Institute of Art, Design + Technology

2015

Annual Quality Report: Institute of Art, Design + Technology (IADT))
Reporting Period 2023-2024

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Annual Quality Report
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PART A: INTERNAL QA SYSTEM
Reporting Period 2023-2024

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 polices 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[1]

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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[1] 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*				
8.0 - *Monitoring and Periodic Review*			1.9	On-going Monitoring and Periodic Review of Programmes
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*				
9.0 - *Details of Arrangements with Third Parties*			1.2	Design and Approval of Programmes
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 2023 – 31 August 2024.** It is to be submitted by **Friday, 28 March 2025**

The AQR has been approved by the **Quality Enhancement Sub-Committee** and **Academic Council** and is submitted by **Emma Fry, Senior Quality Officer.**

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.hea.ie and receives its funding through the HEA.

IADT's Strategic Plan 2024-28 states that:

"*The vision and ambition expressed in this Strategy continues to reflect our unique profile, standing and recognition as a multidisciplinary higher education institution and as Ireland's campus for the creative industries.*"

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.

IADT 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, GDPR, and procedures referenced in this submission are on the IADT website, www.iadt.ie

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 Committee

The Institute recognises the importance of governance and decision-making structures in driving progress in equality, diversity and inclusion (EDI) for all its stakeholders. In December 2020, the IADT Governing Body approved the reconstitution of the EDI Committee (formerly the Athena Swan Committee).

The EDI Committee assists the Governing Body in fulfilling its oversight responsibilities by ensuring a good governance structure and providing leadership and accountability for EDI in all aspects of the Institute's activities. It oversees key strategic EDI initiatives within IADT, including the Athena Swan Charter, Anti-Racism Principles for Irish Higher Education Institutions, and the Framework for Consent in Higher Education, as well as compliance with legal requirements in EDI such as the Public Sector Duty and Gender Pay Gap Reporting.

The EDI Committee meets at least twice per academic year and is chaired by a Governing Body member (currently Anne Ferris). Its membership includes 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 committee's Terms of Reference are available on the IADT website.

EDI implications reporting

Since 2019, EDI has been a standing agenda item for the institution's leadership structures and key decision-making committees. This process enables chairs and members to reflect on decisions made during meetings and identify any relevant EDI issues.

Critical issues are flagged by the EDI Manager and reported to the President on a quarterly basis. The EDI Committee receives a biannual report detailing outstanding and ongoing items.

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 assessed by an external panel of peers from the Irish higher education sector and overseen by Advance HE.

Notably, IADT was the first HEI in Ireland to receive an award under the 2021 Athena Swan Charter principles for Ireland. The Charter provides a unique framework for progressing equality in higher education and research institutions that is unique to Ireland.

The external panel agreed by consensus that IADT's submission met the Bronze award criteria, based on:

- Descriptions of and planned structures and processes to underpin and recognise gender equality work and broader equality initiatives;
- Evidence-based recognition of the issues and opportunities facing the Institute;
- An EDI Action Plan to address identified issues.

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:
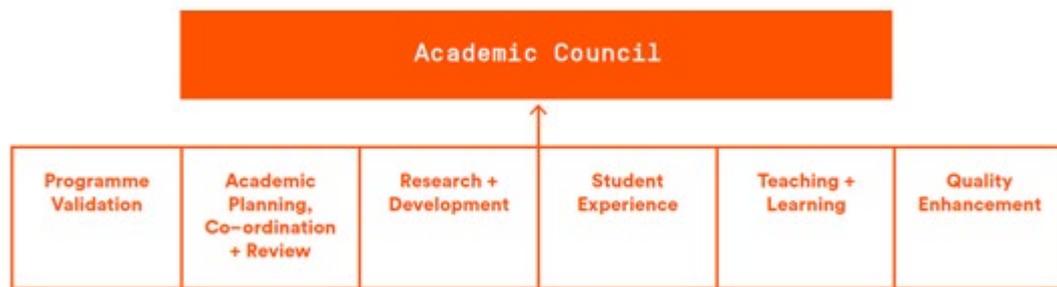
Figure 1.0 - IADT Academic Council and Sub-Committees

- **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 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 considers 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

- **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 Library Forum

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

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. More information on the programme can be found here.

IADT + Further Education Colleges in Ireland

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.

In order to deepen these links, IADT has established more formal links with individual FE Institutes. To this end, a number of Memoranda of Understanding (MOU)/Memorandum of Agreements(MOA) have been signed with a cluster of local colleges/Educational Training Boards:

- 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)**
- **City of Dublin Education and Training Board**
- **Kildare/Wicklow Education and Training Board**

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 Superieure des Arts Visuels - La Cambre
- Ecole Nationale Superieure des Beaux-Arts de Lyon
- Ecole Nationale Superieure 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)
- Filmuniversitat Babelsberg Konrad Wolf
- Fondazione Accademia di Belli Arti P. Vannucci (ABA), Perugia
- Gobelins, l'école de l'ímage
- Hochschule fur 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 fur 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 7th 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 todays' 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 higher education institutions including the Institute of Art, Design + Technology in Dublin, The National Film School at IADT is a member of the European Universities Alliance for Film and Media Arts

FilmEU brings together eight European Higher Education Institutions:
- Institute of Art Design and Technology Dún Laoghaire Dublin / Ireland
- ULHT Lusófona University Lisbon / Portugal
- Baltic Film and Media Arts School / Tallinn
- LUCA School of Arts Brussels / Belgium
- VŠMU Academy of Performing Arts / Slovakia
- LMTA Lithuanian Academy of Music and Theatre / Lithuania
- VIA University College / Denmark
- NATFA National Academy for Theatre and Film Arts "Krustyo Sarafov" / Bulgaria.

Together, these institutions collaborate around the common objective of jointly promoting high-level education, innovation and research activities in the multidisciplinary field of Film and Media Arts and, through this collaboration, consolidate the central role of Europe as a world leader in the creative fields. Read more from the following links: https://iadt.ie/study/filmeu/ / https://www.filmeu.eu/

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

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 kinds 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](#) *(Revised October 2024)*
- [Programmatic Review Policy](#)
- [Programme Validation and Programmatic Review Reports](#)
- [Programme Board Terms of Reference and Procedures](#)
- [External Examiner Procedures](#)
- [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. IADT has in place a procedural document for the development and approval of programmes. This procedure and 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

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**.

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.

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. 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 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
- IADT Assessment Appeals Policy and Procedures
- Administrative Procedures & Regulations for Examination and Assessment
- Learner Charter (2023)
- Student Handbook (2023)
- 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 offered both Portfolio submissions and Virtual Project Days. Virtual Project Days were an alternative entry pathway to our courses listed below. Virtual Project Days required a maximum of 16 hours of preparatory work to be completed in advance, which formed the basis of the virtual practical workshop day. Students could attend a Virtual Project Day in February and submit a portfolio in March. The grading system was of equal weight for Portfolio submission and Virtual Project Days.

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

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. 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 a selection of Master's programmes; these are organised through the Office of Academic and Student Affairs. 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 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 2023-24 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 *(Revised October 2024)*

IADT is designated as a higher education institution under the Higher Education Authority (HEA) www.hea.ie and receives its funding through the HEA. 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.

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 IADTs 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, (see also section 2.1)

2.4 Teaching, Learning and Assessment

Related IADT Policies & Procedures
- IADT Quality Framework
- Learning, Teaching and Assessment Statement

- [External Examiner Procedure](#)
- [Marks and Standards](#)
- [Learner Charter](#)
- [Student Handbook](#)
- [Academic Integrity Policy](#) *(New Policy, March 2024)*
- [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](#) 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.

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.

External Examiners

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 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 for the purpose of assessing the standard of the programme and/or the standard of student performance. The External Examiner Procedure outlines the role of the External and is available from [here](#) on the IADT Website

Assessment of Learning

As stated in section 2.1 above 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](#).

Academic Integrity Policy – this new policy, which replaced the *Plagiarism Policy* in March 2024, outlines academic integrity, the definitions, consequences and avoidance of plagiarism and other academic

misconduct . It is linked to the Learning, Teaching and Assessment Statement the Learner Charter and the Student Handbook.   The Academic Integrity 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. 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.

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

Student Counselling

The IADT Student Counselling Service's primary purpose to facilitate psychological support to all registered students. Secondary functions include engagement with internal and external stakeholders, advocacy work, facilitation of wider wellness engagements and innovating wrap-around support options for students.
The student counselling model is that of short-term solution-focused one-to-one counselling support to students, with up to 6 sessions per student per academic year. The Student Counselling Service is available for free and is fully confidential. IADT offers Student Counselling support within a suite of wider 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. Additional information about this service is available here

Careers Centre

IADT Careers offers confidential one-to-one advice, support, and information about career choice and planning. IADTCareers work with students and graduates across all disciplines and provides a range of information, services and supports, including one-to-one online and face-to-face sessions, group workshops and seminars.
The IADT#CareersHub is a platform for Students and IADT Graduates, to book an appointment, request a CV review, search opportunities, access psychometric tests, access the GoinGlobal Portal or to register for an event. The IADT Careers Office also issues a weekly Jobs Newsletter outlining employer profiles and job opportunities, and also includes and showcases relevant jobs on LinkedIn and other targeted sites, aswell as internship and placement opportunities, and upcoming events.

Workshops and seminars cover topics such as 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 etc.

IADT Careers collaborates with IADT Departments and functions internally as externally with employers, GradIreland, AHECS (Association of Higher Education Careers Services), etc, and represents IADT at various events.

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 <u>here</u>

Disability Support Service

The Disability Support Service aims to promote inclusion, advocacy, and active participation in college life. The service is committed to providing equal access to education for IADT students with a range of disabilities such as Dyslexia, ADHD, Autism, medical 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. The service is funded by the Higher Education Authority's Fund for Students with Disabilities (FSD).

