requirements and information regarding working in Ireland. The International Officer works closely with the Admissions Office, to ensure that queries and applications from international students are managed in an integrated and consistent manner.

## Current Campus Infrastructure

The following table outlines the teaching and study facilities and student social spaces on campus.

Building Name	Size	Accommodation
<b>Quadrangle building</b> (18th C) Incorporating Róisín Hogan House Student's Union	7375 sq.m	Teaching, technical spaces, the Student Union facility and a small amount of office spaces
<b>Atrium</b> (1998) Incorporating Library Student Canteen Student Health Centre	5,134 sq.m	Teaching building, also houses the Library and a 135 seater restaurant, the student health centre and office space
<b>Carriglea</b> (2004) Student Experience Staff Canteen	2614 sq.m	Tiered and flat classrooms with maximum capacity of 60 students each along with 40 seater computer labs, a staff common room and a range of staff office space
<b>Media Cube</b> (2007)	1,029 sq.m	Campus gateway building, funded by Enterprise Ireland, and is used as the IADT Enterprise Centre
<b>National Film School</b> (2013)	1,339 sq.m.	Two specialist television studios, a radio studio along with a range of ancillary control rooms, workshops and stores. Teaching spaces, offices and necessary plant and equipment rooms.
<b>Backlot</b>	299 sq.m	Teaching studio along with a range of facilities to comply with staff transport and welfare requirements.
<b>Campus Grounds</b> Landscaped grounds International standard all weather soccer pitch	9.5 ha	Contemplative spaces and walking space for students, staff and residential neighbours International standard all weather soccer pitch

## 4.0 QA of Research Activities and Programmes

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

IADT has a profile of research activity across the creative industries - film, media, animation, heritage, art, design, cultural institutions (e.g. museums & galleries), creative technologies - and in the key disciplines that inform an understanding of these industries and their 21st century challenges - management including arts and cultural management, entrepreneurship, marketing, applied psychology, cultural studies, and across the humanities. We carry out fundamental (including critical) and applied research in these disciplines; the latter is evidenced through a broad portfolio of industrial collaborations, often using creative and design expertise in a range of commercial and industrial contexts. Practice-led and practice-based research is an important component of staff research activity and postgraduate research and taught programmes.

**Research Degrees - Procedures and Guidelines** - this document in conjunction with the Institute's Research Strategy document, forms the basis for research practice within IADT and is periodically reviewed. IADT currently holds designated authority to accredit all programmes up to Level 9 on the National Framework of Qualifications (NFQ), including postgraduate students by research on a full-time or part-time basis. The guidelines detail information on various degree forms, including Masters by Research, including practice-based research, and taught programmes. The guidelines detail the process through which a prospective student applies, registers and is supervised. The roles and responsibilities of the various people in the process are also clearly identified. The policy is currently under review but can be found on the IADT website under policies and procedures or [here](#).

**Research Strategy** - this document underpins IADT's strategic goals and outlines the Institute's research aims, objectives, strategies, management structures, targets and performance indicators. IADT's strategic aim is to be at the forefront of research and innovation in the area of the creative, cultural and technological industries so as to maximise our contribution to these industries and, thereby, informing our teaching and learning activities. The document outlines the strategic objectives for research, development and innovation in IADT along with the rationale for this strategy, and its implementation plan. The current version is available from the website or [here](#).

**Ethics Policy** - IADT's Ethics Policy covers everyone carrying out research within the Institute, staff or students, whether their place of research is within or outside of the Institute. It also applies to external agencies or organisations wishing to carry out research on IADT or its staff or students. All researchers undertaking research within the Institute must comply with this policy whilst conducting research. The document sets out guiding principles in ethics, when ethical approval of research is required, ethics in research at both undergraduate and postgraduate levels and the proceeds around seeking ethical approval. The policy was reviewed in December 2020.

IADT has an Ethics Committee which oversees good practice in ethical research and develops the Institute's ethics policies and procedures, chaired by a nominee of the Executive (independent of the Research Office). It is responsible for reviewing and approving postgraduate research and staff research proposals. More information on the Ethics Committee is detailed in the Ethics Policy which is available on the IADT website under policies and procedures or [here](#).

**Intellectual Property Policy** - this policy sets out the principles and rules that govern the creative, ownerships and commercialisation of Intellectual Property (IP) developed by staff participating in programmes carried out using IADT facilities, know-how, confidential information and/or IADT IP. The objective of this policy is to provide a consistent framework within which IP is developed and managed for the benefit of IADT, the originator and the public good. The policy is currently under review by the Research + Development Sub-Committee. The current version is available online on the IADT website or [here](#).

The Institute also has a number of associated forms in relation to IP, patents, non-disclosure, inventions etc. These can be found included in the Intellectual Property Policy document.

**Postgraduate Research Handbook** - each year, the Institute publishes a Postgraduate Research Handbook which covers areas such as management of research, procedures and guidelines for research degrees, equality of opportunity, review of registration, ethical issues in research, examination procedures etc. This handbook is issued to students on their commencement of their research degree, and is read in light of the Procedures and Guidelines for Research Degrees (above). The most up-to-date handbook is available on the IADT website or [here](#).

**IADT Staff Research Policy** - This document, which is currently being reviewed states the Institute's policy position on staff research activity and can be found on the IADT website or [here](#)

**Institutional Repository and Open Access to Research Policy** - The IADT Institute repository (Research@THEA) was created to provide a platform that supports researchers to increase their research profile and promote their work. The repository will provide free online access to IADT's research and scholarly output. This policy is in keeping with the combined OECD Ministers' Declaration committing the OECD to work towards commonly agreed Principles and Guidelines on Access to Research Data from Public Funding. The Open Access Policy was developed to enable the inclusion of research publications in the repository. The policy is available to view on the IADT website or [here](#)

## 5.0 Staff Recruitment, Development and Support

### Related IADT Policies and Procedures

- [Staff Training, Learning and Development Policy](#)
- [Mutual Respect Policy](#)
- [Equal Opportunities Policy](#)
- [Equality, Diversity & Inclusion Policy](#)
- [Learning, Teaching and Assessment Statement \(Revised 2023\)](#)

IADT is committed to recruiting competent, motivated and highly skilled staff to achieve Institutional strategic priorities and meet the needs of students. We provide staff with professional training and development to support them to succeed in their role at the Institute and to realise their professional aspirations and ambitions.

The Human Resources (HR) Department is part of the Corporate Services Directorate and sits under the remit of the Vice President for Corporate Affairs. The department has in place clear, transparent and fair processes for staff recruitment and offers opportunities for and promotes the professional development of all staff at IADT. It also acts as a support to both staff and management in all matters relating to staff members from hire to retire. The department has responsibilities for key areas including:

- » Recruitment and Selection
- » Staff Training and Development
- » Employee Wellbeing

The department leads and contributes to a number of strategic action plans across the Institute and a full range of HR Policies and associated documents are in place (available from the [IADT website](#)). All HR processes and policies take account of Equality, Diversity and Inclusion (EDI).

The Institute ensures that:

- The recruitment and selection of staff is conducted in a professional and timely manner and in compliance with current employment legislation.
- All candidates are treated fairly and equitably using a transparent process. This includes documenting objective selection criteria, the reasons for selection decisions and providing feedback to unsuccessful candidates that attend for interview or are otherwise not selected for appointment.

- There is equality of opportunity for all in recruitment processes. Selection processes must be based on objective criteria that are impartial, applied consistently and designed to prevent implicit bias.
- Each recruitment process is designed and planned to attract and encourage the recruitment of staff with disabilities, and we commit to making reasonable adjustments at all stages of the recruitment process in order for a candidate with a disability to fully participate in the recruitment process and where successful to undertake the role.
- Competitions are run both through confined and open processes in order to attract and retain a diverse and talented staff cohort.
- Candidates are provided with access to information about the role, the required knowledge, skills and experience necessary for the post and detailed information on the selection process itself.
- All staff, including all members of Selection Boards, involved in the recruitment process will be provided with appropriate training and/or briefings in order to ensure that all recruitment and selection processes meet best-practice standards in relation to but not limited to:
  - Unconscious Bias training
  - Equality and Diversity training
  - Training for Interview Chairs (Recruiting Managers and GB Chairs)
  - Data Protection and Freedom of Information
  - Interview Board training for chairpersons
- All candidates should have a positive experience of our recruitment process, no matter whether they are successful or not. Candidates should be treated fairly, equitably and efficiently with respect and courtesy at all times. This will benefit and enhance the Institute's reputation as a preferred employer.
- Declarations of interest/conflicts where required, will be obtained, particularly where a staff member involved in the recruitment process has a close personal relationship with an applicant. All such interests/conflicts must be declared as soon as they are aware of the individual's application and should then avoid any involvement in the recruitment and selection process.
- All information relating to recruitment is treated confidentially and in accordance with data protection legislation.
- Its recruitment and selection processes are cost-effective.

### **Promotion supporting Equality & Diversity:**

The Institute understands the positive benefits of employing a diverse range of talent at all levels of the organisation and pro-actively values the differences between people.

We currently promote this by:

- Including a diversity statement in all job advertisements
- Advertising Academic posts with options of full time and half-time options
- Ensuring all Interview panels are gender-balanced to a minimum of (60%-40%) - Panels comprise usually of 4/5 Interview board members.
- Providing gender awareness training to all our executive and managers in order to counteract unconscious bias.
- Communicating with all panel members prior to the interview process our equal opportunities policy.
- Providing Criteria & Scoring guides to interview panels that is transparent, weighted and applied equally to every candidate.
- Providing a standard set of interview questions to all board members
- Induction of each board is made by a member of the executive team or the HR manager as required.
- Regard solely for factors which are relevant to a person's ability to do the job
- Offering flexible working to our staff and supporting staff with caring responsibilities to apply for roles.
- Offering feedback to all candidates following interview.

Apart from the Institute's responsibilities under legislation, promoting diversity through recruitment and selection processes benefits the Institutes by encouraging diversity of thought, background and perspective.

All those involved with recruitment should practice self-awareness and challenge any biases they may have. Panels and/or selection committees are encouraged to have open discussions around diversity and inclusion during the recruitment process, alleviating the possibility of discrimination occurring.

Under the Employment Equality Act 1998, one person against another cannot be treated less favorably or discriminated against on the basis of:

1. Gender
2. Marital status
3. Family status
4. Sexual orientation
5. Religion
6. Age
7. Disability
8. Race, colour, nationality or ethnic or national origins, or (belonging to) traveller community.

#### **Ethics & Conflicts of Interest:**

Staff involved in recruitment, either reviewing applications or on selections boards are required to declare potential conflicts of interest to the HR Manager. Applications must be treated in strict confidence, subject to the provisions of the Freedom of Information Acts 1997-2014.

If the Institute believes that there may have been interference or attempted interference with an appointment process, it may investigate the matter or authorise a person to investigate on its behalf. Specifically:

- Office holders have a duty to inform the Institute of any interference or attempted interference with the process.
- Where all or part of a recruitment process covered by this Code of Practice has been delegated to the Public Appointments Service, the Chief Executive of the Public Appointments Service has a duty to inform the Commission and Institute of any interference or attempted interference with the process. A recruitment agency has a duty to inform the Institute of any interference or attempted interference with the process.

Canvassing disqualifies candidates and results in their exclusion from the appointment process.

Candidates in the recruitment process must not:

- Knowingly or recklessly provide false information.
- Canvass any person, with or without inducements.
- Interfere with or compromise the process in any way.

A third party must not impersonate a candidate at any stage of the process. Applications must be treated in strict confidence, not only from an ethical perspective, but from a privacy perspective.

Ethics requires that laws and regulations are honoured. A recent important change is the EU General Data Protection Regulation (GDPR) (in effect from 25 May 2018) replaces the Data Protection Directive 95/46/EC. It was designed to harmonise data privacy laws across Europe, to protect and empower all EU citizens' data privacy, and to reshape the way organisations across the region approach data privacy in an increasingly data-driven world.

The accountability to which organisations are held extend to compliance with the processes and policies under the legislation. These Regulations apply to all third-level Institutes and thus, compliance is mandatory.

Where a staff member or candidate is not satisfied that the recruitment process in IADT has been carried out in a consistent open, transparent and merit-based manner. Then any applicant, who applies for a post in IADT, has an opportunity to appeal a shortlisting or selection decision if they feel that an error was made during the hiring process which adversely affected their opportunity to be appointed. An appeal is to assess the process under the Recruitment and Selection Procedure to ensure that procedural fairness occurred in its application

### **Training for Recruitment and Selection:**

The role of the Institute's academic staff is to work towards building and developing a high-quality learner experience which allows for the student to acquire knowledge, competences and skills in their chosen area. The Institute is committed to the provision of higher education of the highest quality, which is relevant to the needs of students and stakeholders, and which recognises, promotes and develops the professional role of staff members. One of the key principles for IADT and its academic staff is that the Institute can assure itself of the competence of staff, applying fair and transparent processes for their recruitment and development.

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

### **Staff Training and Development Policy**

IADT, through its Staff Training and Development policy, provide funding assistance to staff interested in pursuing further career development, including teaching and learning. Further information on this policy (currently under review) is available [here](#).

*The policy objectives are to:*

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

3% of the overall pay budget of the previous year is allocated to support this policy. This funding is allocated as follows:

- 2% is allocated to Executive budget holders on a pro-rata basis to support specific Training and Development in the functional areas, including further post graduate study and CPD
- 1% is administered centrally by the staff training and development policy.

This policy is currently under review in order to encompass a boarder brief to include support for post doc experience, financial support for academic staff to achieve PhD qualifications and support for staff to achieve learning outside the Institute through short professional secondments.

**Erasmus+** - With Erasmus+, training opportunities are available to staff working in education, both in teaching and non-teaching capacities. Training periods abroad can consist of job shadowing, observation periods, professional development courses or specific competence-building events. However, Erasmus+ does not provide funding to attend conferences. IADT staff can train at a higher education institution in an Erasmus+ Programme (Europe) or Partner (outside of Europe) country; or at an organisation outside the sector in a programme country.

**Mutual Respect Policy** - IADT is committed to providing an environment in which all members of our community can thrive and can expect to be respected and valued for their unique perspectives and contributions so that they can achieve their fullest potential. The Institute is committed to fostering a culture for both work and study which upholds mutual respect for both staff and students free from Bullying and Harassment, Sexual Harassment and sexual misconduct. The Policy is in the process of being revised - Details of the policy in place during the reporting period is available [here](#).

The Mutual Respect Policy sets out the definitions of Bullying, Harassment, Sexual Harassment and Sexual Misconduct and the supports available to staff should their experience find that it is at odds with our commitment. The aim of the policy is to support staff and students through a process should it be required. It sets out the procedures for the processing of complaints where unacceptable behaviour is alleged to have occurred. The Mutual Respect Policy has been prepared in consultation with the Institute's Health and Safety Committee and in partnership with the relevant Trade Unions and the Students Union.

**Equal Opportunities Policy** - Equity and fairness are fundamental and core to the Institute. We provide equal opportunities to our students and staff. We embrace diversity and promote an inclusive environment that is respectful of others and free from discrimination and harassment. We are committed to positive action initiatives to address imbalances.

Our culture is one that promotes equality, diversity and inclusion. We are committed to developing a fulfilling and progressive work and learning environment, one that strengthens and promotes the values of the Institute to ensure that IADT students and staff support, value and respect each other.

We work to promote a positive culture within our Institute by sustaining the values that we cherish, while also encouraging and facilitating openness and responsiveness as we evolve. The Equal Opportunities policy is currently under review, but the current policy is available for download [here](#).

**Equality, Diversity & Inclusion Policy** - In addition to the Equal Opportunities Policy we also have an Equality, Diversity & Inclusion Policy which sets out our commitment to creating an environment that promotes equality, diversity and inclusion at work and to treating all of our employees, students, stakeholders and all other people involved in any aspect of the Institute

equally, regardless of gender, civil status, family status, sexual orientation, religious belief, age, disability, race or membership of the Traveller community or socio-economic background.

*The Institute will achieve this through:*

- The development of a fulfilling and progressive work culture and learning environment, one that strengthens and promotes the values of the Institute to ensure that IADT students and staff support, value and respect each other.
- The design and implementation of a number of specific cultural initiatives which support equality, diversity and inclusion.
- The further development of a suite of positive actions and initiatives to address inequalities that may exist, to ensure a fair, welcoming and unbiased campus environment for our whole community.
- The promotion of a positive culture within our Institute by sustaining the values that we cherish, while also encouraging and facilitating openness and responsiveness as we evolve.

IADT believes that embracing equality, diversity and inclusion in the workplace benefits not just the Institute but also individual staff and students, departments and our stakeholders. All our staff and students bring their own background, work style, distinct capabilities, experience and characteristics to their work. We recognise that our talented and diverse Institute reflects the diversity of the wider community outside of IADT and we want to utilise the widest range of skills, knowledge and experience in our Institute while complying with legislative requirements. As well as treating people with dignity and respect, the Institute strives to create a supportive environment in which both staff and students can flourish and reach their full potential, regardless of differences, experience or education. Harnessing the wide range of perspectives this diversity brings promotes innovation and helps make us more creative and competitive. The IADT Equality, Diversity and Inclusion Policy is available [here](#).

### **Staff Training and Development**

The Institute is committed to the provision of higher education of the highest quality, which is relevant to the needs of students and stakeholders, and which recognises, promotes and develops the professional role of staff members. The role of the Institute's academic staff is to deliver a high-quality learner experience that allows for the student to acquire knowledge, competencies and skills in their chosen area.

IADT provides a wide variety of Continuous Professional Development (CPD) and training opportunities for staff across the institute each year and all staff are invited and encouraged to participate. The Institute delivers these training events and programmes in a number of ways

- On campus face to face training
- Online live sessions
- Self-paced online programmes
- Online on demand sessions

The programmes/events offered can broadly be categorised as follows

- Technical skills and competencies specific to roles/areas of expertise including IT Systems, Office 365, the institutes VLE Blackboard/The Hub and the intranet (Orchard).
- Legislative and governance requirements - including Health and Safety, EDI etc
- Generic employment competencies - Communication skills, problem solving, self-confidence, personal resilience etc.
- Staff Wellbeing events

Teaching and Learning programmes are offered throughout the year including accredited short Post Graduate Certificates that are stackable.

In addition, support is given to staff for advancing personal Qualifications - NFQ Levels 8 & 9 - as per guidelines in the Staff Training and Development Policy. Individual staff may also apply for funding to participate in specific training events, professional development programmes and to attend conferences. Long-term study in relation to further qualifications is also supported both financially and with study leave. Further information on this policy is available [here](#).

### **Teaching + Learning Support**

Teaching and Learning in IADT is supported by the Teaching and Learning Committee (T&L), a sub-committee of Academic Council. The T&L Committee comprises of academics, professional support staff and representatives of the Students Union, who endeavor to provide a learning and teaching ecosystem ensuring students thrive in their learning environment and leave with adaptable and agile knowledge, skills and competencies.

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

- Ensuring that books and journals about teaching and education are available through the Library
- Organising workshops, seminars and webinars on teaching and learning in association with the HR Department
- Supporting presentations and attendance at conferences on teaching and learning
- Managing the delivery of the modules from the Postgraduate Diploma in Teaching and Learning, these modules include the following: -
  - Certificate in Learning and Teaching (15 ECTS)
  - Certificate in Assessment and Evaluation (15 ECTS)
  - Certificate in Technology Enhanced Learning (15 ECTS)
  - Certificate in Universal Design for Learning (10 ECTS)

The Strategy and policies that support the quality assurance of teaching and learning provision in IADT include:

**Learning Teaching and Assessment Statement** - this statement provides a foundation and framework for learning in IADT. The Statement (revised 2023) can be downloaded [here](#).

**Staff Training and Development Policy** - IADT, through its Staff Training and Development policy, provides funding assistance to staff interested in pursuing further development in the areas of teaching and learning. Further information on this policy is available [here](#).

## 6.0 Information and Data Management

### Related IADT Policies and Procedures

- [Procedure for the Development & Approval of Programmes](#)
- [Procedures for the Quality Assurance of Collaborative Provision](#)
- [ICT Acceptable, Appropriate User Policy](#)

Reliable, up-to-date and trustworthy information and data is critical to good decision making, for all staff and students. IADT collects, collates and analyses a wide variety of information for management information, quality assurance, programme delivery and development and many other purposes. One of the main uses of collated, relevant information is in the area of programme development and quality assurance. Our procedural document on both the development and approval of new programmes is available on the IADT website or [here](#) and on the quality assurance of collaborative provision in new courses [here](#), are dependent on the level and quality of the information we have collated and analysed. These include areas such as learner progression, market trends, student and stakeholder feedback, CAO and entry statistics, dropout rates, learner supports and the student experience, employability statements and information on available resources, to name but a few.

The General Data Protection Regulation (GDPR) is in force since 25 May 2018. IADT holds and processes personal data about many different types of people such as its current, past or prospective employees, applicants, students, alumni, suppliers, contractors, members of the public, etc. The Institute processes this personal data to carry out its business and administrative functions and to comply with statutory requirements. This personal data is subject to data protection legislation. Information relating to GDPR and detailing IADT's compliancy is available [here](#)

IADT also has a Freedom of Information Officer and our website details information on this [role](#). There are six sections to our policies and procedures in this area, namely:

- [General Information about IADT](#)
- [Information on Functions + Services provided](#)
- [Information on Decision Making](#)
- [Financial Information](#)
- [Procurement Information](#)
- [Disclosure Log + Other Routine Publications](#)

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

IADT also has in place an **ICT Acceptable/Appropriate Usage Policy** and the purpose of this policy is to provide a reliable computing and networking service. Access to communication devices for staff, students and alumni requires co-operation from all users. It is, therefore, important that all are aware of their responsibilities. The scope of this policy is to outline the acceptable and appropriate usage of IADT's ICT Resources. The policy can be downloaded for the IADT website or [here](#).

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

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

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

- Programme Board meetings
- Town Hall talks by the President and regular all staff and student emails

- Academic Council & subcommittee meetings (student and staff representatives)
- [Governing Body meetings](#) (student and staff representatives)
- Central Management meetings
- Faculty Meetings

### **StudentSurvey.ie**

The StudentSurvey.ie reflects many aspects of students' experiences in higher education. It is designed to focus on student engagement, namely the amount of time and effort that students put into meaningful and purposeful educational activities and the extent to which institutions provide such opportunities and encourage students to engage with them. The data collected reflects students' self-reported perceptions of their experiences and this data set is one of many sources of evidence available to institutions to inform their enhancement activities.

The HEA carry out an annual student survey seeking student feedback on a number of issues relating to their experience of Teaching and Learning as well as student supports. The survey consists of 67 questions, grouped by the engagement indicator to which they relate. Most questions relate to a specific engagement indicator. The scores for each indicator are calculated from responses to the multiple questions that relate to that indicator. The indicators are listed below, and include:

- Higher Order Learning
- Reflective and Integrative Learning
- Quantitative Reasoning
- Learning Strategies
- Collaborative Learning
- Student-Faculty Interaction
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment
- Other (non-indicator) question items

## 7.0 Public Information and Communication

IADT provides information in a variety of formats to various audiences in order to assure staff, students, external stakeholders and the public of the quality of its activities, and to ensure accountability and transparency. With regard to public information, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) states: 'A successfully implemented quality assurance system will provide information to assure the higher education institution and the public of the quality of the higher education institution's activities.' The associated standard states that institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to-date and readily accessible, and the guideline emphasises that the information is useful for prospective and current students as well as graduates, other stakeholders and the public.

### IADT Website

Programme Information is published on the Courses Section of the IADT Website, and kept up-to-date with accurate and relevant information for prospective students. A full Prospectus is produced annually for undergraduate programmes and since 2019 has been published online. Information for current students is also published throughout the year, and accessible via the website, including class timetables, examination timetables, student support services, student policies and procedures, academic calendar, Student Handbook and Learner Charter etc.

IADT publishes all annual reports relating to governance and quality, including the Annual Quality Report (AQR), which is the annual report about internal quality assurance provided to QQI. The AQR template was developed in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015) upon which QQI's Core Statutory Quality assurance guidelines are based.

The outcomes of all quality reviews are published to the Institute website. These include institutional review and programmatic review reports, as well as the response of the Institute or Faculty/Department.

A summary of quality assurance-related information published on the Institute website and is as follows:

- [Annual Quality Reports](#)
- [IADT Annual Reports](#)
- [Outcomes of Programme Validations and Programmatic Review](#)
- [Governing Body Minutes](#)
- [Governance Statements](#)
- [Policies and Procedures](#)
- [Financial Statements](#)
- [Audit + Risk Committee Minutes](#)

The IADT website is also utilised to keep internal and external audiences informed of [News and Events](#) and an optional newsletter is available for subscription as desired.

### **Internal Communication**

In addition to public documents and information available via the website. Since 2020, the requirement to access information in a more efficient way and online has increased. Microsoft Teams and SharePoint is increasingly used and supported across the Institute to collaborate and share documents and information. The President's Office also issues periodic update emails and conducts staff briefings to keep staff aware of key news and developments and strategic priorities of the Institute. Such staff briefings are also conducted at Faculty level.

### **Marketing Office**

The IADT Marketing Office was established in 2016 to enhance the dissemination of public information by creating, leading and implementing an integrated marketing strategy that actively promotes the breadth and depth of courses and highlights the student experience. Best practice informs the production of all communication materials and assets are audited annually to ensure consistency across all media. Our information to students and prospective students is managed through the Marketing Office, in which our School Liaison role is a key element. Key marketing KPIs, including student numbers, course enquiries, web and social media analytics are tracked and presented quarterly to the Management Team and Governing Body.

## 8.0 Monitoring and Periodic Review

### Related IADT Policies and Procedures

- [Programmatic Review Policy](#)
- [Policy on Committee Membership & Terms of Reference](#)
- [Programme Boards Terms of Reference and Procedures](#)
- [External Examiner Procedures](#) (Revised 2023)
- [Procedure for the Development & Approval of Programmes](#)

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

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

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

Programmatic Review is the quality review process through which IADT conducts a critical evaluation of its programmes, reviewing and assessing them under a defined set of criteria and allowing their further development to improve educational quality. [Programmatic Review Policy](#) outlines the purpose, objectives and steps involved in conducting programmatic reviews. As part of preparing for Programmatic Reviews, programme teams conduct self-evaluations of their Department / Faculty and provide a report in addition to the programme documents.

Similar to the Programme Validation process, an external validation panel is organised, and the panel conducts a site visit, prepares a Programmatic Review Report, and makes

recommendations to IADT following review of the programme documents and meeting with the programme teams. All final Programmatic Review Reports plus a copy of the faculty response are published on the IADT website: [Programmatic Review and Programme Validations](#).

In addition to the Programmatic Review process the ongoing monitoring of programmes is facilitated by a range of activities. These include Programme Boards, External examiners (and their annual reports), and the work of the Quality Enhancement and Teaching & Learning Sub-Committees. If any minor changes or updates are required between Programmatic Reviews these are managed by the Programme Validation Sub-Committee which is chaired by the Registrar.

### **Programme Boards**

Programme Boards play a key role in the on-going monitoring and periodic review of programmes. Their function is to monitor the implementation of programmes of study as defined in the Programme Document and Approved Programme Schedule. Each Programme Board is a Sub-Committee of Academic Council and reports annually to Academic Council. The Programme Board is responsible for the effective management, operation, and review of the Programme. The Programme Board operates within the framework of regulations set down by the Academic Council and quality assurance procedures as outlined in the [Programme Boards Terms of Reference and Procedures](#).

Programme Board membership consists of representation from students as well as academics staff. The Programme Board is an essential forum for many of the decisions that relate to the effective implementation and delivery of the relevant programme of study. The Board:

- Reviews annually the structure, content, entry requirements, curriculum, assessment methodologies and resources of the programme of study, to ensure its continued academic and professional coherence and relevance, and to maintain academic and professional standards.
- Reviews statistical information pertaining to retention, attrition rates, progression etc.
- Reviews any suggested changes to the programme. Major changes will be submitted to and approved by the Programme Validation Sub-Committee (PVC) prior to their implementation, while minor changes are recorded in the Minutes of the Programme Board and PVC meetings at which they were agreed and are incorporated in the Programme Description.
- Updates the Programme Description annually, maintaining a record of the evolution of the programme of study since its inception.

The Programme Board prepares an annual report for the Academic Council focusing on the areas that have formed the agendas for the Programme Board, which incorporate priorities, recommendations, and areas for improvement. These are then collated into a Composite Programme Board Report which is presented and responded to by Academic Council.

External Examiners play an important role in the overall quality process. External Examiners are involved in the assessment of the standard of the programme and/or the standard of student performance. The grades agreed by the External Examiner/Assessor and the Faculty at the internal exam preparation meeting are proposed to the formal Institute exam board

External Examiners/Assessors are required to use their expert judgement to consider and comment on:

- Standards set for the programme
- Standards achieved by students
- Operation of the assessment processes
- Quality of learning
- The learning and teaching environment

External Examiners prepare an annual report which will be considered by the Programme Board at the commencement of the subsequent academic year or semester. Any action taken as a result of the External Examiner's report shall be noted in the Programme Board report. The faculties will submit their Programme Board reports to Academic Council on an annual basis, their reports will note any changes made to a programme as a result of External Examiners' recommendations. The External Examiner Procedure (Revised 2023) is available [here](#)

The external examining system assists the Institute in the comparison and benchmarking of academic standards across awards, ensures that the assessment process is fair and fairly operated in the marking, grading and classification of student performance and provides the Institute with informed and appropriate points for the comparison of academic standards. The [External Examiner Procedure](#) (since revised) outlines the role of External Examiners at the Institute. The aim of this procedure is to create a reference document that gives clear and concise information for IADT Staff and prospective and appointed External Examiners.

The Programme Validation Sub-Committee (PVC) ensures quality within the suite of programmes offered by the Institute. They deal with reports from Programme Boards, review

recommendations for new programmes via internal validation, and proposals for minor changes in programmes, i.e. change of module credit weighting etc., to continue to refine the programme offering.

The Committee considers & ratifies:

- Changes to existing programmes
- Recommendations for new programmes
- Draft programme documentation, prior panel review
- Reports and recommendations from Programme Boards if relevant to programme changes

The terms of reference for the PVC Committee are outlined in the Policy on Committee Membership and Terms of Reference available on the IADT website or [here](#)

## 9.0 Details of Arrangements with Third Parties

### 9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	2
Awarding bodies	0
QA bodies	0

1. Type of arrangement	PRSB
Name of body:	The Psychological Society of Ireland (PSI)
Programme titles and links to publications	The PSI accredits IADT's BSc (Hons) in Applied Psychology <a href="https://iadt.ie/courses/applied-psychology/">https://iadt.ie/courses/applied-psychology/</a>
Date of accreditation or last review	16/09/2021
Date of next review	30/04/2027

2. Type of arrangement	PRSB
Name of body:	Marketing Institute of Ireland (MII)

Programme titles and links to publications	Graduates of the BA (Hons) in Arts Management and BBus (Hons) Business Management programmes are eligible to take the Marketing Institute of Ireland (MII) Qualified Marketer Exam <a href="https://iadt.ie/courses/arts-management/">https://iadt.ie/courses/arts-management/</a> <a href="https://iadt.ie/courses/entrepreneurship-management/">https://iadt.ie/courses/entrepreneurship-management/</a>
Date of accreditation or last review	31/08/2020
Date of next review	31/08/2025

## 9.2 Collaborative Provision

### Definitions:

QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012 defines collaborative provision as a process that occurs where two or more providers are involved by formal agreement in the provision of a programme of higher education and training.

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'joint award' as a single award made jointly by two or more awarding bodies

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'linked provider' as a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body.