In order to register with the service, students will need to provide evidence of their disability, i.e. a report from a relevant professional. The Disability Officer will carry out a needs assessment to determine the reasonable accommodations and supports that will be put in place for students during their time in IADT. Examples of accommodations include a notetaker, personal assistant, 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 who may be facing challenges but do not have a diagnosis of a disability are also very welcome to attend the service to avail of general supports. More information about the Disability Support Service is available on the IADT Website here: <u>Disability Support Service - IADT</u>

Student Learning Centre

The Student Learning Centre (SLC) is operated by a Chartered Psychologist, an Assistant Psychologist and a Maths tutor. All staff work for the National Learning Network (NLN), part of the Education Support Service of the Rehab Group. The service is supported externally by a Principal Educational Psychologist, and the psychology team in the NLN Education Support Service.

The service offers support to all students across the IADT campus including those registered with the Disability Support Service. The ability to attend the Student Learning Centre without being registered with the Disability Support Service contributes positively to students not feeling "othered". Appointments vary from straight forward academic support and time management sessions to addressing the more complex support needs of our neurodivergent student population using evidence-based best practice. Our work includes supporting both students and academic staff. With students our aim is to help them develop a growth mindset and increase their self-efficacy, encouraging them to recognise their strengths and to reach out regularly for support in the areas they find challenging. The goal of our service is to build both practical academic and psychological skills to enable students to achieve academically and flourish in their chosen course. This work takes a person-centred approach and involves building a scaffold of support around the student in collaboration with the student, SLC staff, academic staff and other Student Experience and faculty supports.

SLC staff also support lecturing staff and faculty staff at both an individual and systemic level to best support the neurodivergent students on their programmes as well as other students registered with the Disability Support Service. This work involves both confidence building and sharing best practice on working with a neurodivergent student population using best UDL practices. We work with the Head of Teaching and

Learning to work with staff on a systemic level to promote and provide theoretical underpinnings for an embedded UDL approach to teaching. All of this positive collaborative work in turn has a positive impact on student retention. See Student Learning Centre for further details.

Assistive Technology

The Assistive Technology (AT) service empowers students to attain equal access to education at IADT. Coordinated by the Student Services Manager, the AT service collaborates with the Disability Support Service, the Student Learning Centre, and the Access Office to support students with disabilities in IADT. Outside of student services, the AT service partners with ICT, Academic Schools, and Teaching and Learning to provide necessary supports.

Notably, IADT consistently has one of the highest percentages of students with disabilities in Ireland, Most students with disabilities at IADT use AT such as laptops, mobile devices, and AT software, requiring ongoing support. Examples of AT include Grammarly pro, voice recognition, screen readers, and literacy support software. AI is also playing an increasing role with the pros and cons that entails. Students have commented that the assistive technology and services are invaluable.

In 2022 and 2023 and continuing currently, the service began providing Apple laptops in addition to the Windows laptops already available. This was facilitated by the FSD underspend grant and had continued using funding from NTUTTOR. Universal Design for Learning (UDL) principles guide the provision of AT in IADT. The AT service and Student Services work with ICT, educational technologists, Teaching and Learning, the Library, and Academic Faculties to support the implementation of UDL across the institute. For further information on Assistive Technology, please see the IADT website 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. More information is available from the IADT Website 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

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.

First Year Focus Programme

IADT conceived and developed an all-Institute initiative that supports and facilities the successful integration and transition to Higher Education for all incoming first year students. The First Year Focus programme (previously known as First Year Focus) 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, a comprehensive suite of databases comprising ebooks and journal articles, the IADT institutional repository, a film streaming service, an online learning platform, and open access peer-reviewed academic journals.

Located on Levels 1 and 2 of the Atrium Building, the Library maintains both collaborative spaces and individual, silent study areas. In addition to the PCs and Macs on Level 1, laptops and MacBooks can be borrowed from the self-issue kiosk for use in the Library.

The Library team support students and staff to navigate and utilise information resources by providing both classroom and online research skills seminars throughout the academic year. The Library produces a regular newsletter, sent electronically to all staff and students, that features updates on all new resources, events and services. The Library has developed a full range of support guides and videos, including the Library 101 LibGuide which can be embedded in programme pages on Blackboard and Teams. Further details can be found here. 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 produces a regular newsletter, sent out electronically to all staff and students, that includes updates on all new resources, events and services.

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 650 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 high-end virtual PC lab was also 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 number of additional 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. Two electronics labs were repurposed as computer labs catering for our new programme in 3D animation and complement our existing animation programme.

International Office

Established in 2021, the International Office is continuously 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 Office also manages all tasks relating to the management, development and reporting responsibilities relating to the Erasmus programme (incoming and outgoing) and Traineeships. The International Office 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
Quadrangle building (18th C) Incorporating: Roisin Hogan House Student's Union	7375 sq.m	Teaching, technical spaces, the Student Union facility and a small amount of office spaces
Atrium (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
Carriglea (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
Media Cube (2007)	1,029 sq.m	Campus gateway building, funded by Enterprise Ireland, and is used as the IADT Enterprise Centre
National Film School (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.
Backlot	299 sq.m	Teaching studio along with a range of facilities to comply with staff transport and welfare requirements.
Campus Grounds 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 understanding 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

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:
  o Unconscious Bias training
  o Equality and Diversity training
  o Training for Interview Chairs (Recruiting Managers and GB Chairs)
  o Data Protection and Freedom of Information
  o 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 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.

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
- Funded programmes – Individuals apply to undertake development at all levels up to and including PhD under the Staff Development Policy

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: -
  - o Certificate in Learning and Teaching (15 ECTS)
  - o Certificate in Assessment and Evaluation (15 ECTS)
  - o Certificate in Technology Enhanced Learning (15 ECTS)
  - o 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 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 Policies and procedures related to record management and retention, available via the Corporate Policies and Procedures page on the website 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.

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 cooperation 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 from the IADT website via the *Information Services Policies + Procedures* page 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 according 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

- [Institutional Reviews](#)
- [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. A staff Intranet named "Orchard" was launched in 2023.

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](#)
- [Procedure for the Development & Approval of Programmes](#) *(Revised October 2024)*
- [Outcomes of Programme Validations and Programmatic Review](#) & [Institutional Reviews](#)

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

External Examiners play an important role in the overall quality process. External Examiner 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 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 https://iadt.ie/courses/applied-psychology/
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 https://iadt.ie/courses/arts-management/ https://iadt.ie/courses/entrepreneurship-management/
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: http://www.iadt.ie/courses/design-for-change/
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 https://iadt.ie/courses/creative-music-production/
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

4. Collaborative provision	Collaborative programme
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 https://iadt.ie/courses/kinoeyes-erasmus-mundus-joint-masters/ http://www.kinoeyes.eu/
Date of last review	15/01/2020
Date of next review	30/01/2025

5. Collaborative provision	Collaborative programme
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. https://www.loras.edu/academics/study-abroad/ https://iadt.ie/study/international-students/
Date of last review	31/08/2020
Date of next review	24/08/2025

6. Collaborative provision	Collaborative programme
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 https://www.filmeu.eu/
Date of last review	01/11/2020
Date of next review	01/11/2023

7. Collaborative provision	Collaborative programme
Name of body (/bodies):	IADT, UCD & NCAD consortium
Programme titles and links to publications	Creative Futures Academy (Human Capital Initiative (HCI)) https://iadt.ie/study/creative-futures-academy/ https://creativefuturesacademy.ie/

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.

Articulation agreements - Total number	8

1. Articulation agreement	Articulation agreement
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. https://www.bfei.ie/
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)

2. Articulation agreement	Articulation agreement
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. https://www.bife.ie/
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)

3. Articulation agreement	Articulation agreement
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. https://cfedundrum.com/
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)

4. Articulation agreement	Articulation agreement
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. http://www.scfe.ie/
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)

5. Articulation agreement	Articulation agreement
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. https://www.dfei.ie/
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)

6. Articulation agreement	Articulation agreement
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. https://stillorgancollege.ie/

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)

7. Articulation agreement	Articulation agreement
Name of body (/bodies):	Kildare Wicklow ETB
Programme titles and links to publications	BA(Hons) Immersive Media Production https://iadt.ie/courses/immersive-media-production/
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.

8. Articulation agreement	Articulation agreement
Name of body (/bodies):	City of Dublin ETB
Programme titles and links to publications	BA(Hons) Immersive Media Production https://iadt.ie/courses/immersive-media-production/
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.