Type of arrangement	Total Number
Joint research degrees	0
Joint/double/multiple awards	0
Collaborative programmes	7
Franchise programmes	0
Linked providers (DABs only)	0

1. Collaborative provision	Collaborative programme
Name of body (/bodies):	IADT + George Brown College, Canada
Programme titles and links to publications	MA Design for Change Link to additional information: <a href="http://www.iadt.ie/courses/design-for-change/">http://www.iadt.ie/courses/design-for-change/</a>
Date of last review	26/06/2023
Date of next review	25/06/2028

2. Collaborative provision	Collaborative programme
Name of body (/bodies):	IADT + Sound Training College, Dublin
Programme titles and links to publications	BA (Hons) in Creative Music Production <a href="https://iadt.ie/courses/creative-music-production/">https://iadt.ie/courses/creative-music-production/</a>
Date of last review	01/06/2022
Date of next review	31/05/2027

3. Collaborative provision	Collaborative programme
Name of body (/bodies):	Sheridan College, Canada
Programme titles and links to publications	MA 3D Animation

Date of last review	26/11/2023
Date of next review	25/11/2028

<b>4. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Erasmus Mundus - Joint Masters programme
Programme titles and links to publications	Kinoeyes MA in Film (fiction) KINOEYES KEM The European Movie Masters <a href="https://iadt.ie/courses/kinoeyes-erasmus-mundus-joint-masters/">https://iadt.ie/courses/kinoeyes-erasmus-mundus-joint-masters/</a> <a href="http://www.kinoeyes.eu/">http://www.kinoeyes.eu/</a>
Date of last review	15/01/2020
Date of next review	30/01/2025

<b>5. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	Loras College, USA
Programme titles and links to publications	Loras students come and pursue a semester of study at IADT comprising modules from the Faculty's suite of programmes and a work placement element organized by Loras but hosted in Dublin. <a href="https://www.loras.edu/academics/study-abroad/">https://www.loras.edu/academics/study-abroad/</a> <a href="https://iadt.ie/study/international-students/">https://iadt.ie/study/international-students/</a>
Date of last review	31/08/2020
Date of next review	24/08/2025

<b>6. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	EU University for the Film & Media Arts
Programme titles and links to publications	EU Universities of the future initiative Erasmus agreement, Project Agreement, Horizon 2020 Grant Agreement IADT is joined by the Department of Cinema and Media Arts at Lusófona University in Lisbon which leads the consortium with full partners in Belgium and Hungary and associate partners in Estonia, Finland and Germany. The consortium was formed to explore and develop the EU University for Film + Media Arts <a href="https://www.filmeu.eu/">https://www.filmeu.eu/</a>
Date of last review	01/11/2020

Date of next review	01/11/2023
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<b>7. Collaborative provision</b>	<b>Collaborative programme</b>
Name of body (/bodies):	IADT, UCD & NCAD consortium
Programme titles and links to publications	Creative Futures Academy (Human Capital Initiative (HCI)) <a href="https://iadt.ie/study/creative-futures-academy/">https://iadt.ie/study/creative-futures-academy/</a> <a href="https://creativefuturesacademy.ie/">https://creativefuturesacademy.ie/</a>
Date of last review	30/01/2023
Date of next review	31/03/2025

## 9.3 Articulation Agreements

### Definition:

Per the IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision, an articulation agreement may be defined as a process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advance standing to a subsequent stage of a programme of a degree awarding body. These arrangements are subject to a formal agreement between the parties.

<b>Articulation agreements - Total number</b>	<b>8</b>
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<b>1. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Blackrock Further Education Institute (BFEI)
Programme titles and links to publications	The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and deepens the creative potential of students at both IADT and BFEI. <a href="https://www.bfei.ie/">https://www.bfei.ie/</a>
Date of agreement/arrangement or last review	31/08/2016
Date of next review	31/08/2021
Detail of the agreement	A number of progression pathways will apply to students of BFEI. (Agreement is ongoing)

<b>2. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Bray Institute of Further Education (BIFE)
Programme titles and links to publications	The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and deepens the creative potential of students at both IADT and BIFE. <a href="https://www.bife.ie/">https://www.bife.ie/</a>
Date of agreement/arrangement or last review	31/08/2016
Date of next review	31/08/2021

Detail of the agreement	• A number of progression pathways will apply to students of BIFE. • (Agreement is ongoing) See also 7 (Kildare Wicklow ETB Agreement)
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<b>3. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Dundrum College of Further Education (DCFE)
Programme titles and links to publications	The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and deepens the creative potential of students at both IADT and DCFE. <a href="https://cfedundrum.com/">https://cfedundrum.com/</a>
Date of agreement/arrangement or last review	31/08/2019
Date of next review	31/08/2024
Detail of the agreement	A number of progression pathways will apply to students of DCFE. (Agreement is ongoing)

<b>4. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Sallynoggin College of Further Education (SCFE)
Programme titles and links to publications	The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and deepens the creative potential of students at both IADT and SCFE. <a href="http://www.scfe.ie/">http://www.scfe.ie/</a>
Date of agreement/arrangement or last review	31/08/2017
Date of next review	31/08/2022
Detail of the agreement	A number of progression pathways will apply to students of DCFE. (Agreement is ongoing)

<b>5. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Dún Laoghaire Further Education Institute (DFEI)
Programme titles and links to publications	The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and

	deepens the creative potential of students at both IADT and DFEi. <a href="https://www.dfei.ie/">https://www.dfei.ie/</a>
Date of agreement/arrangement or last review	31/08/2016
Date of next review	31/08/2021
Detail of the agreement	A number of progression pathways will apply to students of DCFE. (Agreement is ongoing)

<b>6. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Stillorgan College of Further Education (SCFE)
Programme titles and links to publications	The guiding principles of the partnership will be to ensure the best possible educational experience for participants and, over a period of time, to build a collaborative relationship which extends and deepens the creative potential of students at both IADT and SCFE. <a href="https://stillorgancollege.ie/">https://stillorgancollege.ie/</a>
Date of agreement/arrangement or last review	31/08/2017
Date of next review	31/08/2022
Detail of the agreement	A number of progression pathways will apply to students of DCFE. (Agreement is ongoing)

<b>7. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	Kildare Wicklow ETB
Programme titles and links to publications	BA(Hons) Immersive Media Production <a href="https://iadt.ie/courses/immersive-media-production/">https://iadt.ie/courses/immersive-media-production/</a>
Date of agreement/arrangement or last review	23/08/2023
Date of next review	23/08/2028
Detail of the agreement	MOA with Kildare Wicklow ETB and City of Dublin ETB for the National Tertiary programme BA (Hons) Immersive Media Production with Bray Institute of Further Educations and Ballyfermot College of Further Education.

<b>8. Articulation agreement</b>	<b>Articulation agreement</b>
Name of body (/bodies):	City of Dublin ETB

Programme titles and links to publications	BA(Hons) Immersive Media Production <a href="https://iadt.ie/courses/immersive-media-production/">https://iadt.ie/courses/immersive-media-production/</a>
Date of agreement/arrangement or last review	23/08/2023
Date of next review	23/08/2028
Detail of the agreement	MOA with Kildare Wicklow ETB and City of Dublin ETB for the National Tertiary programme BA (Hons) Immersive Media Production with Bray Institute of Further Educations and Ballyfermot College of Further Education.



**Annual Quality Report IADT**  
**PART B: INTERNAL QUALITY ASSURANCE**  
**ENHANCEMENT & IMPACT**  
**Reporting Period 2022-2023**

## **PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT**

### **1.0 Quality Implementation and Developments**

#### **1.1 Strategic QA Updates**

##### **IADT Strategic Objectives**

IADT's [\*Strategic Plan 2019-2023 "Better Futures Created Together"\*](#), which was developed in consultation with internal and external stakeholders both in Ireland and internationally, provides a framework that has guided the Institute over recent years. It sets out a unique vision for the Institute with a foundation in the ethos of and a distinct focus on the creative, cultural and technological (CCT) sector.

The strategic plan encompasses three main themes with eleven strategic priorities of equal significance aligned to these themes. The strategic priorities underpin the delivery of the plan, which focuses on introducing a new academic model that will enable the development & delivery of programmes and establish partnerships regionally, nationally and internationally. This academic model will continue to evolve over the life of the strategic plan and will be used to support programme development, to target growth, to guide research priorities and to enhance the Institute's profile, brand and reputation within regional, national and international territories.

Our work in IADT is underpinned by a set of core values, and we foster a culture of excellence, which is central to everything we do. We seek opportunities to advance and evolve our Institute and disciplines and enhance the value we bring to students, staff and stakeholders. This commitment to quality is evidenced in the strategic plan, where a key theme is identified as Excellence. This theme incorporates priorities that include "we will provide high quality and inquiry-led teaching and learning that encourages and embeds curiosity, innovation, creativity and entrepreneurship across all our disciplines ", and we will "ensure our processes and procedures are efficient and meet the needs of staff, students and other stakeholders".

<b>THEME 1</b> <b>Excellence</b>	<b>Educating Students</b>	<b>Researching and Developing Knowledge</b>	<b>Communicating</b>	<b>Increasing Operational Agility and Effectiveness</b>
<b>THEME 2</b> <b>Growth</b>	<b>Attracting Students</b>	<b>Developing an International Institution</b>	<b>Collaborating and Developing Partnerships</b>	<b>Strengthening Our Skills and Relationships with Industry</b>
<b>THEME 3</b> <b>Community</b>	<b>Engaging and Supporting Our IADT Community</b>	<b>Engaging and Supporting Staff</b>	<b>Developing Our Culture</b>	

Figure 2.0 - IADT Strategic Plan 2019-23 - Themes

### Developments 2022-2023

We fulfilled most of the obligations and objectives in our current Strategic Plan and continued to drive academic development and change. The changing landscape also required us to accelerate the completion of our current Strategic Plan (end 2022 versus end 2023) to allow the Institute to consolidate our existing offering, deliver upon short-term strategic priorities, and, more importantly, create favourable conditions to fully explore future strategic opportunities and develop our new strategy from early 2023. The new strategy will propel the next phase of the Institute's Strategic and Academic development - potentially, towards the establishment of IADT as a University for the Creative Industries.

### Preparing Strategic Plan 2024-2029

IADT has commenced the planning process for the development of the next Strategic Plan 2024-2029. Management Consultants Mazars have been contracted to support the process. During 2023, the plan was drafted, consulted on, finalised and approved by the Governing Body. Development of the plan commenced before the end of the academic year, including consultation with staff, students and external bodies. It is expected that the New Strategic Plan will be approved and published early in 2024.

### CINNTE Institutional Review

The IADT CINNTE Institutional Review took place during academic year 2022-23. IADT submitted its Self-Evaluation Report in March 2023 to QQI. The Main Review Visit took place in person on-campus from 22 - 25 May 2023, during which the Review Team, selected by QQI, met with staff, students, graduates and external stakeholders. The IADT Institutional Review Report 2023 was published by QQI in December 2023.

IADT began the process of preparing for institutional review in January 2022. Following consultation and discussion with the IADT Senior Management Team during Q1 and Q2 2022, it was agreed that a CINNTE Steering Group would be established to oversee and steer the CINNTE Institutional Review process. The Quality Office team completed preparatory work for the CINNTE Institutional Review during Q2 2022 and the CINNTE Steering Group, chaired by the Vice President for Academic Affairs and Registrar, was appointed in Q3 2022 and met on a regular basis throughout the duration of the project.

Following consideration of the CINNTE Institutional Review objectives set out in the Terms of Reference for review, IADT's Strategic Plan 2019-2023 and early preparations for the development of the next Strategic Plan for IADT 2024-2029, it was agreed that a thematic approach would be adopted as part of the CINNTE Institutional Review. The following three themes would be considered as part of the review:

- **Building Research Capacity** - Readiness and implications of potentially awarding Doctoral Degrees at NFQ Level 10.
- **Internationalisation and Collaboration** - Capacity to effectively deliver programmes collaboratively with international partners as well as local and regional collaborations, and increasing the number of international students at IADT.
- **Growth** - Growing student numbers, campus development priorities over coming years, sustainable programme planning and design for future IADT Students. We will also be looking to grow our local and regional collaborations, including with the FE sector.

From the initiation of the CINNTE project, Governing Body, Executive Management Team, Academic Council and its Sub-Committees and the wider staff and student groupings were briefed on an ongoing basis. The Institute's objective was to undertake a review that would be inclusive and comprehensive, giving staff, students and stakeholders the opportunity to input to the review process.

### **CINNTE Steering Group**

The CINNTE Steering Group comprises members of management, academic staff members, PMASS staff members and Student's Union representatives. The group met on a fortnightly basis from September 2022 until submission of the Institute Self-Evaluation Report in March 2023. The Steering Group devised a CINNTE Institutional Review Plan comprising the stages, timelines and responsible groups

The Steering group was comprised of:

- Vice President, Academic Affairs + Registrar (Chair)
- Assistant Registrar

- Senior Quality Officer
- Head of Information Services
- Head of Research
- Student Experience Manager
- Students' Union President, IADT Students' Union
- Education Officer, IADT Students' Union
- Institute Librarian
- Head of Faculty, Faculty of Enterprise and Humanities
- Head of Faculty, Faculty of Film, Art + Creative Technologies
- Head of Department of Humanities and Arts Management / Quality Enhancement Sub-Committee Chair
- Human Resources Manager
- Head of Teaching and Learning
- Senior Lecturer

### **Methodology**

A variety of methodologies were utilised to undertake the CINNTE Institutional Review at IADT. Self-assessment at department level and the subsequent drafting of the IADT Self-Evaluation Report was undertaken via:

- Dedicated meetings of the CINNTE Steering Group, academic faculties and departments and PMASS departments to prepare, plan for and complete the review
- Desk review of relevant documentation, including - programme board reports, external examiner reports, programmatic review reports, programme validation reports, minutes of Academic Council and Sub-Committee meetings
- Analysis of data including Registry data (student numbers, progression rates etc), student survey data and benchmarking exercises with similar national and international institutions
- Surveys of staff, students and stakeholders
- Focus groups with staff and students
- Consultation and information sessions with staff and students and stakeholders

## CINNTE Institutional Review Plan



Figure 3.0 - IADT CINNTE Institutional Review Plan 2022-23

The CINNTE Institutional Review was discussed regularly at Governing Body, Senior Management Team meetings and Executive Management meetings. The Vice President for Academic Affairs presented progress updates to Academic Council several times throughout the project and CINNTE Institutional Review was included as a standing item at Academic Council and all Sub-Committee meetings for the academic year. Briefings were provided to staff and the Students' Union and Class Representative Council once the Self-Evaluation Report was drafted. In March 2023 the SER was finalised and approved by the President.

### Self Evaluation Report - Recommendations for Enhancement

The CINNTE Institutional Review Terms of Reference sets out five objectives of institutional review, which must be addressed as part of an institute's self-evaluation process. The IADT CINNTE Steering Group, tasked with managing the self-evaluation process, had the objectives to the forefront while devising the self-evaluation process and writing the Self-Evaluation Report for the Institute.

Commentary regarding attainment of the objectives is interspersed across the chapters of the report. Where gaps or opportunities for enhancement were identified, these are captured in the form of recommendations, in most cases at the end of each chapter. The

recommendations made in the report, along with the recommendations that emerge as a result of the Review Team's Review Report, will form the basis of the Quality Action Plan which the Institute will devise and implement on completion of the CINNTE Institutional Review. Timelines for all of the recommendations and actions will be set during the calendar year 2023 and align with those actions developed in IADT's Strategic Plan 2024-2029 and the IADT HEA Compact.

*Some of the specific reviews and findings identified as part of the self-evaluation process are incorporated throughout this report.*

### **Main Review Visit**

The Main Review Visit took place in person on-campus from 22-25 May 2023, which coincided with IADT's annual On Show Exhibition of work by final year students. During the visit the [Review Team](#), selected by QQI, met with staff, students, graduates and external stakeholders.

### **Further Information**

- [IADT Website: CINNTE Institutional Review 2022-23](#)
- [Institutional Review 2023 - Quality Profile](#) (published December 2023)
- [IADT Institutional Review Report 2023](#) (published December 2023)

### **Other QA and Strategic Developments**

During 2022-23 a number of quality assurance developments relating to and aligned with the Strategic Objectives were commenced or achieved.

### **Athena Swan Bronze Institution Award**

In September 2022, the Institute was awarded Athena Swan Bronze accreditation following a [successful application](#) in June 2022. Applications are reviewed by an external panel of peers in the Irish higher education sector and overseen by Advance HE.

Significantly, IADT was the first HEI in Ireland to achieve an award under the [new Athena Swan Charter principles for Ireland](#). Published in 2021 following a national consultation, the new Charter offers a framework for progressing equality in higher education and research institutions that is unique to Ireland. The objective is to support impactful and sustainable

gender equality work for staff and students and to build capacity for evidence-based equality initiatives across additional equality grounds enshrined in Irish legislation.

The external panel [agreed by consensus](#) that IADT's submission had demonstrated the requirements to meet the criteria for Bronze through its:

- Descriptions of and planned structures and processes to underpin and recognize gender equality work and wider equality work;
- Evidence-based recognition of the issues and opportunities facing the Institute;
- Four-year EDI Action Plan to address identified issues.

As of June 2023, the implementation status of the [EDI Action Plan](#) is detailed below:

- 2% (2) of actions have been successfully completed.
- 50% (42) of actions are ongoing or in progress.
- 26% (22) of actions are scheduled for completion in 2023/24.
- 21% (18) of actions are planned for a later date.
- 0% (0) of actions have been removed from the plan.

The EDI Committee of Governing Body receives biannual progress reports from the EDI Manager. Importantly, the Action Plan for Athena Swan satisfies the EDI requirements of the European Commission, the HEA, and all major research funding agencies in Ireland.

### **National Tertiary Office**

In December of 2022 the Minister for Further and Higher Education, Research, Innovation and Science Simon Harris TD announced the establishment of a significant new policy in the development of a unified tertiary sector. A new National Tertiary Office was established within the Higher Education Authority to develop joint further and higher education degree programmes. IADT was selected as one of the Higher Education Institutions which will pilot a new cross-sectoral programme with two of our neighbouring Colleges of Further Education.

Work commenced on the development of a new Programme with two Colleges of Further Education, Bray Institute of Further Education (BIFE) [Kildare Wicklow ETB] and Ballyfermot College of Further Education (BCFE) [City of Dublin ETB]. **BA (Hons) Immersive Media Production** was validated in June 2023. The Programme Validation Report and Faculty Response is available from [here](#).

Students will undertake the first two years in one of the FE colleges above, and then complete the final two years at IADT. Information about the Programme, (which commenced in September 2023) is available from:

- [IADT](#)
- [BIFE](#)
- [BCFE](#)

## Digital Media Building

In December 2022, the Minister for Further and Higher Education, Research, Innovation and Science announced the signing of the contracts for the construction of six new buildings, delivered by Public Private Partnership (PPP), across multiple campuses in the eastern, southern and midlands regions, including IADT.

The new building is the largest capital project made in respect of IADT's 25-year history and will prove transformative when it opens in 2025. **The Digital Media Building**, designed by BDP Architects, is over 7,000 m<sup>2</sup> and will accommodate 900+ students across various disciplines. Critically the additional capacity allows the Institute to pursue our longstanding growth ambitions - with additional capacity for close to 600 new students. The building will contain 19 state-of-the-art digital design studios, advanced computer laboratories and classrooms with five seminar rooms, and a 600-seat capacity restaurant.

Construction commenced on site in January 2023 and the expected completion date is March 2025.

## N-TUTORR

National Technological University Transformation for Resilience and Recovery.

The N-TUTORR national project is an innovative collaboration across the technological higher education sector in Ireland to transform the student experience, empower learners, developing staff capabilities and implementing sustainable digital ecosystems in technological higher education in Ireland. Made up of seven higher education partners:

Atlantic Technological University (ATU), Dundalk Institute of Technology (DKIT), Institute of Art Design + Technology (IADT), Munster Technological University (MTU), Sout East Technological University (SETU), Technological University Dublin (TUD), Technological University Shannon (TUS).

### N-TUTORR thematic areas:

- Academic Integrity
- Digital Transformation in Teaching and Learning
- Education for Sustainability
- Equality Diversity & Inclusion (EDI)
- Universal Design for Learning (UDL)
- Employability

During 2022-23, a number of appointments were made to the project, and initiatives established in the Institute including:

### **N-TUTORR Fellowships**

In 2022-23, the fellowship programme provides a wonderful opportunity for students and staff to collaborate on small scale enhancement projects that aim to improve the student experience within their own institutions.

### **N-TUTORR Student Champions**

The role of the N-TUTORR Student Champion is to develop student engagement and empowerment in their local institute. Student Champions will engage with the development of an initiative under one of the following N-TUTORR thematic areas.

## **Policies and Procedures**

Policies are drafted by applicable department and circulated to relevant stakeholders before being presented for approval. Policies and Procedures are published on the IADT website, and presented under the following category headings:

- Academic Quality
- Student Policies
- HR Policies
- Corporate Affairs

The first two categories contain most Quality Assurance-related Policies and Procedures and there is some overlap of documents between the two categories.

### **Review of Policies and Procedures**

As of February 2023, there were 49 Policy and Procedure documents (including guidelines) under the Quality area. Of these, 12 were currently in process of being revised or approved, and 17 are due for revision. A recommendation identified as part of the CINNTE Institutional Review Process include establishing a schedule for review of policies and procedures is under development with more critical policies being prioritised, including the Academic Integrity Policy.

### **Quality Enhancements**

In 2022-23 the Senior Quality Officer created a Policy and Procedure tracker list on MS SharePoint, to improve the process for monitoring and tracking the status of Policies and

Procedures. This will provide a more efficient way to report, notify relevant stakeholders of revisions due, and track proposed changes required. The staff Intranet, “Orchard”, will also provide opportunities to enhance staff access to and awareness regarding IADT Policies and Procedures.

A number of other procedural documents or amendments were approved during 2022-23 including:

- [Protocol for Deferral of Offers on IADT Programmes](#)
- [Portfolio Appeals Procedures](#)
- Amendments to Programme Board Procedures: addition of new standing item on Programme Board Meeting agendas to include Profile of Needs (PONs). This proposal was approved by academic council in May 2023. The amendment will be incorporated into the next revision of the Programme Board Procedures

## 1.2 Update on Planned QA Objectives identified in Previous AQR

No.	Planned objectives (Previous AQR)	<b>Update on Status</b> Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.
1	<b>CINNTE Review</b>	<b>Completed</b> The Institute Self Evaluation Report was submitted in March 2023, and the Main Review Visit took place in May 2023.
2	<b>Implement the deployment of Current Research Information System (CRIS)</b>	<b>Completed</b> PURE, the Current Research Information System was launched in May 2023
3	<b>Complete new Strategic Plan</b>	<b>In Progress</b> Work commenced, timeline was amended to incorporate findings and align with CINNTE Institutional Review process and development of HEA Compact
4	<b>IADT HEA Compact</b>	<b>In Progress</b> Work commenced, timeline was amended to incorporate findings and align with CINNTE Institutional Review process and development of new Strategic Plan

## 1.3 Governance and Management

### 1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
<b>Governing Body</b>	7 September 2022 5 October 2022 2 November 2022 14 December 2022 11 January 2023 8 March 2023 10 May 2023 14 June 2023
<b>Academic Council</b>	Monday 17 Oct 2022 Monday 14 Nov 2022 Monday 12 Dec 2022 Monday 16 Jan 2023 Monday 20 Feb 2023 Monday 20 Mar 2023 Monday 8 May 2023 Monday 19 Jun 2023
<b>Quality Enhancement Sub-Committee</b>	28 September 2022 2 November 2022 7 December 2022 11 January 2023 22 February 2023 22 March 2023 7 April 2023 31 May 2023
<b>Teaching + Learning Sub-Committee</b>	12 October 2022 9 November 2022 14 December 2022 18 January 2023 22 February 2023 29 March 2023 19 April 2023 10 May 2023
<b>Academic Planning, Co-Ordination and Review Committee</b>	25 October 2022 1 December 2022 17 January 2023 28 March 2023 25 April 2023 13 June 2023

## 1.3.2 QA Leadership and Management Structural Developments

### IADT Governing Body

The enactment of the Higher Education Act 2022 resulted in the Term of Office of the current Governing Body expiring on or before 9 November 2023. Arising from the legislation, during academic year 2022-23, IADT commenced recruitment for interested individuals to be appointed as Governing Body members.

The Governing Body, through its Nominations Committee appointed Mazars to conduct the recruitment process for this role. The [Procedures for the Appointment of a Governing Body for IADT](#)

(The current governing body was appointed in early Academic Year 2023-24, with effect from 1st October 2023, in accordance with the Regional Technical Colleges Act 1992, Section 6: 'There shall be a governing body of the college and the governing body, save as otherwise stated by this Act, shall perform the functions conferred on the college by this Act.'). See the IADT Website for information [Governing Body Membership](#)

### Director of Strategic Projects

The new role of Director of Strategic Projects was appointed in May 2023 and is a member of the Executive. This role is responsible for oversight of IADT's participation in a number of major collaborative projects, such as the N-TUTORR initiative, which brings together the seven institutions in the technological HE sector with the goal of transforming learning. The Director of Strategic Projects also works on various institutional development and transformation projects, and supports the President with the strategic planning process.

### Head of Research

The position of Head of Research was filled internally to replace the existing appointee who accepted another role in the Institute. Reporting to the Director of Research, Development and Innovation, the Head of Research is responsible for growing IADT's research capacity and delivering on the Institutes strategic priorities in this area.

### International Senior Lead

Increasing demand for student and staff mobility highlighted the need for more resources in the International Office. IADT's strategy to 2023 was supportive of the growth of International Student Recruitment. In April 2023 the post of International Senior Lead was advertised and a new external staff member joined the International Office in August 2023.

### IADT N-TUTORR Institute Lead

The Institute Lead was appointed in May 2023. This role is responsible for the delivery, implementation, and coordination of the National Technological Universities Transformation for Resilience & Recovery (N-TUTORR) programme at IADT. Responsible for ensuring progress of digital transformation initiatives and stakeholder engagement locally. As well representing IADT nationally through active participation with Programme Management Office, Programme Steering Board, relevant working groups, and oversight bodies such as the Higher Education Authority, Technological Higher Education Association, EU, Dept. of Public Expenditure & Reform, etc.

### IADT Management Structure

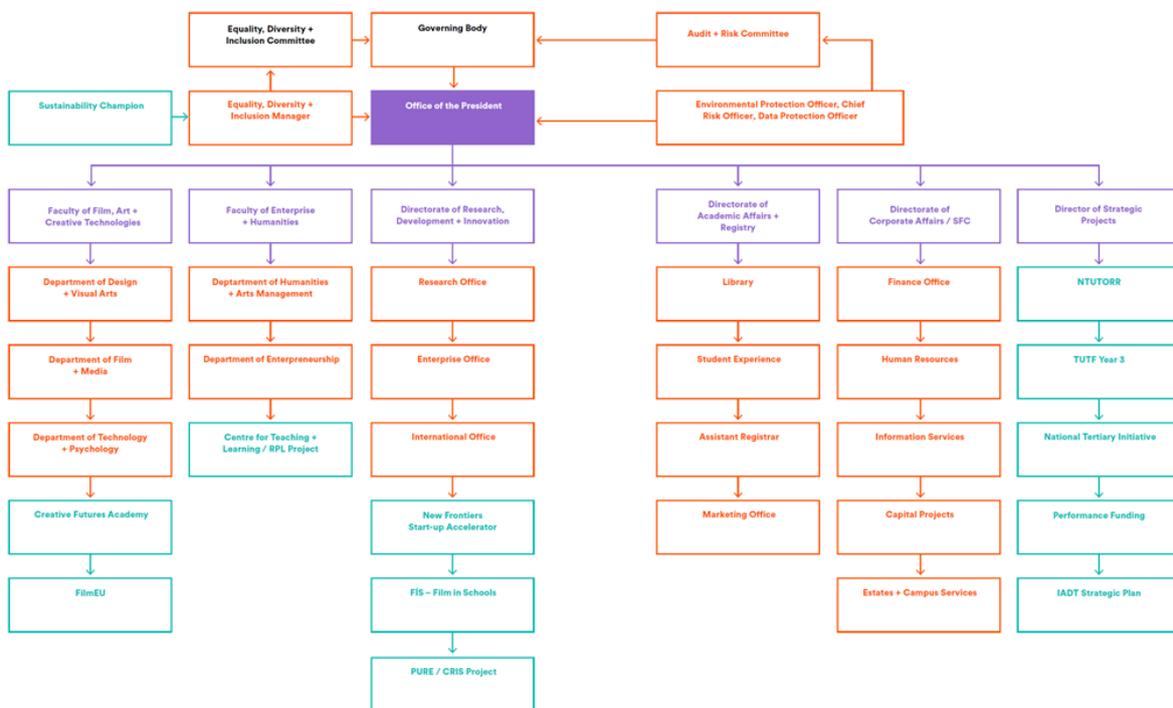


Figure 4.0 - IADT Organisation Chart (March 2023)

## 1.4 Internal Monitoring and Review

### 1.4.1 Overview of Periodic Reviews

Unit of review for which report has been published during reporting period	Date of Completion	Links to relevant publications
<b>CINNTE Institutional Review</b> (Review of all areas of Institute)	25 May 2023	<a href="https://iadt.ie/about/iadt/cinnte-institutional-review-2022-23/">https://iadt.ie/about/iadt/cinnte-institutional-review-2022-23/</a>
<b>Programme Validation:</b> BA (Hons) 3D Animation	27 January 2023	<a href="#">Programme Validation Report + Faculty Response</a>
<b>Programme Validation:</b> Certificate Digital Post-Production	27 January 2023	<a href="#">Programme Validation Report + Faculty Response</a>
<b>Programme Validation:</b> BA (Hons) Business + Digital Technology	21 March 2023	<a href="#">Programme Validation Report + Faculty Response</a>
<b>Programme Validation:</b> BA (Hons) English + Media Studies	12 May 2023	<a href="#">Programme Validation Report + Faculty Response</a>
<b>Programme Validation:</b> BA (Hons) English + Equality Studies	12 May 2023	<a href="#">Programme Validation Report + Faculty Response</a>
<b>Programme Validation:</b> MA in Media Narratives and Storytelling (Revised Name)	12 May 2023	<a href="#">Programme Validation Report + Faculty Response</a>
<b>Programme Validation:</b> BA (Hons) Immersive Media Technology	27 June 2023	<a href="#">Programme Validation Report + Faculty Response</a>
<b>Programme Validation:</b> Certificate in Professional Skills for Creative Industries (L8, 10 ECTS) Certificate in Professional Skills (L9 5 ECTS/10 ECTS)	29 June 2023	<a href="#">Programme Validation Report + Faculty Response</a>

## 1.4.2 Expert Review Teams/Panels<sup>2</sup> involved in IQA

**Note:** As part of the CINNTE Institutional Review process, an internal review of all departments and functions was carried out across the Institute, which concluded in March 2023 with the completion of the Institutional Self Evaluation Report.

The details of internal review teams is not specified in the tables on the following pages.

### (i) Expert Review Team/Panel Size and Related Processes

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
<b>Number of review/ evaluation processes</b>	6				5		1
<i>of those:</i>							
<b>On-site processes</b>	4				4		
<b>Desk reviews</b>							
<b>Virtual processes</b>	1				1		
<b>Hybrid</b>	1				1		
<b>Average panel size for each process type*</b>	4				4		6

\* excluding secretary if not a full panel member

<sup>2</sup> QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

**(ii) Composition of Expert Review Teams/Panels involved in IQA**

Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair	6	3	3		5	1			5	1	
Secretary			1		1				1		
Academic/Discipline Specific	10	9	1		8	1	1		10		
Student Representative	1		1		1				1		
QA	1	1					1			1	
Teaching & Learning											
External Industry /Third Mission	6	1	5		6					6	

## 2.0 IQA System – Enhancement and Impacts

### Governance and Management of Quality

#### Review of Academic Council and its Sub-Committees

As part of the CINNTE review process, a review of the effectiveness of Academic Council and its Sub-Committees was undertaken across Academic Years 2020-21, 2021-22 and 2022-23 (Oct to Jan), under the following headings:

1. Agenda items discussed at Academic Council
2. Membership
3. Meeting frequency and quorum
4. Administrative processes
5. Survey of members of Academic Council
6. Review of Sub-Committees
7. Quality enhancements introduced since 2021-22

#### Findings

The key findings of the review indicate that Academic Council and its Sub-Committees are operating effectively and consistently within their Terms of Reference and their obligations and responsibilities to IADT's Governing Body. The survey demonstrated that overall, members appear satisfied with the management and administration of meetings and documentation provided. Some key areas for potential improvement include increasing members awareness of the roles and responsibilities of Academic Council and understanding and confidence to contribute at meetings.

#### Quality Enhancements

A number of quality enhancements have been applied to the management of Academic Council and its Sub-Committees over recent years which have improved their operations and were positively noted by members. A number of recommendations were identified as part of the review, and noted for actioning.

In 2022, the Senior Quality Officer wrote a Guide for Members of Academic Council and Sub-Committee Membership. This provides an overview of the roles and responsibilities of members to supplement the Terms of Reference

## **Programmes of Education and Training**

The Procedure for the Development and Approval of Programmes documents the programme validation process. The involvement and oversight of the Programme Validation Committee (PVC), as Sub-Committee of Academic Council, is key to ensuring quality within the suite of programmes offered by the Institute. PVC reviews recommendations for new programmes, as well as proposals for minor changes to existing programmes.

The process from programme initiation, through development to external validation and approval is outlined in the procedures document. All Programme Validation Reports along with a copy of the faculty response are published on the IADT Website: Programme Validation and Programmatic Review Reports.

### **Review of Programme Validation Reports from 2014 – 2022**

A desk review of 24 Programme Validation Reports was undertaken as part of the CINNTE Institutional Review process, comprising all Validation Panels that had been convened at IADT between 2014 and 2022. The reports demonstrated positive and wide-ranging commendations regarding the innovative and enthusiastic nature of programme development at IADT, in terms both of programme proposals and processes. Of the 24 reports reviewed, 7 (29%) included one or more conditions of validation. A total of 13 conditions of validation were recorded overall. Notably, from approx. 2016, there were few conditions attached to programmes validated at IADT. All but one report included at least one recommendation, 77 recommendations were made in total (an average of 7 per report).

Validation Panel members are very complimentary regarding their experience participating on IADT validation panels and administration around the process.

Programme Teams responsible for developing smaller, micro-credential programmes noted that current programme validation templates are not suitable for documenting micro-credential programmes.