Institute of Art, Design + Technology

2015

Institute of Art, Design + Technology

2015

Annual Quality Report
Institute of Art, Design + Technology
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2023-2024

PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT

1.0 Quality Implementation and Developments

In June 2024, IADT met with QQI for their biannual quality review. At the meeting, IADT made a presentation which included outlining IADT's new Strategic Plan, wider HE Context for IADT and Emerging National Policy & Strategic Priorities (such as Digital Creative Industries Roadmap 2024-2026; Global Citizens 2030 Ireland's International Talent and Innovation Strategy.
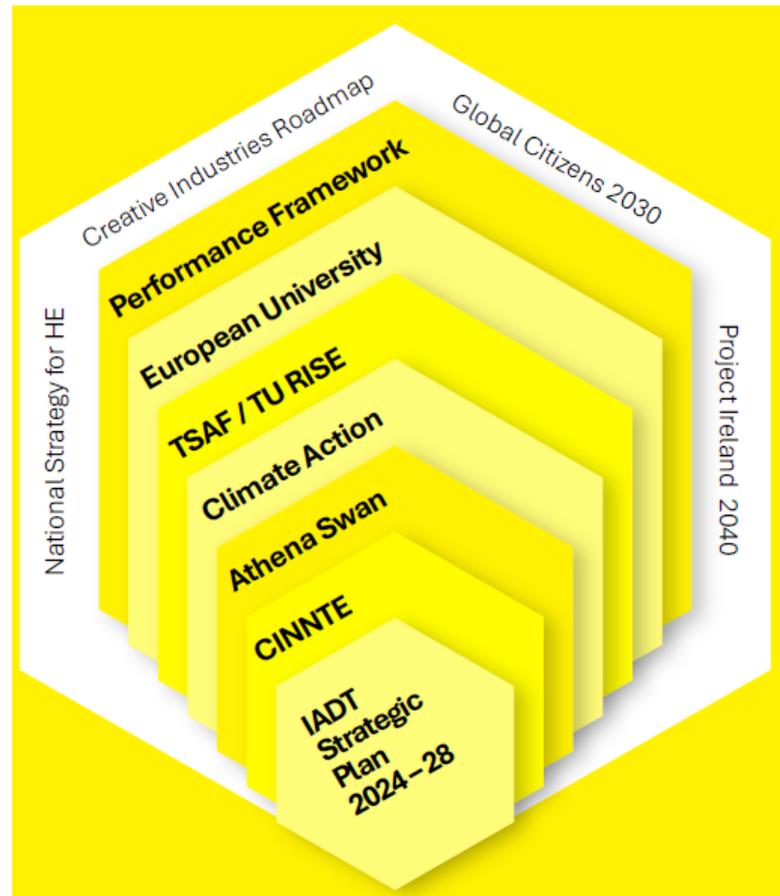
Figure 1.1 Integration & Alignment with System Level Priorities

Further details on a number of Strategic updates are outlined below.

1.1   Strategic QA Updates

IADT Strategic Plan 2024-28

The institution has embarked on a significant body of work in respect of transformation and development. In particular, its **Strategic Plan 2024-28, 'Towards a university for the Creative Industries'**, identifies six priorities in respect of education, sustainability, partnerships, research, internationalisation, and transformation, supported by fundamentals / enablers concerning student experience, people and organisation, EDI and belonging, and strategic finance.

This Plan, which has been developed through broad-based consultation, sets out IADT's vision and mission for the coming years, building on achievements as the National Film School, as Ireland's campus for the creative industries, and as a pillar institution in the European University for film and screen media, FilmEU. The plan was formally adopted by the Institute's Governing Body earlier this year and was publicly launched in June 2024.

The Strategic Plan, which is available at http://strategy.iadt.ie, sets out IADT's priorities in respect of education, sustainability, partnership, research, internationalisation, and transformation, supported by core and embedded fundamentals: student experience, people and organisation, EDI and belonging, and strategic finance.
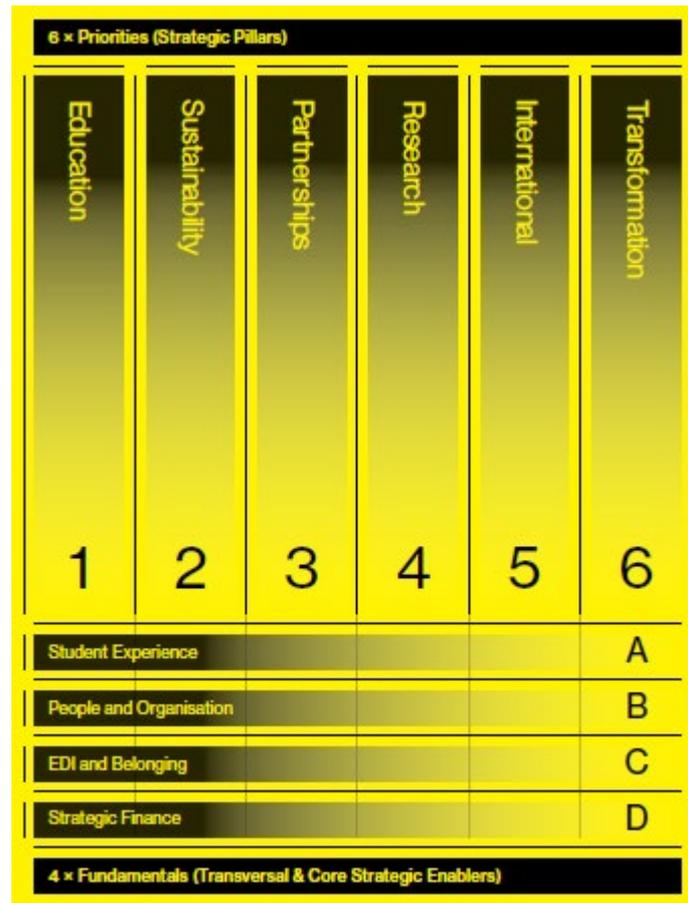
Figure 1.2 IADT Strategic Pillars

The Plan was adopted by the Governing Body in February 2024 and launched by the Minister for Further and Higher Education, Research, Innovation and Science in June 2024.

IADT Performance Agreement 2024-28

Alongside the Strategic Plan, IADT's Performance Agreement with the Higher Education Authority was negotiated during 2023-24 (for formal adoption and signature in the early part of 2024-25). The final Performance Agreement sets out commitments, in the form of performance objectives aligned to transversal themes of impact and supported by a range of relevant indicators, to growth in student numbers, developing research and innovation capacity, extending access and participation, and supporting EDI, sustainability, and community engagement.

https://hea.ie/assets/uploads/2024/11/IADT-Performance-Agreement-2024-2028.pdf

IADT 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.

The Review Report is a strong endorsement of the whole-of-institution approach to quality assurance at IADT, our clear commitment to a high-quality student experience, our demonstrated track record in EDI and Access and our effective network of good collaborative partnerships and relationships. The report also contains a number of recommendations which IADT have been implementing throughout Academic Year 2023-24.

The report is available to read here: Institutional Review Report 2023 and the Implementation Plan, addressing the recommendations made in the report and submitted to QQI in March 2024 is available to read here: IADT Implementation Plan 2024. A number of actions related to recommendations are incorporated in this report.

IADT + Maynooth University Collaborative Research Agreement

During 2023-24, IADT and Maynooth University engaged in a series of workshops and discussions on the basis of an initial memorandum of understanding between the two institutions. The resulting agreement, signed by the two Presidents at the start of 2024-25, provides for the co-supervision of PhD and Masters by Research students (MSc/MLitt), combining MU's strengths in the Arts and Humanities with IADT's practice-led expertise in the creative and technological sectors. The partnership underscores the importance of inter-institutional higher education to meet the evolving needs of the economy and society. By leveraging their complementary strengths, MU and IADT aim to address the growing demand for innovative research in the creative industries – a sector critical to Ireland's economic future as outlined in the recently launched *Roadmap for the Digital Creative Industries*.

EDI

The EDI Action Plan (2022-2026) is currently being implemented across various areas of the Institute, with biannual progress reports presented to the EDI Committee by the EDI Manager. Additionally, the Action Plan for Athena Swan satisfies the EDI requirements of the European Commission, the HEA, and all major research funding agencies in Ireland.

Promoting Consent and Ending Sexual Violence & Harassment (ESVH)

Several actions were progressed in 2023-24:

- A comprehensive consultation process led to the approval of a new IADT Dignity and Respect Policy, along with separate procedural documents for Bullying and harassment and Sexual Violence and Harassment.
- Consent workshops were made available to all first-year students. Additionally, Consent/ESVH training was mandated for all student ambassadors, class representatives and a select number of representatives from each student society (with participation linked to funding eligibility from the IADTSU).

- The first local 'Speak Out' data report was prepared for the EDI Committee.

At a sectoral level, HEIs must submit annual ESVH progress reports to the HEA, including data on formal reports from staff and students (and outcomes).

Research + Innovation: IADT ELEVATE

Technological Universities Research and Innovation to Support Enterprise Scheme (TU RISE) and IADT ELEVATE

In 2023, the Institute of Art, Design and Technology (IADT) Dún Laoghaire were successful in seeking funding under the Technological Universities Research and Innovation to Support Enterprise Scheme (TU RISE). The IADT ELEVATE programme comes at a time when IADT is preparing to play a pivotal role in shaping the innovation agenda for the creative and cultural sectors as outlined in IADT's strategy.

Under the TU RISE scheme, IADT were awarded €3.6 million and the programme was initiated January 2024 and will run until 31 December 2027. Since its inception in January 2024, the programme has welcomed its first PhD candidates onto the programme. Following a consultation with Maynooth University (MU), a Memorandum of Agreement was signed between MU and IADT that facilitated a research collaboration between the two institutions. The projects are closely and fruitfully aligned with the project plan for ELEVATE and the programmes Creation Bridges - Screen, Design and Policy which provide "gateways and generators to other areas of research specialisation and expertise" and "coalesce as a force for positive social change". This is a major development for the research future in IADT and a significant step forward in IADT's drive "towards a University for the Creative Industries". The two students will commence their structured PhD's September 2024 and will be supervised by their 'home host' academics in MU along with their 'outgoing host' academics in IADT.

The programme also plans to recruit six 'creation bridge leads', three post-doctoral fellows and three Masters by Research candidates.

Several key staff have already been recruited onto the programme such as the industry liaison officer, technician and programme manager. The research officer, research, development and innovation admin support and professional research systems officer will be recruited in due course.

The University Industry Innovation Network (UIIN) will host an online training program, "Impactful Researchers", which will start on October 30th and is tailored for IADT staff. This programme equips researchers to enhance the commercial, creative, and societal impact of their research through external engagement, alignment with the Sustainable Development Goals (SDGs), and effective communication strategies. For more information refer to https://iadt.ie/research-enterprise/elevate/

National Tertiary Office

The first IADT Tertiary programme: BA (Hons) Immersive Media Production commenced in September 2023 (see section 2.0 for more information). Planning for additional tertiary degree offerings have commenced.