### **Quality Enhancements**

The Senior Quality Officer developed a Programme Masterlist using MS SharePoint, which will incorporate all aspects of IADT's suite of programmes, including validation details, reports and programme documents. This will provide a centralised, user-friendly reference point for staff and a streamlined programme status monitoring tool for the Quality Office.

The Institute will reflect on the findings above to strengthen the programme development and validation process, and monitor the continued progress and implementation of recommendations recorded in the reports, in conjunction with programme development teams.

A number of recommendations were identified as part of the review, and noted for actioning, including developing a discrete process for the development and validation of micro-credentials has been proposed.

### **External Examining**

The IADT external examining system assists the Institute in the comparison and benchmarking of academic standards across awards, ensures that the assessment process is fair and fairly operated in the marking, grading and classification of student performance and provides the Institute with informed and appropriate points for the comparison of academic standards.

The External Examiner Procedure available from the IADT Policies and Procedures, outlines the role of External Examiners at the Institute. The aim of this procedure is to create a reference document that gives clear and concise information for IADT Staff and prospective and appointed External Examiners.

There are on average 50 External Examiners active each academic year, across programmes in each Faculty. In some cases, External Examiners are assigned to more than one programme.

### **Review of External Examining System**

A review of the External Examining system was undertaken to establish its effectiveness, and benchmark against similar processes at other institutions. The review included a desk review of the procedures and feedback provided by External Examiners in their annual report. Also, data and feedback was collected from surveys issued to current IADT External Examiners, as well as IADT staff regarding their opinion of the External Examining system in place at IADT and their experience as Examiners at other higher education institutions.

Findings from the review showed that External Examiners are very satisfied with the process, communication and information provided by IADT. The gender balance of Examiners is excellent. IADT staff in general, are satisfied with the External Examining system at IADT, and value the input and contribution made by External Examiners.

### **Quality Enhancements**

Several quality enhancements have been implemented since 2021 to help improve the administration of the External Examining system, including the creation of an External Examiner tracker list, for

improved recording and reporting on Examiners. A revised nomination form was introduced to help streamline the nomination process. Findings from the review and surveys will inform additional enhancements from this academic year.

## **Staff Recruitment, Management and Development**

### **Staff Recruitment**

A large number of recruitment competitions were undertaken by HR and the relevant recruiting managers. The high number of posts advertised reflects the continued growth of the Institute and our success in securing external funding for research and strategic projects. The number of roles available also reflects the changing profile of our staff body, with several close colleagues retiring from IADT after years of dedicated service.

### **Staff Training, Development & Wellbeing**

IADT provides a wide variety of Continuous Professional Development (CPD) and training opportunities for staff across the institute each year and all staff are invited and encouraged to participate. In addition to the T&L programme in The Institute delivers training events and programmes in a number of ways:

- On campus face to face training
- Online live sessions (DCM and others such as IBEC and supported by the Staff Developers Network (SDN) and N-TUTORR
- Self-paced online programmes - including compliance programmes.
- Online on demand sessions (DCM and LinkedIn Learning and other recordings shared by email and on interact)

IADT is a member of the Staff Developer's Network (SDN) and that group are working on a project to support mentoring and the use of software to facilitate matching mentors/mentees across the sector with an autumn 2023 launch plan.

In addition to T&L there were 108 programmes/events offered during 2022-23 for staff from across the campus over the 4 categories below:

- 13 Technical skills and competences specific to roles/areas of expertise including IT Systems, Office 365 and Blackboard the institutes VLE etc.
- 18 Legislative and governance requirements - including Health and Safety, EDI, & child protection etc
- 29 Generic employment competencies - Communication skills, problem solving, self-confidence, personal resilience etc -delivered both online and in person.
- 48 Staff Wellbeing events

Overall there were 870 recorded attendances at these events by IADT staff. Note: A number of events were run on a cross sectoral basis where attendance figures by IADT staff were not specifically recorded. Also IADT's subscription to LinkedIn Learning offers staff a wide range of programmes to support their professional development both in the academic and PMASS areas. While we noted that engagement has increased we don't have data specific to staff take up as the programmes are available to the full campus community of staff and students. Opportunities to exploit these resources by setting learning and wellbeing challenges as well as learning paths commenced in 2022-23.

The T&D and Wellbeing programmes and events offered to staff on a cross institute basis in 2022-23 were:

Aurora - Women in Leadership 2022	Find and keep your motivation	Irish Sign Language in person group	Ready Set Cycle - 10 week programme
Aurora briefing	Fire Warden training	Journaling	Ready to Lead – follow up 3 sessions prog
AVC information session	Flexitime Briefing	Kickstart your Wellbeing	Reggae Yoga with Reeta
Bike maintenance class	GDPR and DP online	Leading a post pandemic workforce - 4 sessions	Reset and refocus for a productive 2023
Bike repairs clinic	GDPR and FOI briefings	Maintain Your Wellness at Christmas	Safepass Training
Bike to work scheme webinar	GDPR Management team briefing	Manual handling – various sessions	Safetalk
Blank Canvas - Your Health and Happiness	Get back life to work balance	Marchathon walking challenge	Seechange Leaders action planning
Breast Cancer awareness session	Green Ribbon Shame webinar	Men's Health - Cancer - prevention & early detection	Sharepoint files
Business Agility	Growth Mindset	Men's Mental Health - the Masks of Masculinity	Single pension scheme briefing
CCPC money skills for retirement session	Guided Breathwork	Mental Health Champion	Slow Flow Yoga Class
Choir - spring sessions	Health Insurance webinar	Mental Health Judgement in the Workplace	Stress Control - 6 sessions HSE online
Conscious Leadership	Healthy food cookery dem	Mentoring Training Course	Supervisory Management QQI
Coping at Christmas	Healthy Movement Essentials	Microsoft Teams - meetings and permissions	Supporting Working Families - Finding the Balance
Creating healthy workplace boundaries	How to Eat to be 100!	Mindfulness at Work	Switching off the Right to disconnect
Curating content on linked in learning	How to Manage Stress In Your Work Day	Mindfulness in business	T&L Induction
Darkness Into Light - IADT walk	How to take control of your week	Mortgage info webinar	The Mindful Cycle tuning into your menstrual cycle
Decision maker FOI 2 day course	Hybrid Team Management	MS Forms	The Power to Change
EAP briefing	Induction	Neurodiversity Week 2023 -Movie and discussion	Try a bike
ED & Inclusive Recruitment	Interact follow up session	Office Olympics	Understanding AVCs
Ed Sec pension briefing	Interact main upload training	One Drive – introduction	Understanding PRSI and retirement
ED&I Awareness	Interact Superuser training	One Drive: Folders and permissions	Using MS Forms for survey s
Education sector superannuation briefing	Interview board for management team	Performing under pressure	Walktober webinar
Equality Diversity & Inclusion Programme	Interviewee skills - open course	Power to Communicate -Irish Times	Women in Leadership
Festive Wreath workshop	Interviewee skills Tech team	Preventing burnout	Yoga
Financial Wellbeing - Tax Refunds	Irish Sign Language - 6 wk course	Professional added years - webinar	You belong

The following compulsory self-paced online programmes were provided for staff:

- Induction - IADT programme on our VLE
- GDPR Compliance (Legal Island)
- Cyber Security (Legal Island)
- Protecting Data when Home Working in Ireland (Legal Island)
- Child protection (HSE)
- IRHEC - Introductory eLearning in Equality and Human Rights in the Public Service
- Manual handling theory - IADT programme on our VLE for relevant staff

In addition, the following Legal Island online programmes were also available for staff

- Environmental and Social governance
- Equality and Diversity
- Unconscious bias
- Protecting Yourself when Home Working in Ireland
- Anxiety module

Evaluations of events and programmes are carried out both formally and informally. They can be done collectively or individually depending on the programmes. The data provided in formal evaluations of courses and events as well as information in planning surveys is used to support planning and changes to existing programmes. The opportunities for T&D being offered by NTutor will come to fruition in 2023. The development of a staff Intranet (Orchard) has facilitated the sharing of additional resources and training links for staff.

### **Staff Wellbeing**

In collaboration with the Healthy Campus Steering group there is a continuing focus on staff health and well-being, encouraging and promoting positive physical and mental health and work life balance. Working with the canteen committee and the canteen manager the group explored how to deliver healthy eating options for the whole campus community. IADT is currently working on achieving the IBEC Keep Well Mark - a process which involves key areas of workplace wellbeing ranging from leadership, mental health and absence management to physical activity and healthy eating with benchmark targets in each area. It is planned to submit the evidence folder and application by the end of 2023.

In 2022-23 initiatives and events supporting mental health & improving opportunities for physical activity and healthy eating were delivered in collaboration with EDI and HR. Both in person and online events were organised and DCM learning wellbeing hub and LinkedIn learning resources contributed to affording staff plenty opportunity to engage in wellbeing events. The use of the Intranet (Orchard) as a place to go for all information about wellbeing and resources to support staff has been a slow burner but is gaining traction. The courses and events listed above include wellbeing.

## Erasmus+ Staff Exchanges

The International office supported various staff mobilities during the 22/23 period including:

1 x Academic visiting staff member from George Brown College, Toronto, who delivered a successful two-week charette with the MA in Design for Change team.

7 x Staff Members travelling to Toronto, Canada to re-engage and successfully revalidate pre-covid MOU's. These agreements will give students and staff the opportunity to continue working within the Ontario Agreement of staff and student mobility in the coming years. Primarily the MA in 3D Animation (IADT + Sheridan College) and the MA in Design for Change (IADT + George Brown College).

2 x Academic Staff members travelled to Aalto College in Finland to teach on a Blended Intensive Program with four other partner universities. This teaching module has resulted in the Academic Staff Members being accepted to an international peer reviewed conference IEEE GEM23 - Games, Entertainment & Media, which will be hosted in Oct/Nov 2023.

2 x Academic Staff members travelled to Yerevan, Armenia under the ICM project to conduct workshops and trainings with the broader SAFAA staff group and to present IADT film work and student work. They also did preparatory work on the design of future institutional collaborations, projects and mobilities. SAFAA and IADT will then report on their work done as part of the Erasmus mobility programme which ended in July 2023.

3 x Academic Staff members travelled from Yerevan, Armenia under the ICM project where they discussed and participated in workshops around programme design, module descriptors and some aspects of animation pedagogy, as well as looking at some of our recent undergraduate work. With the aim to assist SAFAA in designing a new animation programme.

1 x Academic Staff member travelled to the University Rennes, this was a Teaching Mobility at undergraduate level and training workshop for the Creative Approaches to Public Space (CAPS) Graduate School.

2 x Academic Staff members travelled to Poland working on establishing partnership activities with the Polish-Japanese Academy of Information Technology in Warsaw.

## Teaching, Learning and Assessment

The Teaching and Learning Unit supports teaching and learning at IADT by:

- Ensuring that books and journals about teaching and education are available through the Library
- Inducting new Academic Staff
- Organising workshops, seminars and webinars on teaching and learning in association with the SU and Library Staff
- Supporting staff and student presentations at conferences on teaching and learning

### **Teaching and Learning Events and Activities**

Throughout 2022-23 a wide range of T+L events and activities were provided for staff and students.

These included:

- Academic Inductions
- Lunchtime Conversations
  - A series of sessions open to all staff and students on a range of different topic, some examples of subjects in 2022-23 include:
    - *Sustainability in higher education*
    - *LinkedIn Learning course for students*
    - *Academic Integrity and AI*
    - *Student Mental Health*
- Educational Technology sessions for Staff
- Symposia, Workshops and Webinars
- Final Year Matters-Moving On
  - Seminars (Volunteering, AHEAD - Wiling Able Mentoring, Graduate Stories, applying to Post Graduate programmes, Wellness and Mindfulness, etc.)
  - Staff Survey
- Quarterly Newsletters
  - General news and updates
  - Calls for Funding
  - Notifications of events/training/conferences
  - *Research Opportunities*
- PG Certificate in Assessment and Evaluation

### **Teaching and Learning Showcase**

The Teaching and Learning Committee and the Research and Development Committee hosted the annual celebration of Teaching and Research: '*IADT 2023: A Celebration of Inspirational Teaching, Pioneering Research and Creative Innovation*' which took place over 2 days in June 2023.

## Supports and resources for learners

### Institute Library

As part of the CINNTE Institute Review, the library undertook a self-review of the service. The following are some of the findings from the review:

- Library is represented on Academic Council and on key Sub-Committees and works closely with Heads of Faculty and Managers across the Institute to ensure clear communication of academic and operational issues, it could benefit from membership of the Programme Validation Committee for oversight of programme development and resourcing requirements.
- Some academic staff suggested that areas of the print collection could be further expanded to support their teaching and research requirements.
- The security gates were removed from the Library in 2017, which Faculty felt led to the loss of materials and reflected poorly on the value placed on Library resources by the Institute. They commented on the importance of the physical collection, both monograph and serial material, for which the physical item has specific relevance to the creative disciplines taught in IADT. Security gates were re-introduced in 2022. *(See Case Study #3)*
- Students expressed satisfaction with the physical Library space, both the collaborative and silent study areas.
- Students and Faculty acknowledged the Library's focus over the past five years on building the electronic collections, with substantial investment in eBook and eJournal titles and databases across all disciplines, and the development of a comprehensive website which links to all of these resources

A number of recommendations were identified as part of the review, and noted for actioning.

### Electronic Resources

IADT and the other THEA institutes were members of IReL (Irish Research Electronic Library) Consortium since the beginning of 2022, but the Institute got access to the databases from January 2023. Through HEA and NTUTORR funding, IADT Library gained access to ten new electronic resources. Taylor & Francis, Sage, Wiley, OUP, CUP, JSTOR, ProQuest Social Sciences, Science Online, Sage Research Methods, and the Irish Newspaper Archives

### Festival of Inclusion Event

The Library, EDI Office, Teaching & Learning and DLRCoCo co- hosted a Festival of Inclusion Event, Invisible Lives: Where are all the Older Women in Film and TV?

Dr Susan Liddy (Mary Immaculate College, Limerick), renowned actors Rosemary Henderson, Geraldine Plunkett and Carrie Crowley and moderated by Rebecca Roper (IADT) See [here](#) for more information.

### Online Supports for Students and Staff

The Library expanded its range of online support materials to include guides on:

- [Avoiding Plagiarism](#)
- [Critical Thinking: Evaluating & Finding the Right Information Online](#)
- [Equality, Diversity and Inclusion](#)
- [Literature Reviews: An Introduction](#)
- [Universal Design for Learning](#)

### Current Research Information System

The Librarian was part of the Advisory Group for the implementation of Elsevier's Pure (Current Research Information System) and contributed one of the 15 pilot profiles.

[Institute of Art, Design + Technology \(iadt.ie\)](#)

[Find Profiles – Institute of Art, Design + Technology \(iadt.ie\)](#)

### Silent Cinema

The Library's Silent Cinema was re-established. Groups of students can select a film from the Library collection to watch on the large screen using Bluetooth headphones. A film of Irish interest was shown every Tuesday evening.

### Library Staff - Professional Activity

#### Institute Librarian

- Convenor of the IFLA Library Publishing Special Interest Group (SIG)
- Organised a Satellite Programme: the Global Impact of Library Publishing. The Hague, 19th August 2023
- Organised an Open Session, Expanding the Global Impact of Library Publishing, at the World Library and Information Congress. Rotterdam, 22nd August 2023
- Co-Manager of the Irish Open Access Publishers (IOAP)
- Chair of the Library Association of Ireland Library Publishing Group

#### Library Assistant

- Treasurer of the Library Association of Ireland Career Development Group
- Organised the following events:
  - TikTok in Libraries with Laois Libraries
  - Ace the Interview: Get the Job!
  - Introduction to Graphic Design in Canva
  - Emerging Careers

#### Systems Librarian

- Committee member of the LIR Group (HEAnet User Group for Libraries)

## ICT

Summer upgrades in advance of the new Academic Year 2022-23 included the computing labs and teaching spaces in the Atrium receiving new hardware and AV upgrades. In addition, desktop PCs in the Library and computer seats in corridors and public areas were upgraded by the end of September. New 86" touch screens and high-end webcams - to allow for hybrid teaching - were also installed in the Quadrangle.

## Student Counselling

Student Counselling offers short-term evidence-based counselling support to students up to 6 sessions per student per academic year. The Student Counselling Service is available to all registered undergraduate and postgraduate students, is free and fully confidential. IADT offers Student Counselling support alongside a suite of other Student Support offerings in acknowledgement that the student's learning experience is influenced by their level of wellbeing and overall psychological state; as well as their social, financial and personal circumstances. Students report favourably of their engagement with Student Counselling. Students who have engaged with the service during the 2022-23 academic year are invited to complete a brief Likert-style survey response. Students similarly are provided with opportunity to share more in-depth feedback at the end of the survey. In our survey from the academic year 2022-23, 28 students submitted survey responses.