Campus Developments

Digital Media Building

Construction of the new Digital Media Building commenced in January 2023 and continued, on target, throughout Academic Year 2023-24. Designed by BDP Architects, is over 7,000 m2 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. The building project continued, on target throughout 2023-24 (and is scheduled for opening in Spring 2025).

Carnegie Library, Dún Laoghaire

On the 4th of April 2024, Dún Laoghaire-Rathdown County Council welcomed The Institute of Art, Design and Technology (IADT) to the historical Carnegie Library in Dún Laoghaire. This collaboration aims to revitalise the Old Town Quarter and create an inspiring workspace, benefiting the local community and contributing to the local economy.

Dún Laoghaire-Rathdown County Council has overseen a unique vision including a programme of enabling works, effectively facilitating the marriage of the young and the old built environment to enable the IADT to utilise both the modern ground floor Carnegie offices, and the former Carnegie Library. Central to this, has been the reconfiguration of a glass interconnector structure which will now serve as the entrance to the library, including the provision for disability access while also providing access for IADT in the adjoining offices.

The offices will cater for the work requirements of up to 50 IADT staff while the former library will be used as a learning environment for post-graduate research and study associated with the college's national and international projects. In addition, dlr will be working closely with IADT to develop a programme of public-facing events and activities. The library will be able to cater for exhibitions and IADT plan to work with local artists/art groups to showcase their artwork.

In Spring 2024 a number of IADT functions and staff relocated to the Carnegie Hub, including FilmEU, Creative Futures Academic and N-TUTORR staff.

N-TUTORR

IADT + (N-TUTORR)

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.

IADT's programme of work supported learning events, student-led activities, fellowship projects, investment in new technologies, organising masterclasses, building sectoral communities of practice and drawing on valuable insights from academic champions. Each action is underpinned by at least one of the core thematic areas. Equality, Diversity and Inclusion (EDI), Education for Sustainability, Digital Transformation, Employability, Universal Design for Learning (UDL) and Academic Integrity.
Read more from: https://www.transforminglearning.ie/ and https://iadt.ie/about/n-tutorr/

During academic year 2023-24, a wide variety of IADT events, activities, initiatives projects, fellowships, procurement were actioned, commenced by the IADT N-TUTORR team, student and staff champions, and the wider IADT community. (Some projects are ongoing and scheduled for academic year 2024-25). A number of these initiatives are referred to in this report (see section 2.0 & 2.1).

Semesterisation

During Academic Year 2023-24, a Semesterisation Task Force was convened to consider the overall changes needed at a programme level and at a calendar level to facilitate a move to a semesterised calendar for IADT, and report to IADT Executive and Academic Council. This aligned with IADT Strategic objectives and one of the recommendations of the CINNTE Institutional Review Report 2023, to implement a unified semesterised academic calendar. In February 2024, Academic Council approved the proposed 3 phase implementation plan, summarised below.

> **Stage 1 (2023-24):** Review all undergraduate programmes and update any to semesterised format and revalidate as necessary. Create a semesterised Academic Calendar for AY 24-25. Plan necessary changes to programmes and modules on Student Information System (Banner) and identify Policies and Procedures that require revision, and communicate plans to students before the end of AY 2023-24.
>
> **Stage 2 (2024-25):** Pilot Phase – Run undergraduate programmes in semesterised academic calendar and format. Pilot Semesterised Exam Boards, and monitor and review to identify any challenges or issues. Commence revision of necessary Policies and Procedures.
>
> **Stage 3 (2025-26):** Semesterisation will be officially launched, with 3 formal Exam Boards (Semester 1, Semester 2 and Repeat/Autumn)

Progress in 2023-24

A Semesterisation Workgroup was then convened to commence work and actions for implementing Stage 1. By the end of Academic Year 2023-24, the semesterised academic year calendar was agreed, applicable programmes amended into semesterised format, and revalidated. A review of policies and procedures was completed to identify all that required semester related revisions. An Initial updated version of Marks and Standards was approved at Academic Council, but will not be implemented until 2024-25 (and further revised following review and feedback from pilot phase). Students were communicated with through their Departments and information was published online: https://iadt.ie/for-students/semesterisation/. All undergraduate programmes were rebuilt on Banner over the summer in preparation for September 2024.

The implementation of Semesterisation has been applied to Undergraduate programmes in the first instance. Semesterisation of Postgraduate programmes will be considered as part of the planned Postgraduate programmatic review.

IADT Business Process Review

As part of IADT's programme of work funded by the Technological Universities Transformation Fund (TUTF), IADT appointed PwC to review processes and the use of data across the organisation, through a six-month project that ran from January to June 2024. PwC were engaged to review a range of current processes (e.g. student applications, timetabling, payroll) and management information systems, identifying as-is and to-be characteristics through process engineering and recommended improvements. A set of 130 prioritised recommendations were presented, alongside a number of proposed system upgrades and new

methodologies. The report identified the merits of process standardisation, improved ways of working, staff upskilling, ICT and data improvements, people and organisation enhancements, and resource and work planning tools. Business Processes reviewed were:

- Flight Booking Processes
- Creation of timetables for academic activities (classes, workshops, etc)
- Management of room bookings
- Processing of direct student applications
- Commencement forms for hourly-paid staff
- Processing of timesheets for hourly-paid staff
- Collection and analysis of EDI data of staff and students
- Entry and use of exams/assessment results (Banner)
- Class lists and attendance data - capture and process

Programme Board Reporting

One of the recommendations of the CINNTE Review Process related to the Programme Board reporting process. The review team recommended that IADT put in place a system for the synthesis of the annual programme board reports at department/faculty level so as to provide both faculty and Academic Council with a higher level and strategic view of issues arising and being addressed. In 2023-24 actions commenced to address this recommendation, and the process of submitting and presenting Programme Board Annual Reports (PBARs) at Academic Council was revised to facilitate inclusion of complete data sets regarding programmes and presentation by Department.

Policies and Procedures

A number of other Policy and Procedural documents or amendments were approved during 2023-24 including:

- Academic Integrity
- Recognition of Prior Learning Policy **(Revised November 2023)**
- Institutional Repository Policy
- The Library Collection Development Policy
- Learning, Teaching and Assessment Statement
- Student Mental Health and Wellbeing Policy
- Student Mental Health and Wellbring Policy Supplementary Sheet

Marks & Standards was also revised, but will be reviewed again (following completion of Stage 2 of Semesterisation implementation) and commence in academic year 2025-26. All other Academic Policies and Procedures were reviewed in relation to Semesterisation, and a number were identified and scheduled for updating in the next Academic Year. This aligns with another CINNTE Review recommendation related to reviewing of Policies and Procedures.

1.2 Update on Planned QA Objectives identified in Previous AQR

No.	Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable	Update on Status 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	CINNTE Review - Report Recommendation Response and Implementation Plan	IADT Responded to the CINNTE Report and Recommendation, and created and Implementation, with specific actions, owners timeline, and commenced implementing recommendations.
2	Complete Strategic Plan (Continued from AQR 2023)	Strategic Plan 2024-28, 'Towards a university for the Creative Industries' was completed and formally launched in June 2024
3	Complete HEA Compact	The IADT Performance Agreement was negotiated with HEA during 2023-24 (and formally signed in early 2024-25)
4	Semesterisation	A 3-phase implementation Plan was developed and approved at Academic Council in February 2024. Phase 1 was completed. Phase 2 is scheduled for 2024-25, Phase 3 is scheduled for 2025-26

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Guide:

Include the meeting schedules for all significant academic governance bodies, e.g. governing authority, academic council (or equivalent), quality committee, for the reporting period.

Body	Meeting dates
Governing Body	• 13 September 2023 • 8 November 2023 • 13 December 2023 • 9 February 2024 • 13 March 2024 • 8 May 2024 • 12 June 2024 • 27 August 2024
Academic Council	• 16 Oct 2023 • 13 Nov 2023 • 11 Dec 2023 • 15 Jan 2024 • 12 Feb 2024 • 11 Mar 2024 • 15 April 2024 • 13 May 2024 • 17 June 2024
Quality Enhancement Sub-Committee	• 18 Oct 2023 • 29 Nov 2023 • 31 Jan 2024 • 28 Feb 2024 • 22 May 2024
Teaching + Learning Sub-Committee	• 10 Oct 2023 • 15 Nov 2023 • 13 Dec 2023 • 17 January 2024 • 21 Feb 2024 • 17 April 2024 • 15 May 2024 • 19 June 2024
Academic Planning, Co-Ordination and Review (APCR) Committee	• 03 Oct 2023 • 21 Nov 2023 • 23 Jan 2024 • 27 Feb 2024 • 11 April 2024 • 21 May 2024

1.3.2 QA Leadership and Management Structural Developments

Governing Body

The current governing body was appointed on 13th September 2023, with effect from 1st October 2023, in accordance with the Regional Technical Colleges Act 1992, Section 6. The Institute and the Governing Body

will be actively engaged in a number of priority initiatives over the lifetime of the Governing Body, which will see the Institute consolidate its position as Ireland's campus for the Creative Industries. The Members of the 8th Governing Body have each been appointed by the Higher Education Act (2022) and Procedures developed in accordance with the Act. The Term of Office of the 8th Governing Body runs from 1st October 2023 until 30th September 2027.https://iadt.ie/about/iadt/corporate/governing-body/

In the period between the 1st September 2023 and the 31st August 2024 we had 32 new hires in IADT. Key strategic appointments during the period included:

Programme lead for ELEVATE (Role commenced September 2024) and **Industry Engagement Officer** hired under ELEVATE which is a funded project under TU Research and Innovation Supporting Enterprise Scheme (TU RISE). The purpose of which is to establish, strengthen and systemise the IADT Research Office and enable greater and more structural engagement with local and regional enterprises and community stakeholders. The aim of the project is to strengthen research capacity and accelerate commercial applications and align Smart Specialisation Strategy and Regional Enterprise plans. This project envisions creating a dynamic research and innovation ecosystem emphasising Technology and Policy for the CCSI, sustainable innovation and EDI.