Of the respondents, 68% rated the support received as "excellent", 20% as "very good", 6% as "good", and 3% (1 respondent) as "fair" and 3% (1 respondent) "poor". Outcomes are showing a consistency of service provision. Consistency is being achieved in spite of additional demands on the service. Student appointment numbers remain consistent because fundamental service capacity has not grown to accommodate further capacity at a core level. External referral to external support services is common; when clinically indicated or preferred.

Further open-ended feedback was invited in four open-ended question boxes seeking to evaluate service experience. These open-ended feedback boxes were well engaged with and themes revealed are shared below:

**Aspects of your Student Counselling experience did you find most therapeutic?**

*"The fact I could vent to someone without judgement."*

*"The friendliness of the counsellor I saw. She had a gentle reassuring presence."*

*"I was aware I needed therapy for a long time, but taking the step to actually ask for help was a huge deal. The best part was the fact I was being listened to, and that my feelings DO matter."*

*"Everything"*

**Aspects of the Student Counselling Service that you did not find as you had hoped or expected?**

*"No, it was great"*

*"No, it far exceeded my expectations."*

\*this response represents 80% of responses to the question

*"I wish the counselling was ongoing, like without a 6 session limit, still grateful for it though."*

*"The wait time was longer than expected, i.e. it was a 1.5 week wait for an appointment."*

*"I found the gap between appointments a little long sometimes."*

*"No, but I would have loved to continue sessions with the counsellor on an ongoing basis. I've done loads of counselling before but the IADT counsellor is really good!"*

**Could you suggest one way in which the Student Counselling Service could grow or improve?**

*"Increase the amount of sessions offered from 6 to even 10."*

*"More sessions, more often."*

*"Increase the resources to reduce waiting time. I understand it is very difficult to do so though!"*

*"Make the availability of the service more known. Some of my friends didn't know that we had a counsellor on campus until later in the term."*

*"A cosier room? Felt a bit office-like."*

*"No, it was great - keep doing what you're doing!"*

\*This response represents 50% of responses to the question

**Here is a blank space for you to offer any final comments you would like to make about the support this year from Student Counselling.**

*"Thank you for this service, it was invaluable."*

*"I just want to thank the counsellor for making my life a little better."*

*"Counselling was a great resource. It can be very expensive so it's great to have the service offered through the college. Carly is so gentle in her presence and has helped me learn a lot about myself and how to manage stress and a work life balance."*

*"Massive thank you to Laura, she helped me a lot with overcoming certain topics and I couldn't be more grateful. I hope that she's in IADT for years to come."*

*"I have gone to student counselling at points during each of the 4 years for my degree and found it extremely helpful. I have seen a change in how I can now identify what I want and need from both myself and others. I take this with me in my life outside of IADT."*

\*All responses received in the Q10 blank space were words of thanks and encouragement to the lead counsellor and part-time sessional counsellor.

Statistics for IADT Student Counselling:

Academic Year	Registered users	Number of appointments offered
2020/21	167	910
2021/22	252	898
2022/23	238	872

### Other developments in the Student Counselling Service

The Student Counselling Service continues to operate as a tendered contract-for-service provision. 2022-23 represented year two of the present Student Counsellor's three year tendered contract. Within such, an additional Sessional Student Counsellor has been contracted for a period of 30 days per academic year to facilitate student counselling appointments and to efficiently manage student counselling service demand during peak periods of the term. Additional HEI mental health funding supplemented the 30 days with an additional 15 days of sessional counselling support. This additional funding represented an essential resourcing to ensure timely provision of student counselling supports at IADT.

Self-help mental health resources were regularly uploaded for students on the Institute website and institute social media platforms. The supports included psycho-educational materials and self-guided supports on meditation and mindfulness, stress relief, coping with anxiety, stress, and uncertainty. Mental Health Talks were facilitated as requested within the first-year students' of FACT Connect module.

Notable additions to the IADT Mental Health offering were significant during 2022-23. Significant funding was allocated towards acquiring external Student Assistance Provider (SAP), Spectrum.Life. Spectrum.Life provide a 24/7 on-demand online wellness platform to students of IADT, alongside option of a 24/7 clinician-staffed helpline. The online platform provides a variety of engaging and educational tools and resources for students to better engage with their own mental, physical, financial and lifestyle health factors. The offering is along an EAP model and is targeted with student-specific content and therefore is known as an SAP.

SafeTALK training was offered to staff during 2022-23. SafeTALK is the Internationally recognised training model for responding to suicidal distress. SafeTALK training is funded by the HSE under the National Office for Suicide Prevention (NOSP) suite of standardised training programmes and is completed over a 3-hour in-person training period. SafeTALK training was facilitated on-campus in September 2022 in a collaborative initiative with IADT HR. Total attendees numbered 16.

Promotion of best practice was assured in collaborative work with students, staff, and the institute to provide health promotion resources, deliver mental health counselling and support and promote a culture of wellbeing as a whole-campus opportunity and responsibility. Annual service evaluation was obtained from an anonymous online survey and presented as part of the Student Experience Annual Report.

In 2022-23, IADT joined in external affiliation to NiteLine. NiteLine is a student-volunteer facilitated out-of-hours support provider to students, available from 9.30pm - 2.30am Monday to Fridays during term times. IADT's affiliation with NiteLine provides opportunity also for IADT students to volunteer to train in the NiteLine supports (The Samaritans model) and for the IADT student counsellor to provide supervision to NiteLine volunteers. In 2022-23, IADT participated in the launch of the PCHEI-backed 'Speak Out' Reporting tool. Speak Out is an online anonymous reporting tool, led the representative body of Psychological Counsellors in Higher Education Ireland (PCHEI, to disclose incidents of bullying, cyberbullying, harassment, coercive behaviour, stalking, assault, sexual harassment, sexual assault and rape.

### **Internationalisation**

IADT is dedicated to internationalisation and is making progress toward its strategic goals for international engagement by utilizing current partnerships and forming new ones in order to raise and broaden our impact and profile internationally.

During 2022-23, a number of changes were implemented to enable a more suitable pathway for International (Non-EU) students applying to IADT. One main step involved working with the Admissions team and enhancing the direct application route as an alternative to the CAO. This gave International Applicants a quicker turnaround of their applications and an earlier offer, giving them more time to organise entry visas and accommodation.

In September 2022, the International Officer attended a workshop in Tallinn, Estonia to begin development of a programme guide, which would facilitate the FilmEU Blended Intensive Programs (BIPs), which were to take place during that academic year.

In October 2022, the International Officer attended a forum in Education Abroad in Italy, hosted primarily by UCD and North American Universities who participate on the StudyAbroad program. This was to greater understand the needs of the "StudyAbroad" student and begin raising awareness of IADT at a North American level.

In January 2023, the International Officer organised an International Student Focus group, which was facilitated by an external consultant. This gave IADT an improved understanding of the student journey, from enquiry through to enrolment and helped identify areas for improvement. The students were grateful to have the opportunity to give their feedback in a neutral setting and thanked the International Officer and the Admissions team for their support.

In February 2023, the International Officer travelled with several members of staff to Toronto, Canada under the KA107 to re-engage and understand the long-term partnership requirements of Sheridan College and George Brown College Toronto. The VP for RDI and the International Officer also met with the Consul General in Toronto, along with the Enterprise Ireland Manager.

As a result of the successful Canadian visit, IADT hosted an Ontario College Presidents visit in March 2023. This further expanded the discussions of new partnerships in the business and technology areas. A further follow-up trip is planned for November 2023, with the IADT President and VP for RDI travelling to Toronto.

The International Officer attended Erasmus Events abroad with the HEA in the Baltic States in April 2023, discussing the Digitalization of Erasmus at a European level.

IADT attended several local events, in particular visits to TUD to participate in the “Normandy HEI Meet + Greet”, which resulted in 3 new partnerships for IADT in France in the Design Field.

Increasing demand for student and staff mobility, following the restrictions of Covid, highlighted the need for more resources in the International Office. IADT’s strategy to 2023 was supportive of the growth of International Student Recruitment. In April 2023 the post of International Senior Lead was advertised and a new external staff member joined the International Office in August 2023.

### **International Credit Mobility Project (ICM)**

The final International Credit Mobility (ICM) Project, that began pre-pandemic was extended to mid July 2023. In collaboration with SAFAA (State Academy of Fine Arts of Armenia) and YSITC (Yerevan State Institute of Theatre and Cinematography) in Armenia.

The Armenia mobility project focuses on capacity building, the enhancement of teaching, learning and assessment and on the possible creation of capacity building toolkits for small Institutes of Art, Design and Media. YSITC staff visits to IADT took place in the academic year 2022/2023, which involved job-shadowing, presentations and workshops on all aspects of art, design, film and media teaching, learning, assessment and project work. As part of the project, IADT’s David Quin presented at the

December 2022 webinar to launch the Armenian KATAPULT project - focusing on links between industry and education.

The Ukrainian ICM partnership with Sumy State University has been badly affected by damage to critical infrastructure in Ukraine, making it difficult for IADT to maintain working communications with the university and making it almost impossible for Sumy staff to attempt even short working mobilities to Europe.

## External Development Links

### Erasmus+ Student Exchanges

During 2022/2023, thirty-seven Erasmus students came to study in IADT, this saw a return to normal pre-COVID numbers. French numbers increased substantially due to Brexit; the countries of origin included:

<b>Belgium 2</b>	<b>Germany 4</b>	<b>France 15</b>
Spain 5	Italy 5	U.K. 1
Slovakia 2	Iceland 1	Hungary 1
Sweden 1		

Areas of study included: Animation, Art, Design for Film, Graphic Design, New Media Studies, Film & TV, Arts Management, Photography + Visual Media, English + Equality Studies, and Applied Entrepreneurship.

During 2022-23, a total of thirty-seven IADT students went abroad to study. The countries of destination were:

<b>Belgium 2</b>	<b>Latvia 1</b>	<b>United Kingdom 1</b>
Croatia 4	Hungary 3	Czechia 1
Finland 2	Italy 8	Netherlands 3
France 3	Poland 1	Sweden 1
Germany 4	Spain 3	

Areas of study included: Art, Film and Television Production, Photography, Arts Management, Entrepreneurship and Management, New Media Studies, Design for Stage & Screen, Creative Music Production and Visual Communications.

A total of eight Erasmus Student Traineeships took place during the academic year from programmes of study such as: Visual Communications, New Media Studies, and Design for Stage & Screen, to the following destinations:

<b>France 1</b>	<b>Greece 1</b>	<b>Belgium 1</b>
Germany 2	Portugal 1	Finland 1
Iceland 1		

In addition, a total of six Erasmus Graduate Traineeships took place during the academic year from programmes of study such as: Art, Photography, Design for Stage & Screen and Creative Music Production, to the following destinations:

<b>Portugal 1</b>	<b>Netherlands 1</b>	<b>Germany 4</b>
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### FilmEU Mobility Support

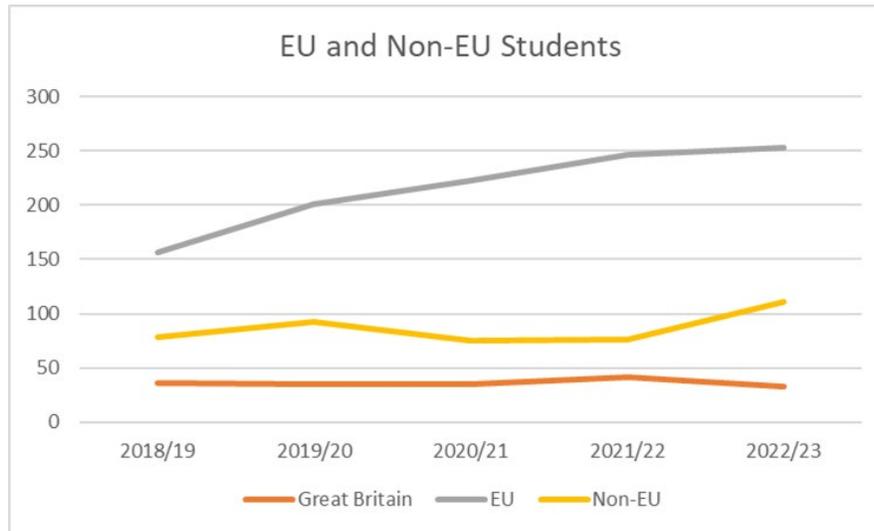
The International officer supported the mobility of 16 students for 2 Blended Intensive Programs (BIPs) outbound during 2022/23. The first was the Ideation Week in Luca College in Belgium and the second BIP included the students being broken into groups of four, with four students being sent to Estonia, another group to Portugal, one group remaining in Ireland and the final group being resent to Belgium.

IADT / FilmEU hosted 1 BIP inbound in February 2023. The International officer worked closely with the FilmEU project coordinator to manage the accommodation, registration and pre-arrival details for the inbound students and staff.

## Student Admission, Progression and Certification

### Increases in EU and Non-EU Students

IADT's student body (based on self-declared nationality), continues to become more diverse internationally, with the number of EU and Non-EU students enrolled in programmes at the institution steadily increasing over the past five years.

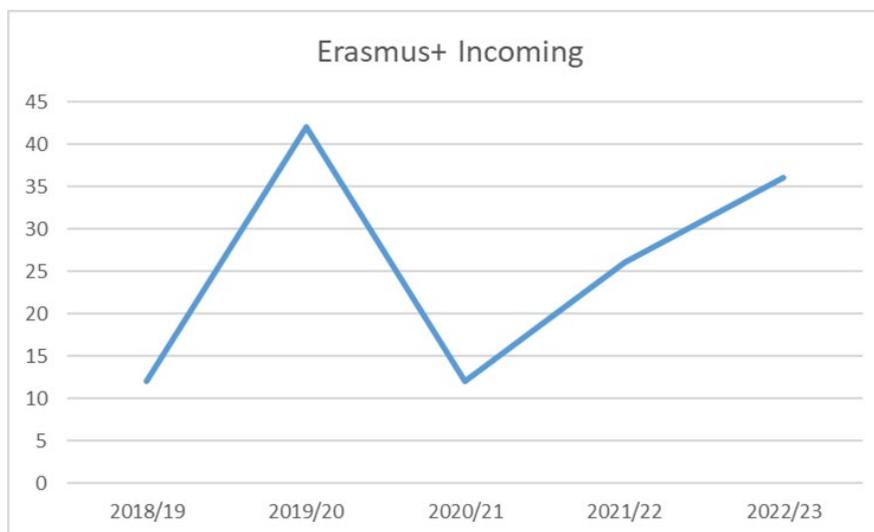


### Ukrainian Students

12 displaced Ukrainian students were offered places at IADT through the National Application program (PAC) run by Maynooth University. The International office and Admissions office managed and assisted the smooth registration of the final 10, who accepted places. Resulting in 7 students returning and re-registering to participate in 2023-24 academic year.

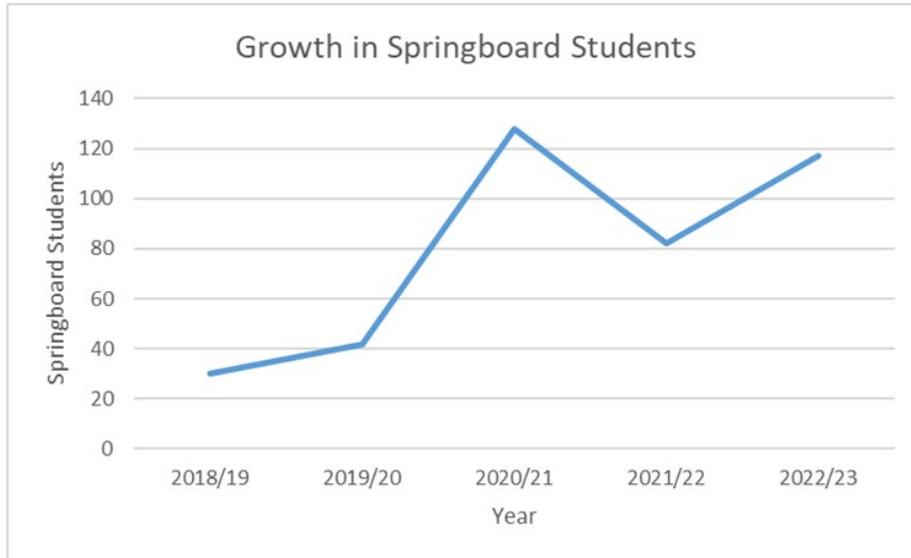
### Erasmus+ Incoming Students

The continued recovery of incoming Erasmus+ students illustrate IADT's commitment to deepening its engagement with partner institutions.



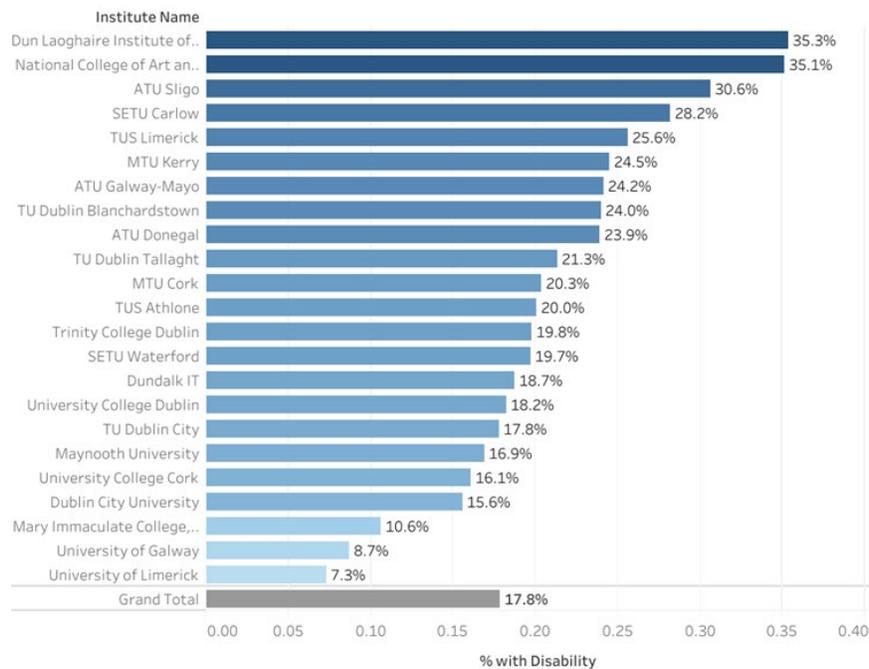
### Springboard+ Funded Students

Despite a dip in the immediate year following the COVID pandemic, 2022/23 has seen continued strong performance in Springboard+ student numbers and continues to perform well above pre-covid levels.



### Student Disability Data

In June 2023, the HEA's report on students with disabilities in Irish higher education underscored IADT's commitment to broadening access by revealing that the institution has the highest proportion of incoming students openly declaring their disabilities. This reflects IADT's efforts to create an inclusive educational environment.



## IADT Conferring

### Ceremony November 2022 Survey

#### Introduction

The annual IADT Autumn Conferring of Awards Ceremony took place on Friday 11 November 2022. 454 graduates of 555 who were invited accepted the invitation and attended the ceremony in-person on the day. The ceremony was held in the RDS, the event venue used by IADT for Conferring Ceremonies for a number of years. This was the first Autumn Conferring Ceremony held in person in the RDS since 2019. Three separate events were held to confer graduates from Faculty of Enterprise and Humanities and Faculty of Art, Design and Technology

#### Post-Event Survey

Following the event, the Office of Academic and Student Affairs circulated a survey to the 454 graduates who attended. The survey sought graduates' feedback on their experience of the day, interactions with staff prior to and during the event, and how they found dealing with any relevant external service providers. 77 graduates completed the survey, a response rate of 17%.

#### Findings

In general, graduates indicated very high level of satisfaction from communication about and in advance of the event, to the experience on the day itself. Some examples are outlined below:

- **How clear and informative was the Conferring Invitation email you received from IADT?**  
4.56 average rating out of 5
- **How satisfied were you with the registration process at the RDS?**  
4.56 average rating out of 5
- **Were your guests satisfied with their experience on the conferring day?**  
93% of respondents said **Yes**.

There was some positive feedback comments including:

*"The ceremony itself was enjoyable and went smoothly overall. Thank you for hosting!"*

*"It was a wonderful day, very well organised, friendly staff."*

*"The [Master of Ceremonies] was very clear, warm and welcoming as was [Head of Department] and the other IADT academics during the ceremony. Good that it started on time and the venue was great."*

*"The ceremony itself was run very well, it felt efficient and clear and the staff were friendly. I had a lovely day, thank you :)"*

Feedback collected on the external service was fed back to the providers themselves. Graduates were invited to add comments or make suggestions, which was welcomed. The Conferring Team noted any applicable as considerations or actions for future ceremonies, where feasible.

## Equality, Diversity and Inclusion

### Anti-Racism/Race Equality

In March 2023, IADT was one of the first HEIs sign up to the [HEA's Anti-Racism Principles for Irish HEIs](#). Based on the findings of the first National Race Equality Survey of all HEIs, the Anti-Racism Principles aim to harness the power that Irish HEIs have as leaders of positive change in society to challenge racism and race inequality. Irish colleges have seen a growth in the ethnic diversity of their staff and students, reflective of the diversity in Ireland's population, and these Principles seek to embed a culture of race equality across higher education.

### Promoting Consent and Ending Sexual Violence & Harassment (ESVH)

Several actions were progressed in this area during 2022/23:

- The drafting of a new IADT Dignity & Respect Policy and Procedures (due to go out for consultation in 2023/24).
- Consent workshops were made available to all Y1 students during class time.
- The first annual HEA return of SVH reports from staff and students.
- The provision of "[Speak Out](#)" data for the tool's first national report.
- The Institute participated in the [#unmuteconsent campaign](#) in 2022/23; the initiative made use of animated videos created by IADT students for the '[Moving Parts](#)' project.

At a sectoral level, HEIs are required to provide annual ESVH progress reports to the HEA.

### EDI training and events

A number of EDI-related activities were held during the academic year 2022/23, including:

#### International Men's Day

Organised by EDI units in the institutions, male leaders across the technological higher education sector in Ireland came together to discuss Why Gender Equality is for Men too in [a podcast released to mark International Men's Day](#) on November 19<sup>th</sup> 2022.

The podcast was hosted by Dr Ross Woods, Head of the Centre of Excellence for EDI at the HEA. He was joined by David Denieffe, VP Academic Affairs (Student Life, Teaching and Learning) at SETU, David Smith, President of IADT, Michael Loftus, VP External Affairs at MTU, Dr Liam Brown, VP Research Development & Innovation at TUS, Dr Martin McHugh, Head of the Department of Visual and Human-Centred Computing at Dundalk Institute of Technology, and Dr Philip Owende, Assistant Head of Academic Affairs at TU Dublin.

#### Irish Sign Language (ISL) training

Sixteen members of IADT staff completed eight-week ISL Basic Training in Term 2.

## International Women's Day

To mark International Women's Day on March 8<sup>th</sup> 2023, IADT hosted a panel of recently funded institutional research projects focusing on women's lives and gender equality in different settings.

The speakers were:

- FAHM - *Feminist Art Making Histories* - Dr Tina Kinsella / Dr Martina Mullaney
- INGENIC - *The Collective Voice for Gender Equality in Computing / Young Women in Computing* - Anne Wright
- EDIFY-EDU- Dr Audrey Stenson
- *Working Women and the Menopause: The Impact of Menopause on Careers in the HE Sector in Ireland* - Paula Maher

The panel discussion was chaired by Dr Daithí Mac Sithigh.

## Race Equality training

In April 2023, all members of the Institute's Executive and Central Management Team completed mandatory Race Equality training tailored to a higher education context. The training was provided by an external expert Dr Lucy Michael and her team.

## Menopause in the Workplace Colloquium

A colloquium on Menopause in the Workplace was held in LexIcon Library, Dún Laoghaire, on 28th April 2023.

IADT research assistant Paula Maher presented findings from the HEA funded study, '*Working women and the Menopause: a study of the impact of the menopause on careers of a sample of women working in the HEI sector in Ireland.*' Carrying out focus groups, the research examined the lived experience of women going through the menopause working in a sample of three HEIs.

Discussion panel:

- Claire McGing, EDI Manager, IADT
- Linda Murray, Employee Engagement, Organisation, Change & Culture, TU Dublin
- Dr Sharon McGreevy, Lecturer Human Resource Management, IADT

Further speakers included:

- Bridget Nicholas, MBus EDI, Menopause Case Study
- Loretta Dignam, Founder and CEO of The Menopause Hub
- Marcellina Fogarty, Strategic EDI Manager, UCD
- Dr Audrey Stenson, EDIFY EDU Research

## **IADT Queer Staff Network**

The IADT Queer Staff Network (QSN) was launched on June 8th 2023. The QSN is open to LGBTQIA+ staff and allies. It is a member of the All Island HEI LGBT+ Staff Networks, currently chaired by Trinity College Dublin.

## **Information and Data Management**

### **Student Information System**

In August 2022 IADT migrated from on-site Banner Version 8 to the industry standard, cloud-based Banner Version 9. This was a cross-institution initiative and also necessitated external expertise and input. The Banner 9 transition was successfully implemented, though a number of technical issues arose. Most of these issues were not unique to IADT, and were experienced by other institutions when moving to Banner 9 also. IADT is engaging with Educampus and Banner software providers DXC, and user groups across the sector to resolve outstanding issues and to identify and implement best practice when utilising Banner.

## **Public Information and Communication**

### **Internal Communication - Staff Intranet**

In March 2023 the IADT Staff Intranet was launched, called “Orchard”. This online service will streamline and improve staff communication processes throughout the Institute and make HR policies and procedures readily available to all staff on one easily accessible platform. Since its launch various functions have commenced developing sections and it is used as the primary source for communications such as President’s Updates for all staff.

## **Self-evaluation, Monitoring and Review**

### **Internal Quality Review**

IADT has a continuous review schedule to ensure the quality of the Institute’s programmes and services. Regarding academic programmes, programmatic reviews are undertaken on a rolling basis, every five years. Undergraduate programmes are reviewed discretely, as are postgraduate programmes. Owing academic faculties and departments are reviewed as part of the programmatic review process, as outlined above.

Regarding PMASS Departments, an internal self-assessment of each department is undertaken as part of the Institute’s external quality review process. This self-assessment process was part of the

CINNTE Institutional Review. All PMASS departments completed a self-assessment process and submitted reports to the CINNTE Steering Group.

A schedule of internal reviews of will be included in the Quality Action Plan which is scheduled for completion in 2023-24.

### **Quality Assurance of Research Activities and Programmes**

#### **Exploring Research and Level 10 Opportunities**

During the academic year, IADT commenced work to explore Research and Level 10 opportunities in partnership with Maynooth University. The Institute actively engaged with Maynooth with a view to establishing a research pathway towards PhD for our staff and students. This work will continue in 2023-24.

#### **Current Research Information System (CRIS)**

Research at IADT reflects the expertise of our staff and research students in fundamental, applied and practice-based research across our Faculties: Film, Art and Creative Technologies, and Enterprise and Humanities, and through our participation in the European Universities Alliance 'FilmEU' and the Creative Futures Academy. We host or participate in a wide range of major research projects, funded by the European Union (Horizon Europe and Erasmus+), the European Institute of Innovation and Technology (EIT), Science Foundation Ireland, the Irish Research Council, and others.

In May 2022 IADT launched PURE, new Current Research Information System (CRIS).

Through this Portal, visitors can explore our books, articles, visual and audiovisual creative works, and project results, and learn more about the activities of our researchers, at conferences, workshops, and events, and through engagement with industry and community partners in Dún Laoghaire, across Ireland, and beyond.

CRIS will be central to our ability to attract future funding, identify research partners and report on our activity and research metrics. The technology to support staff is only one element that will enable the Institute to meet our research objectives. The other is to support and promote our research-active staff continually. Visit PURE from <https://research.iadt.ie/>

## Community and Industry Engagement

### Dun Laoghaire Rathdown County Council (DLRCC)

In December 2022 IADT + DLRCC signed and MOU and agreed on a license to occupy the Carnegie Library in Dun Laoghaire town centre. The presence of the Institute in the town has been identified as integral to the future [Economic and Spatial strategy for Dun Laoghaire](#). The visible presence of IADT will have significant reciprocal benefits for both parties and will enable the Institute to deliver upon its community and regional obligations.

The additional capacity of the historic Carnegie building will allow the Institute to grow national and international strategic projects of significant economic and cultural value for the Dún Laoghaire Rathdown region. In signing the MOU, the Institute and Dún Laoghaire Rathdown recognise the rich potential for collaboration. This collaboration will shape and inform both organisations' cultural, environmental, strategic and economic development. We are committed to sharing knowledge and expertise that will enrich and enhance the Dún Laoghaire region for our students and the wider Dún Laoghaire Rathdown community's benefit.

It is likely to be 2024 before IADT can programme activities into the former library space.

### **The IADT + Industry event - June 2023**

The IADT + Industry organised by Enterprise and Research offices, saw close to one hundred attendees from industry, and our existing partners actively engaged with IADT staff who showcased a diverse range of industry and research collaborations.

Our creative experts showcased the depth of their expertise with talks on 3d modelling, AR & VR case studies, animation and the psychology of online behaviour. There were live demos on show and afterwards industry members were invited to meet our graduates at their On Show final year exhibition. The day was a testament to the vibrant research and industry engagement culture at IADT.

The event was hosted by Conall Ó Móráin from That Great Business Show, with expert advice provided by Tom Bannon, the commercialisation expert in Enterprise Ireland, who highlighted the many ways our staff could access funding to support their work on industry projects, including innovation partnerships and commercialisation funds.

## 2.1 Initiatives within the Institution related to Academic Integrity

IADT takes pride in the development of students' academic scholarship. We seek to foster the learner's skills development, including evidence of their independent thought, critical thinking, the consistent application of core methodologies appropriate to each discipline, in order that to clearly reference other people's ideas. These skills demonstrate Academic Integrity. Ensuring Academic Integrity is the responsibility of the institution, the programme teams, the lecturers, and ultimately the student, who is responsible for their academic submissions.

The Head of Teaching and Learning and Chair of Quality Enhancement Sub-Committee are members of National Academic Integrity Network (NAIN). IADT adopt the NAIN Academic Integrity Guidelines, Principles and Lexicon.

During the reporting period, IADT continued to implement initiatives to support academic integrity:

- Academic Integrity Policy was under development during 2022-23, to replace the existing Plagiarism Policy. At the time of this report it is waiting final approval and is expected to be published in Q1 2024.
- A number of events and workshops were run during the academic year on the topic of Academic Integrity for Staff and Students including:
  - Lunchtime Conversations on Academic Integrity
  - Information Sessions and Videos from Educational Technologist on software (e.g. Turnitin)
- Turnitin Authorship was purchased and implemented. Authorship is an add-on to the current IADT plagiarism detection service. This add-on supports is a tool to support the investigations of contract cheating cases
- Academic Integrity is a regular topic on the agenda of the Teaching and Learning Sub-Committee
- Library expanded its range of online support materials on Plagiarism and Academic Integrity
- 12 Staff participated on the PG Cert in Assessment and Evaluation of which Academic Integrity a crucial component.

### Generative AI and Academic Integrity

In November 2022, the unveiling of ChatGPT by OpenAI marked a significant turning point in the dialogue surrounding academic integrity within the global educational landscape. The advent of generative AI technologies brings with it a plethora of applications and consequential impacts, particularly within the realm of higher education. IADT, a leading institution in Ireland's creative and cultural education sector, is poised to navigate these emergent tools and explore the potentialities and challenges posed by these innovations, scrutinizing their influence on academic integrity and the pedagogical practices within the broader creative industries through open discussion and discourse with academic staff. As IADT confronts these transformative technologies, it stands at the forefront, assessing not only the implications for academic honesty but also the transformative potential for

creative processes and outputs. Through inclusion of academic staff in discussions, academic integrity policies and practices are more easily embedded across the Institution.