In order to support the FÍS programme and due to a range of staff moving to key roles on the NTUTORR programme IADT hired a new temporary **FÍS Creative Manager**. A **Project Accountant** was hired in October 2023. This role was a strategic hire to support and build relationships with project leaders across the Institute and external funding agencies and auditors. This has had an extremely positive impact on the finance function in terms of supporting the wider IADT community in pricing for projects.

In addition to the above we had some key resignations and retirements in the period, including the Head of Faculty of Enterprise and Humanities, and Head of Department of Entrepreneurship and Director of Research, Development and Innovation. A replacement for the **Head of Department of Entrepreneurship** was appointed (and commenced Oct 2024) and IADT is currently working (in 2024-25) on replacing other positions in the coming months in conjunction with a planned process of organisational redesign.

Two staff in key roles (Lecturer and Head of Teaching and Learning), were seconded to the HEA for 18 months as National Policy Advisors for Teaching & Learning. A replacement **Head of Teaching and Learning** was appointed (and commenced in September 2024). TSAF funding received for posts for the new *Planning and Strategy Office*, and a number of Appointments were recruited during the reporting period (and commenced since September 2024), including a **Programme Lead: Planning and Strategy Office**.

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/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
Training Needs Analysis and Staff Development (N-TUTORR)	May 2024	N/A
Business Process Review (various)	June 2024	N/A

Programme Validations / Reviews

Unit of review for which report has been published during reporting period	Date of Completion	Links to relevant publications
MA Design for Change *(re-validation of existing programme)*	13 September 2023	Programme Validation Report + Faculty Response
Higher Diploma in Digital Business and Data Analytics	14 September 2023	Programme Validation Report + Faculty Response
Master of Business + Postgraduate Diploma in Business - Circular Economy Entrepreneurship	14 September 2023	Programme Validation Report + Faculty Response
MA Animation	13 June 2024	Programme Validation Report + Faculty Response
Erasmus Mundus Joint Master (EMJM) MA in European Film Heritage, History and Cultures (FilmMemory)	18 June 2024	Programme Validation Report + Faculty Response

Note, as part of planning for the implementation of Semesterisation, all undergraduate programmes were reviewed and revised if and as necessary. Most programmes only required minor changes, which were approved by Programme Validation Committee, 10 June 2024. Four programmes from Faculty of Enterprise and Humanities required more significant changes to revise the modules to a semesterised format. These were re-validated at an internal validation event 21 June 2024. These were:

Dept of Entrepreneurship

1. DL823 BBus (Hons) Business Management [Level 8, 240 ECTS]
2. DL848 BBus (Hons) Business + Digital Technology [Level 8, 240 ECTS]
3. DL840 BA (Hons) Digital Marketing [Level 8, 240 ECTS]

Dept of Humanities & Arts Management

4. DL837 BA (Hons) New Media Studies [L8, 240 ECTS]

1.4.2 Expert Review Teams/Panels[2] involved in IQA

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

* excluding secretary if not a full panel member

(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	4	2	2			4				4	
Secretary											
Academic/Discipline Specific	6	4	2			3	2	1		6	
Student Representative											
QA											
Teaching & Learning											
External Industry /Third Mission	5	2	3			5					

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

2.0 IQA System – Enhancement and Impacts

Programmes of Education and Training

Micro-Credentials

IADT is aware of the value and necessity of micro-credentials to support and advance flexible learning pathways that align with the Institute's strategic plans. During Academic Year 2023-24, a working group was convened to gather information and make recommendations on the implementation of micro-credential programmes in IADT. A report was presented at Academic Council in May 2023, and over the summer, a revised programme development and quality assurance process for micro-credentials, separate from the Major Awards process revisions were developed (and approved in October 2024).   This will enable IADT to provide a process for developing and approving short programmes (between 5-20 ECTS) and enable the Institute to run a module (already validated within a larger programme) as a stand-alone validated module, via a shorter validation process. (The first Micro-Credential programmes were validated through the new process in Academic Year 2024-25). The revised Procedure on Programme Development including Micro-Credentials is available here.

Novel Tertiary Degree: BA (Hons) Immersive Media Production

Following the establishment of the National Tertiary Office in 2022, IADT was selected as one of the Higher Education Institutions to pilot a new cross-sectoral programme with neighbouring Colleges of Further Education. **The BA (Hons) Immersive Media Production** was developed with Bray Institute of Further Education (BIFE) [Kildare Wicklow ETB] and Ballyfermot College of Further Education (BCFE) [City of Dublin ETB], and the programme was validated in June 2023 and **commenced in September 2023**.

This new programme is a 4 year course delivered collaboratively by IADT, BIFE, BCFE. Students have a choice of two locations to study Years 1 & 2 of this course. Students will study Year 1 & 2 in either Ballyfermot College of Further Education (BCFE) or Bray Institute of Further Education (BIFE) with shared modules provided by IADT. In Years 3 + 4 students will study at the National Film School IADT. In Year 3 there is an opportunity to study abroad through the Erasmus+ programme, complete a work placement, or deliver an industry-linked project. Students are registered with IADT from Year 1 and will have access to the full range of services, facilities and supports offered by IADT. There are no CAO points required and no fees for Year 1 & 2

Information about the Programme, is available from: IADT / BIFE / BCFE

In 2023-24 the programme recruited a modest but viable cohort in both FE centres to enable the programme to run. The rollout of year 1 of the programme was completed successfully with a high level of collaboration with colleagues in BIFE and BCFE to align on quality processes, assessment briefs and pedagogical approaches. Year 1 students visited the IADT campus on three occasions during the year (for induction, guest lectures, and group presentation sessions). FE staff attended QA training in IADT before the teaching period commenced.   Towards the end of the academic year, several minor programme changes were made via IADT's programme validation committee in response to feedback from FE staff and year 1 students (via programme boards).

Curriculum Development Framework

The N-TUTORR partnership developed a Curriculum Development framework. In the interest of sustainability, each institution was encouraged to use the framework to embed the N-TUTORR six core themes into programme development and design. Following approval by the Academic Council, Academic Champions created a Curriculum Development Toolkit that will be launched 2025.

Student Admission, Progression and Certification

Increases in EU and Non-EU Students

Previous year's increases in the international diversity of IADT's student body (based on self-declared nationality in the HEA SRS returns), continued in 2023/24. The number of students who identify as their nationality as non-Irish has now increased for 6 years in a row.
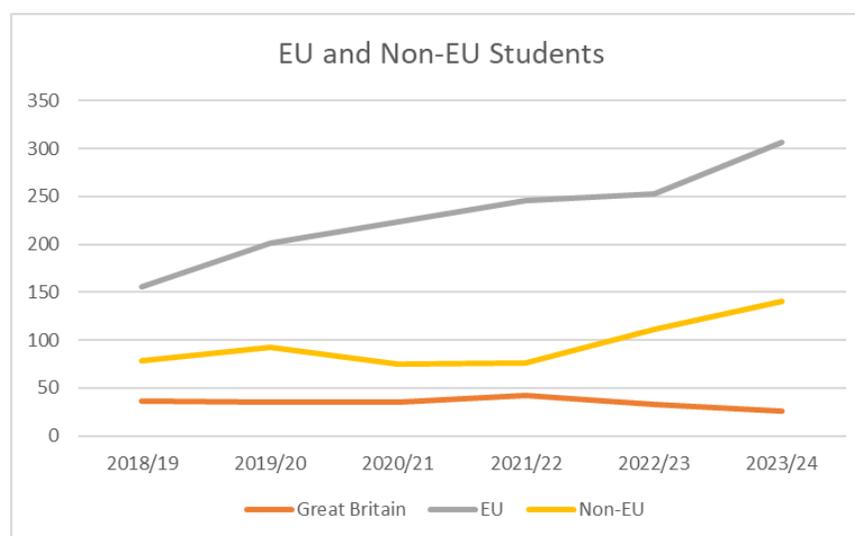
Erasmus+ Incoming Students

IADT's engagement with partner institutions continues to go from strength-to-strength. The number of incoming Erasmus+ students (including Term 1, Term 2 and Full Year) reached the highest number in the past 8 years.
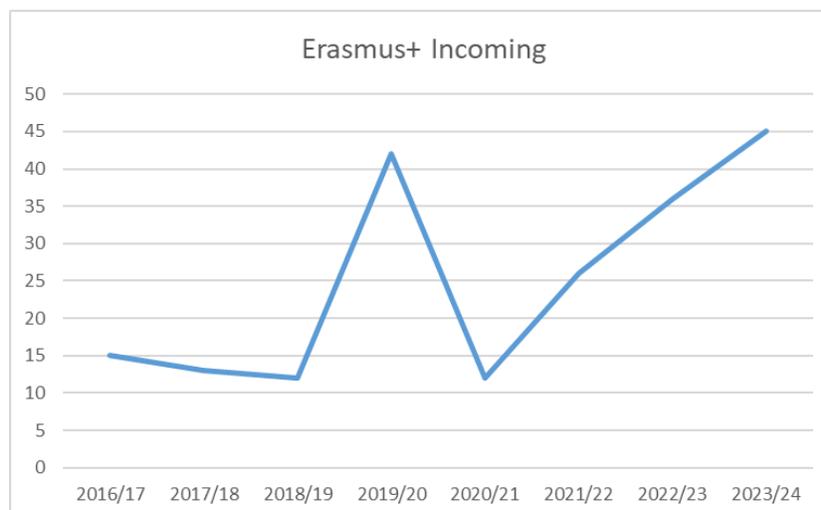
Springboard+ Funded Students