The first meeting of the Generative AI and Academic Integrity forum was held online in February 2023. 45 members of staff, primarily academic staff, attended the 2-hour meeting. The meeting was facilitated by Head of Teaching and Learning and a Lecturer in Creative Computing. Staff members for all departments and both faculties were present. The purpose of this forum is to present information, inform staff, open dialogue, share resources and invite discourse on these new tools. Key themes discussed:

- **Awareness and Acceptance of AI in Education:** There is a recognition that AI technologies, especially text generators, have become a significant part of the educational landscape. The conversation acknowledges the "genie is out of the bottle" with AI's introduction into academia and explores how educators can adapt to this new reality.
- **Educator Sentiments:** Participants expressed mixed feelings about AI in education, ranging from excitement and optimism to anxiety and concern. This reflects a broader debate on the impact of AI on academic integrity and the educational process.
- **Understanding AI and Large Language Models:** The discussion included a technical overview of how large language models like ChatGPT work, emphasising pattern recognition and the absence of true understanding or semantics in generated texts.
- **Academic Integrity Concerns:** The potential for misuse of AI-generated text in academic settings is a significant concern. Participants discussed how such technologies could be used for contract cheating and the challenges in detecting AI-generated submissions.
- **Strategies for Integration and Detection:** Various strategies for integrating AI ethically into the educational process were discussed, including the use of AI for generating writing prompts and aiding in the research process. Additionally, the development of detection tools to identify AI-generated content was highlighted as an important step for maintaining academic integrity.
- **Adapting Assessment Methods:** Modifying assessment methods to include more in-class work, oral presentations, and other forms of authentic assessment that are harder to recreate using AI-generated content.
- **Turnitin and AI Detection:** A detailed discussion about Turnitin's efforts to develop AI writing detection tools, indicating the importance of having reliable methods to identify and address AI-generated submissions.
- **Legal and Policy Considerations:** The group touched on legal aspects, such as the illegality of providing contract cheating services in Ireland, and the need for updated academic integrity policies that address AI-generated content.
- **Resources and Further Reading:** Several resources for educators were shared, highlighting ongoing discussions and research into best practices for integrating AI into education without compromising academic integrity. These resources were incorporated into an ongoing Microsoft Team space open to all staff (and students) and are continuing to build by consensus.

[Guidelines for Academic Staff Teams for Generative AI and Assessment](#) (2023) was a direct result of these initial discussions. These discussions and resulting resources have also influenced the development of the Academic Integrity Policy (expected in 2023-24). The open discussion across all disciplines has been a catalyst for further collaborative projects, interdisciplinary in nature, throughout the institute.

### 3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

#### 3.1 QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable	Planned actions and indicators <i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation. If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>
1.	CINNTE Review - Report Recommendation Response and Implementation Plan	Respond to CINNTE Report and Recommendations Create and Implementation Plan (including a Quality Action Plan) and begin implementing recommendations. It is recognised that some actions may roll over into AY 2024-25
2.	Complete Strategic Plan (Continued from AQR 2023)	It is anticipated that the new Strategic Plan will be completed and approved by Q1 2024
3.	Complete HEA Compact	It is anticipated that the new HEA Compact will be completed and approved by Q2 2024
4.	Semesterisation	Review and plan the implementation of Semesterisation in IADT

## 3.2 Reviews planned for Upcoming Reporting Periods

### Programme Validation / Review

A number of new programmes will be submitted for validation and external panels will be scheduled.

These include:

Programme title	Scheduled
MA Design for Change	Q3 2023
Higher Diploma in Digital Business and Data Analytics	Q3 2023
Master of Business + Postgraduate Diploma in Business - Circular Economy Entrepreneurship	Q3 2023
MA Animation	Q2 2024

### 3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review

### 3.2.2 Reviews planned beyond Next Reporting Period

Programmatic Review of all Postgraduate Programmes (scheduled for AY 2024-25) and PMASS unit reviews

## **4.0 Additional Themes and Case Studies**

## CASE STUDY 1

**Title:** Enhancing the Administration of Academic Council and Sub-Committee Meetings

**Theme:** Governance and Management of Quality

**Keywords:** Meeting Administration; Technology;

### Introduction

Prior to 2020, it was the responsibility of the Senior Quality Officer (SQO) to coordinate and manage administration for Academic Council and its Sub-Committees, including minute-taking at meetings and circulation of documents to members. This was very well managed, but there was a risk associated due to the reliance on a single member of staff. Circulation of documents to members was predominantly facilitated through email.

### Incorporating change as an opportunity

In 2020, additional support from the Academic and Student Affairs office was put in place to assist the SQO with minute-taking. This coincided with the move to online meetings due to the pandemic. Initially, this created a necessity to change the format of meetings and the process for circulating meeting documents. It also provided an opportunity to improve and enhance the system.

The technology used, MS Teams and SharePoint folders, facilitated a more streamlined process. Teams were set up with the members of Academic Council and each Sub-Committee, and documents were shared centrally, in one location rather than multiple copies in circulation via email. Another advantage was the removal of printing and paper use. Even when meetings returned to in-person format in 2022, the advantages of the revised system have been retained and continue to be enhanced.

### Documenting the process

In 2022, the SQO created a guide with information and guidelines on the process for minute-takers to familiarise themselves with the committees, the process and minute-taking. In addition, a training session was provided by the SQO to the team of minute-takers. This provided a structured approach to informing the team of their responsibilities and supporting them to effectively fulfill their roles. In the same year, many of the applicable document templates were updated to put in place a consistent approach and look to all documentation relating to Academic Council and its Sub-Committees.

### Key Outcomes

The approach of documenting the process and providing dedicated training ensured familiarity and the availability of supporting information for those responsible for the administration of committees and meetings. A consistent methodology was implemented and the on-boarding process for minute-takers was simplified and streamlined. The team now involved in supporting Academic Council and Sub-Committee meetings has a strong understanding of the relationship between these entities. Chairs and Members of committees have complimented the administration of the meetings and the revised templates for documents provided. The revised process also assists the SQO in monitoring meetings and preparing minutes for presentation to Academic Council in a timely manner.

### **Conclusion**

Harnessing technology to support the Academic Council and Sub-Committee members and administrative team has enhanced the processes to ensure that Academic Council and Sub-Committee meetings are managed as effectively as possible.

## CASE STUDY 2

**Title: What a difference supports make: Pat's Story**

**Theme: Access, Transfer, Progression (ATP) - exploring pathways and innovations from FE to HE**

**Keywords: Access; Student Supports; Student Experience**

Pat came to IADT as a mature student to study for a degree in art. He graduated from IADT in 2021 and at the graduation ceremony he was announced as the recipient of the Aileen MacKeogh Award, an annual award that is given to a graduating student from the Faculty of Art and Creative Technologies (FACT) who has contributed most in practice and principle to the vision of the Arts.

Pat's journey in education was not an easy or straightforward one. He left school disillusioned with education at 15 years of age with no formal qualifications. Unbeknownst to Pat he had dyslexia which was never recognised when he was in school, and he said he always struggled with studying and writing. He loved art and he loved creativity which is why he came to IADT. He didn't learn to read until he was 18 years old. His memories of school were not pleasant due to bullying from other pupils and he regularly got the cane and the strap from teachers who held him up as an example to other pupils about what not to be as a student. He was punished for focusing on his art and ridiculed for his difficulties in reading and learning. When he left school at 15 he went to work on building sites and was a plasterer by trade but he never lost his love of art. Later in his adult life he attended a community art class and his teacher recognised his talent and suggested he apply for art college. It was something Pat had never considered, and thought was impossible given his lack of educational qualifications. His teacher encouraged him to do Junior and Leaving Cert English and Maths which he passed and to prepare an art portfolio for college. Due to his dyslexia he needed help filling out the application form and he couldn't believe it when he was told that he had excelled in his art portfolio and had secured a place in IADT.

His success in college was a combination of Pat's talent, intelligence, his resilience in the face of challenges and his willingness to reach out for the supports that were available in IADT. Before he even started in IADT he had difficulty filling out the SUSI application and he tells of the kind person in Academic Affairs who helped him fill out the form when he explained about his difficulty. When he secured his SUSI grant he linked in with the IADT Access Officer who encouraged him to apply for one of the 1916 Bursaries. The application process was very competitive. Applicants were assessed on a number of indicators including their aspirations for the future, financial and social impediments they had experienced, and they had to give examples of how they have shown leadership in their communities. Pat was one of a small number of IADT students who were selected for a 1916 Bursary.

In IADT Pat loved the art practice, sculpture, drawing and meeting the other students and loved learning and research but when he came to notetaking and academic writing he found that really challenging and overwhelming. He was encouraged by academic staff to attend the Student Learning Centre for support, and it was there that his dyslexia was recognised and diagnosed. Pat was then able to register with the Disability Support Service and avail of Assistive Technology to help with notetaking and speech to text software and Grammarly. He got support from the Student Learning Centre to organise his research and ideas into a structured academic writing style and to help build his confidence. Pat says his constant fear in

college was to he would be a drop out, that he wouldn't be able for it. His lecturers encouraged him all the way, particularly at times when he considered dropping out.

Since leaving IADT, Pat has continued to share his love of lifelong learning and has spoken on numerous occasions to community groups through Dublin Learning City, a collaborative project between IADT, Marino Institute of Education, Trinity, UCD, RCSI and NCAD which is funded by PATH3. He has also returned to IADT and spoken to students about his own learning journey and encouraged students to avail of all the supports available in IADT to help them flourish and achieve academic success.

## CASE STUDY 3

**Title:** IADT Library Collection

**Theme:** Supports and Resources for Learners

**Keywords:** Library; Collection

### Introduction

In 2017, the Library security gates were removed. The justification for this was the belief that the focus was moving away from physical books with the significant availability and growth of the ebook and database collections. However, it was not predicted that the cost of ebooks would rise so exponentially during the Covid-19 pandemic.

### Summer 2022 Stocktake

A full stocktake of the Library book collection was undertaken in Summer 2022. The findings revealed a loss of some 8% of the titles on the Library catalogue were missing and that over 2,800 texts had not been imported into the catalogue when the Library migrated from the Millennium Library Management System to the KOHA LMS. The Library catalogue was fully updated to correctly reflect the current book collection of 30,000 volumes.

### Feedback from CINNTE Institutional Review

The Library Team held Faculty and student focus groups to inform its CINNTE SER. There were two main points of feedback in relation to the physical collection:

- Faculty felt that the loss of materials reflected poorly on the value placed on Library resources by the Institute. They commented on the importance of the physical collection, both monograph and serial material, for which the physical item has specific relevance to the creative disciplines taught in IADT.
- Students valued the collection but found it difficult to navigate.

### Reinstatement of Security gates

In November 2022, security gates were reintroduced in the Library. Members of library staff designed two sets of end-of-bay signage and asked attendees at the Library Users' Forum in November to select the set that they found more intuitive. This signage was put in place. Added to this, the Library guides and signage were expanded to include business cards, book markers, and the Library 101 pull-up. Monthly themed book displays were introduced to coincide with events (e.g., International Women's Day, Internet Safety day) and to promote collections (e.g., Film Collection, Digital Marketing, English and Media Studies) The Library Newsletter includes a list of new books added to the collection.

### Impact

Library loans have increased from 2,523 in 2021-22 to 2,887 in 2022-23 as a result of these initiatives. Further growth is expected in 2023-24.

A number of other initiatives are planned for the next academic year, including the publication of a Collection Development Policy which will include the stated intention to maintain a ratio of 1 core text for every 10 students, in line with ALA/SCONUL recommendations.

## CASE STUDY 4

**Title:** Benefits of collaboration / community of practice, working groups - as a problem-solving approach.

**Theme:** Supports and Resources for Learners

**Keywords:** Registration, Onboarding

### Introduction

The authors decided to include this case study to demonstrate the benefits of cross-institute collaboration whether that be as part of a community of practice or learning or indeed a simply structured working group. While this may seem like an obvious approach to problem-solving in a low resource situation this is not always considered feasible. However, this case study demonstrates the advantages of making or indeed taking the time to adopt such approaches to improve the student experience and streamline processes that benefit the staff experience also. The recent outcome of the registration / onboarding group work is a case in point.

### Student Registration

Registration of students at the beginning of the academic year is a busy time in any Higher Educational Institute. The process involves multiple departments working together to welcome students and get them set up on various systems and ready to learn. Over time various processes need to be changed and sometimes these changes have an impact on other processes that fall under the remit of a different department. For this reason, communication between departments is important.

Having updated our Student Information System in 2022 it was decided (following representations from the Teaching & Learning and Student Experience Sub-Committees) that the interrelationships of these processes at IADT needed review.

### Onboarding Working Group

A working group met to share existing work practices with a view to reforming the registration and general “onboarding” systems for students. The process this group followed was first and foremost a learning and sharing process, to give each department an insight into how the other departments worked. A simple model displaying all processes was created and from that new solutions and improvements emerged through discussion.

### Process and Timeline

- Early 2023: representations are made by the Teaching & Learning and Student Experience Committees to the Assistant Registrar regarding reform of the registration process.
- Early 2023: Discussions are held with the Student Experience team and a decision is made to approach this issue jointly.
- April 2023: A working group is formed with representatives from Academic and Student Affairs, Student Experience, Information Communication Technology (ICT), Library, Faculty Administration and Educational Technology. Initial conversations focus on communicating and sharing the details of each department’s role in the wider registration process.

- April to June 2023: Modifications to this process emerge from periodic discussions and a new process is agreed and finalised. This involves information being centralised in a Hub, available to students prior to completing registration.
- July 2023: Information is collated from the various departments using a shared document.
- August 2023: A reformed registration process is rolled out and incorporated into the First Year Focus programme.

### **Impact**

The full impact of this initiative will be considered in academic year 2023-24. However it is worth noting that number of students who had not completed the registration process in full by the second week in October was down by 30% from the previous academic year. ICT reported fewer support queries about registration and log-in problems in September compared to previous years.

### **Key Learnings**

The working group model was key to the success of this project. This model can be summarised as follows:

- A cross departmental group
- Focused on one project for a short period of time.
- It begins by sharing practice between departments and documents these processes and their connections to each other.
- It agrees on limited, specific reforms and implements them quickly (<6 months).

### **Conclusion**

This case study demonstrates the advantages of making or indeed taking the time to adopt collaborative approaches to problem solving. The benefit of such approaches should not be underestimated. Strategies to improve the student experience and streamline processes at the same time are efficient and address issues that arise from working in silos. In this way they are a benefit to the institute as a whole.

## CASE STUDY 5

### **Title: Live Studio Broadcasting Module**

**Theme:** Details of Arrangements with Third Parties

**Short Abstract:** Collaboration with IADT, RTÉ and Virgin Media Television and Creative Futures Academy (CFA). This Case Study is an analysis and reflection on the pilot module in Live Studio Broadcasting delivered at IADT with RTÉ and VMTV, supported by Creative Futures Academy in June 2023.

The collaboration between IADT, VMTV, and RTÉ, co-designed and co-delivered a Level 9 Certificate: Live Studio Broadcasting. The Certificate met a central goal of CFA to support workplace learning through the design and delivery of micro-credentials tailored for the creative industries. A dedicated working group, comprised of cross-industry and academic experts, addressed module structure, tutor and tutorial support, learner profiles and numbers, academic calendar, admission criteria, work placements, risk assessment, eligibility (including Recognised Prior Learning or RPL processes), fees and scholarships, curriculum design, teaching methodologies, learning and assessment strategies, briefing content, and quality assurance measures. Identified skill gaps by VMTV and RTÉ included Studio Camera Operators, Sound and Vision Mixing professionals, Production Assistants/Broadcast Coordinators, CCU/Vision Engineers, and Floor Management personnel.

By May 2023, 14 places were offered and accepted, including learners admitted through the Recognition of Prior Learning (RPL) process. This process evaluated equivalencies derived from various life skills, work experiences, and industry connections—a vital component in making lifelong learning more accessible and integral to the micro-credential approach in industry/education collaborations.

Delivered at the National Film School, IADT, the Certificate focused on addressing the skill deficits identified by broadcasters. The curriculum blended intensive in-studio training within a simulated 'live broadcast' professional work environment at IADT, work placements for on-the-job training with industry partners, and classroom tuition in Reflective Practice. Professional trainers from RTÉ and VMTV, overseen by the studio lecturer at IADT, facilitated the learning process.

Unique and innovative, the curriculum fostered collaborative learning, role-specific training, and real-world application. Through small group interactions with technical experts, learners tested their roles and skills in both simulated and live studio production settings, applying knowledge to real-life scenarios and enhancing creativity and problem-solving skills. The small group approach resulted in high student engagement, evidenced by active participation, excellent attendance, active learning, and enthusiasm during group projects. A key success of the Certificate was in IADT's collaboration with industry, strengthening relationships and exemplifying how industry and education can collaborate. Anonymous feedback from learners underscored the Certificate's effectiveness in enhancing their knowledge, interest, and motivation. Tutors praised the positive atmosphere at IADT, highlighting the support in curriculum design, teaching, and learning for assessment. Despite challenges, the use of interactive methods, practical projects, and industry professionals significantly contributed to fostering a profound understanding of production methods in a live studio environment among students. A high percentage of learners were immediately offered work with one of our industry partners. This case study highlights the importance of creative and interactive teaching and

learning approaches for creating a vibrant learning environment and enriching students' overall educational experience.

### **Testimonials**

*"This course has been a wonderful experience due to the highly experienced teachers and great studio equipment, but also the creative, collaborative atmosphere and fantastic networking opportunities."*

*"CFA provided the education and resources necessary to allow me to further my skills/abilities with hands on practical experience."*

*"I had a great experience with CFA, great practical course with very helpful tutors."*

*"Learning from industry professionals provides real world experience in a setting that allows you to learn from your mistakes."*