Though the number of Springboard+ enrolments has fluctuated in the previous number of years, it represents an important cohort for the Institute.
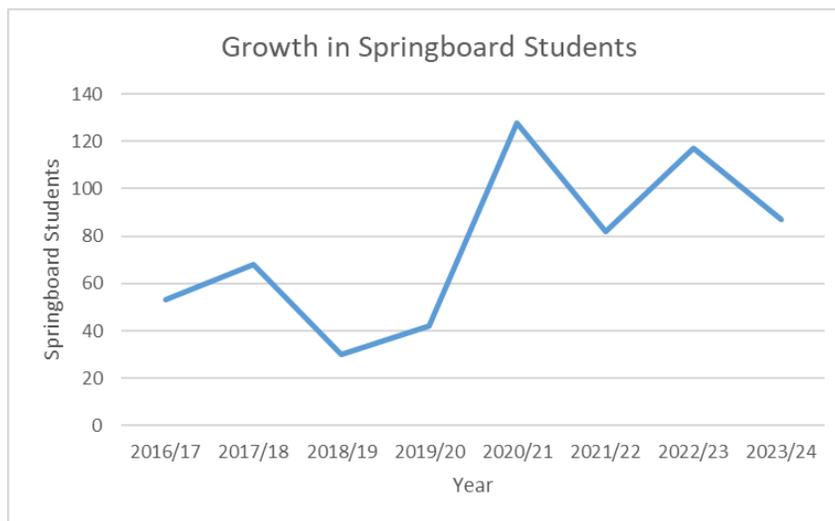
Student Applications and Registration QA Enhancements

- **Streamlining of Direct Application Load Process**

  As part of the *PwC Institution Business Review* (see section 1.1), one of the admissions processes was identified for implementation of a solution, funded by N-TUTORR. During 2023-24 IADT's Academic and Student Affairs Office implemented a solution, to address the issues with manually processing of direct applications. *Read more from Case Study 4*

- **Implementation of Student Fees data upload processes**

  The IADT Fees Office and Institutional Research & Data Analysis Officer implemented necessary system modifications to facilitate and streamline the uploading of SUSI grant and direct payment details to the Student Information System (Banner). *Read more from Case Study 5*

Information and Data Management

Semesterisation

One of the actions identified as part of the phased implementation of Semesterisation (see section 1.1) required the re-building of all undergraduate programmes on the student information system (Banner, in advance of Academic Year 2024-25 (for the pilot phase of running a semesterised academic calendar.

Following the review of all undergraduate programme curriculum and schedules, aligned with the semesterised structure, a large project was undertaken over Summer 2024, The scale of the project was challenging to manage, as the it impacted most departments across the Institute, including the relevant each Faculty, Academic and Student Affairs Office, The Library and ICT teams. It was necessary to obtain agreement from all stakeholders on the aspects of the project.

The project involved substantial planning, testing, pre-preparation, training, and resources, to carry out the data entry required for building every module instance on each undergraduate programme on Banner in a limited time frame over the summer months. The semesterised structures for all undergraduate programmes was successfully implemented in Banner, in time before academic year 2024-25 commenced.

Information and Data Management QA Enhancements

- **Data Extraction from Student Record System**
  Through N-TUTORR funding, the Academic & Student Affairs Office were able to get the necessary support to implement a data reporting platform on the Student Information System. This project was completed during the 2023-24 and has improved efficiency in data extraction and reporting for the Institutional Research & Data Analysis Officer and the organisation, with potential for more capabilities going forward. *Read more from Case Study 6*

- **Standardised Programme Board Data**
  In 2023-24, a change was implemented in the production of programme retention data for annual programme board reports. In previous years, data was produced ad hoc, based on requests from programme chairs. The change means the data will be produced for all programmes, following the submission of 1st November census to the HEA and circulated to relevant stakeholders at the same timeframe.

- **School's Database**
  During the 2023-24 academic year, data relating to schools of origin (sourced from CAO Net Acceptances data) for the past 5 years was compiled into a single database for more efficient data analysis. The database included key necessary information and statistics related to the school of origin of applicants and registered students, by programme. Applicable data can now efficiently and easily be shared with Student Services, who use the data to look at access routes from partner DEIS schools, also, for the Marketing team, who used the data when preparing for school visits.

Supports and resources for learners

IADT Library

The Library introduced a new institutional repository, **Illustro**, in 2023-24. Illustro is a customised Figshare instance. It replaces the previous Research@THEA and Undergraduate SharePoint repositories. The Library aims to further develop a number of special collections including the National Script Digital Library, the Reverend Goff Diaries, the Trevor Scott Papers, the Jimmy Murakami Archive, as well as co-creation projects and portfolio collections. Illustro can be accessed from the following link. *Read more from Case Study 3*

In 2023-24, the Library updated two new policies which were approved at Academic Council:
- Library Institutional Repository Policy
- Library Collection Development Policy

The Library is a member of IReL, the Irish Research Electronic Library. Through NTUTORR funding, the Library gained access to eleven new databases through IReL in 2023-24. Five of these databases (Cambridge University Press, Oxford University Press, Sage, Taylor & Francis, Wiley) include Read and Publish deals (Transformative Agreements). Three Faculty members published articles via these agreements. A full listing of Library databases is here. The Library is a member of the Irish ORCID Consortium.

IADT Library Wrapped AY 2023-24

IADT LIBRARY WRAPPED

Institute of Art, Design + Technology Dún Laoghaire

1st September 2023 - 31st August 2024

3,110 books borrowed

260 new books added

42,353 library searches

67,085 visitors

853 laptops loaned

5,687 eBooks read

56,259 LibGuide views

14,641 Theses downloads on *Illustro*

Figure 2.1 Library Wrapped Infograph

International Office + Internationalisation

The post of International Senior Lead created in 2023 to meet the increasing demand for student and staff mobility and aligning with IADT's strategic plans related to internationalisation and supporting the growth of International Student Recruitment. The new staff member joined the International Office in August 2023.

International Credit Mobility Project (ICM)

In July 2024, IADT was approved to receive funding under Erasmus KA171. The project funding is valid from 1st August 2024 and the duration of the funding is 36 months. The project includes:

Armenia and Ukraine

The potential of this project is pedagogical. Maintaining the connections and building on previous collaborations with Yerevan State Academy of Fine Arts in Armenia (Academic + Students Affairs) and supporting mobility from Sumy State University in Ukraine (Enterprise + Humanities and Design Departments). How ,can, and why, should traditionally core disciplines like drawing and design be effectively repurposed, redesigned and reimagined for the 21st Century learner? Why do we persist with the pedagogical interrogation and reinvention of educational (and artistic) objectives and outcomes in the face of technical, industrial, societal, educational and governmental trends, pressures and demands? The pedagogical reimagination of core disciplines like drawing and design.

Canada

This project will contribute to the further integration of Canadian, Irish and EU educational systems through educational exchange, knowledge transfer and harmonisation of standards. Candian partners approved for this funding include existing partners George Brown College and Sheridan College and a new partner, Seneca Polytechnic.

The Canadian partnership with IADT has allowed for innovative knowledge transfer in relation to teaching, learning and assessment, resulting in educating highly qualified specialists both in Canada and Ireland. The relationship to date has also yielded two innovative postgraduate programmes that provide excellent models/templates for future trans-national development and provision.

External Development Links

Erasmus+ Student Exchanges

During 2023-24, a total of forty-eight long-term Erasmus students came to study in IADT; The countries of origin included:

Hungary	Belgium	Czech	Netherlands
Italy	Ukraine	Austria	Iceland
Germany	Portugal	Poland	Latvia
France	Spain	Austria	Slovakia

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

During 2023-24, a total of forty-eight IADT students went abroad to study. The countries of destination were:

Hungary	Spain	France	Germany
Finland	Czechia	Italy	UK
Estonia	Belgium	Portugal	Netherlands

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.

During 2023-24 a total of nine Erasmus Student Traineeships took place during the academic year from programmes of study such as: Art, Creative Music Production, New Media Studies, Digital Marketing, Film + TV Production and Design for Stage & Screen, to the following destinations:

Finland	Portugal	Germany	Netherlands	Spain

Erasmus traineeship empowers creative arts graduates and students with critical professional experience, intercultural skills, and a robust network, all of which enhance their employability and provide a strong foundation for a successful career in the arts.

Erasmus+ Staff Exchanges

The International Office supported staff mobilities as part of Blended Intensive programs indicated below (5.4.3) and also other staff mobilities during the academic year 2023-24, including:

- An academic visiting staff member from George Brown College, Toronto who delivered a two-week charrette with the MA in Design for Change team.
- Two Academic staff members travelled to Aalto College in Finland to teach on a Blended Intensive Programme with four other partner universities.
- An academic staff member travelled to Luca, Belgium to lead a student workshop as part of our Erasmus+ Digital Mythologies project.
- An academic staff member travelled to the Croatia, as part of a Teaching/Training Mobility at undergraduate level on a live theatre event.
- Two Academic staff members travelled to the Estonian Academy of Art to teach on a Blended Intensive Programme with four other partner universities.

FilmEU + Blended Intensive Progamme (BIP) short mobility support

During 2023-24, the International Office supported the mobility of the following students and staff.

Short Mobilities Out	Students	Academics	Month	Total
DFF BIP Croatia	2	1	September	3
CMP Lithuania BIP	5	0	November	5
FilmEU BIP Belgium	21	2	November	23
FilmEU BIP Belgium	7	0	January	7
FilmEU BIP Lisbon	7	0	February	7
AR Estonia	7	2	March	9
GD Berlin	22	1	April	23
Anim 3d Class Stuttgart	22	2	May	24
GD Rotterdam	26	1	March	27
Total	119	9	0	128

Short Mobilities In	Students	Academics	Month	Total
BIP FilmEU	16	0	January	16
Total	16			16

The International Office worked closely with all the Project Coordinators at host institutions to manage the accommodation, registration and pre-arrival details for the inbound students and staff members.

Ukrainian Students

During 2023-24 fifteen displaced Ukrainian students were registered at IADT. This included 7 continuing students from 2022-23, 7 new inbound first year undergraduates and one new postgraduate. The students' registrations, learning agreements and monthly grant allocations were managed by the International Office and Admissions Team.

IADT Representation Overseas

European Association of International Education (EAIE)

Founded in 1989, the EAIE is the European centre for expertise, networking and resources in the internationalization of higher education. IADT exhibited at the 2023 EAIE annual conference which took place in Rotterdam from the 26th to the 29th of September. The 2023 programme themed 'Connecting currents', brought the international education community together to connect with workshops, insightful keynotes and unlimited networking opportunities.

Colleges Ontario Higher Education Summit

In November 2023 IADT President David Smith and IADT's Vice President of Research, Development and Innovation Emma Leahy attended the Colleges Ontario Higher Education Summit meeting with partners, participating in roundtable discussions and witnessing the MOU signing between Colleges Ontario, THEA, TUD, and MTU. While there, IADT reaffirmed its partnership with Sheridan College and visited George Brown College to see its new Brookfield Sustainability Institute (BSI) and discuss the announcement that Canada is to join Horizon Europe, the EU's €95.5 billion programme for research and innovation.

HEA Led Canada Polytechnics Tour

The Director of Strategic Projects, represented IADT as part of a HEA-led delegation to visit a number of Canada's polytechnic institutions to explore new opportunities for partnerships and collaboration.

NAFSA 2024 Annual Conference and Expo

The International Office represented IADT at NAFSA 2024, the largest global international education conference in the world. We connected with international education peers from around the world, represented IADT at the joint HEA and Edu Canada breakfast to promote enhanced collaboration between the Canadian and Irish HE systems and joined the leadership team of NAFSA's Creative Industries Members Interest Group.

N-TUTORR Funded Project - Goin IADT

The International Office successfully applied for N-TUTORR funding under the theme of Enabling Digital Ecosystems to Transform Learning, for a virtual IADT student led community. Goin IADT is centred around enhancing the applicant and student experience by bridging the waiting period between application and enrolment, alleviating fears of the unknown by making friends before students have set foot on campus and generating excitement around starting their course at IADT. Connections are peer to peer, led by students and made on the basis of common interests through the groups they have joined/created e.g. house shares, clubbing, food lovers, LGBTQIA+ etc. The International Senior Lead led the project for IADT and the Goin IADT app was launched in August 2024. There are currently over 400 IADT students registered on the app representing 47 different nationalities.

Student Experience

IADT Careers

During 2023-24 IADT Careers engaged and collaborated with a range of employers who participated in events and activities such as Interview Days; Careers Fairs (GradIreland Creative); Webinars; Emplyer presentations;

Skill and competency workshops, Portfolio, Showreel and Art Department workshops and Industry Training Courses for Students.

Other collaborations and activities included: GradIreland – creation, development and design of Creative Hub in biannual Fairs; Mock interviews and bespoke sessions; Employer-led seminars and workshops; participation with Final Year Matters Moving On and T&L; Digital Pathways on CareersHub ; AHECS (Association of Higher Education Careers Services) Heads of Service workshops, meetings and interventions

GradIreland Live Steering Group – Creative Hub
Drove the creative industry being represented in the GradIreland Fair through 'The Creative Hub' in September 2023 and in all Gradireland Live Events, including: Black Shamrock, TVM and Creative Technology Ireland were the three employers involved in Creative Hub. MCed Panel Discussion on the Main Stage – 'Careers in the Creative Industry and Building your Network. There were 407 sign-ups from IADT alone – 150 more than the previous year. There was positive feedback from Creative Hub employers in terms of numbers of Students/Graduates

AHECS Executive Director role in AHECS Executive started continued in 2023/2024

- Attended all Heads of Service Meetings with AHECS
- Meetings of AHECS Executive
- Executive Representative on AHECS CPD Group
- Strategy Framework rolled out - Champion of Expertise Pillar
- Involved in organising Regional Training and Lunch and Learns 2023/2024
- Involved in organising AHECS annual Conference 2024 - RCSI

Systems and Platforms provided for students and alumni:

- IADTCareersHub – continued build Digital Pathways functionality
- GoinGlobal – Global Internship and Jobs platform installed on CareersHub and working to get further alignment with Microsoft Teams calendar and meetings
- CareerFair+ feed into CRM Platform build
- Blackboard/MS Teams – Online meetings and workshops

IADT Jobs Newsletter: From September 2023 to May 2024 – the newsletter had over 5,000 views – with an average of 202 reads per Newsletter.

Student Health Centre
During 2023-24ear, the Student Health Centre has been instrumental in providing comprehensive healthcare services to students. The Student Health Centre had 735 nurse appointments and facilitated 684 GP appointments (both on and off campus). In addition to providing clinical care to students, the health centre staff were actively involved in the following initiatives:

- HSE Sexual Wellbeing Initiatives,
- Contraception awareness campaign.
- Collaboration with local Pharmacy discount on all prescription and over-the-counter medications to students and free prescription delivery is also available.

- Working with the IADT SU Welfare Officer to market the Student Health Centre service, and providing emergency support for students in distress.
- Wrote a medical directive, to facilitate permission for Nurse administer certain OTC and other medications
- Promoted Various health campaigns on social media
- Assisting students with ADHD diagnoses (on campus) and arranging necessary referrals.
- National engagement with ISHA (Irish Student Health Association) and National Student Health Nurses group.

Other support services offered during 202324:

- Bucolam training for lecturers, and epilepsy training
- Engaging with lecturers re student welfare and health
- Emotional support to students following bereavement of a student
- Sports day injuries

Emergencies dealt with by the Health Centre Staff this year, (resulting in a total of six calls for ambulance support). Spontaneous pneumonia thorax; Seizures; Asthma attacks; Suicide intent. As was reported in previous years, the Health Centre has seen a marked increase in the number of students attending for mental health and ADHD reasons.

Feedback received in the annual survey from Health Centre patients regarding their treatment and level of care received from the Health Centre.

"Everyone is very polite and accommodating. They take all my concerns seriously and I feel like they really listen. I'm glad to have access to such a cheap but incredibly helpful service."

"very welcoming and non-judgmental :)"

"All the staff I met while there were friendly and nice there was a lovely atmosphere and I felt very safe"

Student Counselling

Under continued additional funding received from the HEA under the National Student Mental Health and Suicide Prevention Framework, supplemented Student Counselling service provision with an additional 15 days of sessional counselling support, which ensured timely provision of student counselling supports at IADT, and shortening of appointment wait-times to within 1.5 weeks from initial enquiry. This represents highly favourably within wider HEI student counselling service provision timelines. In addition, funding received allowed for service expansion to employing of a fixed-term Mental Health Research Assistant who focused on reviewing existing Mental Health policy and procedures, liaising with internal and external stakeholders in EDI/HR and writing updated policy drafts which were received and approved by Academic Council. In addition, the Mental Health Research Assistant executed a vital role in general non-clinical student engagement. Mental Health Talks were facilitated for first year students, mirroring engagement opportunity facilitated same during previous academic years. The webinar-based talk covered components relating to 'Minding Your Mental Health' and was recorded in order to facilitate on-demand or repeat viewing.

Similarly, in collaboration between Student Counselling and Human Resources, SafeTALK training was again offered to staff during 2023/24. 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 and total attendees numbered 13.

Service Progression Updates Academic Year 2023-24

- **Speak Out** National Reporting Tool – increase in IADT student engagement (online anonymous reporting tool, led by the Psychological Counsellors in Higher Education Ireland (PCHEI), to disclose incidents of bullying, cyberbullying, harassment, coercive behaviour, stalking, assault, sexual harassment, sexual assault and rape. Launched in 2021, momentum in engagement with the Speak Out reporting tool was observed at IADT during the academic year 2023/24. Designated persons at IADT are the EDI Manager and the Student Counsellor Lead. Designated persons receive notification of the nature of each disclosure. The Institute relies upon student engagement with the Speak Out tool to inform policy and training provision. Speak Out's mission is stated as: We believe you, and we stand with you. Ongoing promotion of the availability of the Speak Out tool is identified as a key priority for Student Counselling, Healthy Campus and overall campus community culture cultivation.
- Mental Health Research Assistant – Collaborative Initiatives included:
  - o Revision of the **Student Mental Health and Wellbeing Policy** and supplementary Information sheet
  - o Development of - How to Deal with **Students in Distress Flowchart**: procedures for responding to students in distress
  - o Inaugural **Men's Mental Health Week**: three-day event, established to address the lack of help-seeking in mental health services from a male perspective.
  - o **Cheezy Chats:** a weekly, informal social engagement opportunity available for all students to attend – with purpose of increasing social connection, belonging and decreasing isolation and loneliness on campus. The attendance at this event increased week-on-week, with up to fifty students in attendance upon the close of term two.
- Collaboration with **Spectrum.Life:** This service provides on-demand online educational platform, supplemented by a 24/7 clinician-staffed helpline.   The platform held student-specific content on topics such as time management, stress reduction, improving sleep, financial accountability, mood management and lifestyle wellness. Overall student feedback received suggested students, in general, communicated their preference for in-person support over platform-based offerings.
- IADT Affiliation with **NiteLine** astudent volunteer-led helpline service. NiteLine is a phoneline and online messenger support available to students from 9pm – 2.30am seven nights per week, during term time. The Student Counselling Service and IADT Students' Union focused on promoting the availability of NiteLine and engaged in promoting volunteering opportunities for students with NiteLine.

Student Feedback

Student's are invited to engage in annual service evaluation survey at the close of each academic year. Responses survey components of engagement such as classification of primary presenting issues, nature of referral pathway and number of sessions attended. These statistics are available within the Service Experience Annual Report. Service evaluation data is received as opportunity to grow and develop current and emerging service provision opportunities.

Student Learning Centre

2023-24 represents the fifth year of the service which provides a comprehensive psychology-led academic support service to all students in IADT. This year saw the largest number of students registered with the service with a 131% increase since the service started in 2019 (109 registered in 2019-2020 compared to 252 for 2023-2024). Appointments attended also continued to increase with a 113% increase since the service started (418 in 2019-2020, compared to 893 for the current academic year).   The number of students attending has plateaued over the last two years at an average of 890 appointments per year and this would appear to be a sustainable figure going forward based on the capacity of the staff contracted to provide the service.

Staff Recruitment, Management and Development

Staff Recruitment and staffing

In the last number of years IADT seen an increase in hiring driven by both HEA and research funding, and the need for specialised expertise. Open positions typically include a range of fixed term (short to medium term) research roles, academic roles, as well as administrative and support roles in a range of areas. IADT is constantly trying to meet these evolving hiring needs, and we are continuously needing to refine our recruitment strategies and Digital competencies to enhance hiring efficiency

In the period between the 1st September 2023 and the 31st August 2024 we had 32 new hires in IADT, including a number of Leadership and Management roles, (refer to 1.3.2). Other key strategic hires at the administrative and management level were: a Research Assistant in HR to carry out the initial work on preparing our submission for HRS4R (HR Strategy for Research), Parttime Administrator for EDI to support the development of the Sexual Violence Framework for IADT, support roles advertised and hired under ELEVATE at administration and technical levels. The appointment of the Dublin Learning City Manager.

As at the end of quarter 3 of 2024 IADT had a total Whole time Equivalent of 251.18 having taken on 32 new staff.

Workplace Culture & Well-being

In December 2023, IADT was accredited with the **IBEC Keep Well Mark**. The KeepWell Mark looks at your existing policies and procedures in health, wellbeing, and other supporting areas, and assesses how they play out in reality. This is done through an evaluation process where IADT is asked to provide supporting evidence. Furthermore, a range of staff are interviewed and asked for anecdotal evidence to further corroborate this. An active **Healthy Campus Steering Group** has also been established and meets regularly through the year, significant investment in mental health initiatives, IADT is catering for the wellbeing of its employees through other initiatives too, such as Leadership Training.

KeepWell Mark standards are continuously being maintained and form part of an overall best practice approach to wellbeing and an evaluation meeting occurs midway through the 3 year cycle to troubleshoot any barriers to further improvement with a view to offering additional support. The KeepWell Mark is awarded under license by the Workplace Wellbeing Charter, founded on over 10 years of best practice and research in the area of workplace wellbeing. This is coupled with Ibec's 25-plus years of expertise in areas such as Occupational Health and Safety, Employment Law, Policy Development, and Employee Health and Wellbeing.

In addition to this work, IADT started to look at further cultural development for managers and leadership training and development. Planning for this took place in 2024 for the year 2024/25.

HR Compliance & Policies

IADT has spent considerable time on HR policy development in the past number of years, in preparation for the Keep Well mark and previously for the Cinnte Institutional Review. In addition to the above, 2023 had some significant changes in employment law that have impacted on us. Key developments include:

1. Introduction of Statutory Sick Pay
2. New Public Holiday
3. Right to Request Remote and Flexible Working
4. Gender Pay Gap Reporting
5. Enhanced Protection for Whistleblowers
6. Increase in National Minimum Wage
7. Auto-Enrolment Pension Scheme
8. Dignity at work

Development and revision of a number of policies commenced in 2023-24, including the following: Bullying and Harassment and Sexual Harassment and Sexual Violence; Domestic Violence Leave Policy, Intoxicant Leave Policy etc.

HR Planning

IADT is experiencing increased hiring due to HEA and research funding, as well as evolving educational needs. However, the Institute faces challenges such as competition for talent, recruitment delays, the need for specialist posts, and skills shortages in critical areas. To address these issues, IADT is streamlining recruitment processes and investing in targeted upskilling initiatives.

The Institute is also focused on highlighting research opportunities, career growth, and institutional culture to attract new staff. Collaboration with HEPPSS and Educampus is underway to ensure that HR systems are fit for purpose, enabling efficient process tracking for a range of HR functions and faster recruitment. Additionally, IADT is continuously developing programs to attract diverse talent and foster an inclusive academic environment. Future participation in global recruitment fairs and the establishment of partnerships with leading institutions worldwide are also being considered. To support staff retention, the Institute aims to enhance mentorship programs and provide structured career progression plans. Ongoing efforts include reviewing and updating hiring policies to align with international best practices, investing in further HR digitalisation to streamline recruitment and employee management, and developing targeted training programs to address critical skills shortages.

Staff Training and Development

The following compulsory self-paced online programmes were provided for staff during 2023-24:

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

A number of other online programmes are available on the VLE with plans to develop a staff hub with streamlined self registration in 2024. IADT is a key participant on the Staff Developer's Network (SDN) represented by the Staff Training Officer. In November 2023 the SDN launched a platform to facilitate matching mentors/mentees across the entire TU/IoT sector . Since the launch 20 IADT staff have engaged with the platform and 20 staff had registered on the platform as either mentors (11) or mentees (7) or both (2) by August 2024.

There were 66 programmes/events delivered during 2023-24 for staff from across the campus over the 4 categories below:

- 13 Technical skills and competencies specific to roles/areas of expertise including IT Systems,
- Office 365 and Cyber security.*
- 6 Legislative and governance requirements – including Health and Safety, EDI, and compliance such as GDPR
- 8 Generic employment competencies – Managing self and tasks, self-confidence, personal resilience, communication, interviewee skills etc *
- 49 Staff Wellbeing events

Note: Campus events such as Town Hall sessions, T&L events, Management team training and training on the use of Blackboard/The Hub (the institutes VLE) are not included here as that training is accounted for elsewhere.

Overall there were over 250 recorded attendances at training events by IADT staff. 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 and DCM online asynchronous learning library offers staff a wide range of programmes to support their professional development and details of completion numbers by staff are not available.

The Wellbeing programmes and events offered to staff on a cross-institute basis in 2023-24 were delivered both online and in person. This was guided by the Healthy Campus Steering Group and efforts were made to offer events on a cross-campus basis including both staff and students. The biggest event was a cross-campus sports day in Sept 2023 with over 400 participants from across the campus community – there were 14 events on the day. IADT successfully achieved the IBEC Keep Well Mark - Over 500 staff participated in wellbeing events over the year (not including sports day). There is a continuing focus on staff health and well-being, encouraging and promoting positive physical and mental health and work life balance.

Evaluations of events and programmes are carried out both formally and informally. The data provided is used to support planning new events as well as updates and changes to existing programmes. The opportunities for T&D being offered by N-TUTORR came to fruition in 2023. The development of a staff Intranet (Orchard) has facilitated the sharing of additional resources and training links for staff.

Achieve Balance with Time Management	Aurora briefing and participating X 2 over 6 months	Bike Clinic (Ready set cycle)	Blood donation clinic	HR & EDI Board and Brewed blue Monday Lunch
Briefing on Couch to 3k	Bystander Intervention training	Carers catch up coffee	Carers talk - Family Carers Ireland	Choir - Weekly class
Choir recital	Coaching | Leadership Brilliance	Coffee and muffin - welcome back to campus	Confidence session with Prof Ian Robertson	Couch to 3k 11th March to 12 April
Cycle to work webinar	EAP briefing	Family carers Ireland membership	Family Carers support group lunch	FAR one day practical after 2 days self paced online course
Financially Fit for Life SDN	Flag Making WLB day	GDPR | 5 Years On	Health insurance talk with Dermot Goode * 2	HEAnet online security sessions X 5
Hello how are you strawberries and cream staff get together	IADT now briefings from managers locally	Inclusive Leadership | Take the Right Steps	Induction - In person session	Interviewee skills Estates Grades 3, 4 and RA
IT Excel workshop basic/intermediate all staff	IT Excel workshop HR	Making Lean Work for Your Company	Marchathon 4th to 31st March 2024	Marchathon and 3k celebration
Mediation | Defusing Aggression	Menopause - Working through the menopause	Men's health cancer talk SDN	Mental Health Ireland | The New Workplace Framework	Mindful connection for Managers
Mindfulness WLB day	Mortgages - SDN	Movember™ |DCM event	Next Gen-Tech | AI Made Easy	Ohana Suicide online programme
One day first aid for FACT staff	One Drive x 3 sessions	Pension scheme briefing A	Pension scheme briefing B	Pension scheme briefing C
Pension session SDN	Psychological Safety | The Secret Ingredient	Ready set cycle promotion	Resilience Keynote Nikki Bradley WLB day	Samaritans Listening Skills training
Seechange green ribbon promotion	Sing along in canteen WLB day	Sports Day 14 events	Tax session SDN	The Power to be Digital Ready
The Power to Be Resilient	Town hall meetings	Unconscious Bias | Rewire Your Perspective DCM	Vegan cooking - canteen event	Walktober October 2023
Walktober webinar	Wellbeing therapies WLB day	Wills and inheritance SDN	Women in Leadership | Leading Fearlessly DCM	Yoga class series 8 classes over the summer

Figure 2.2 Summary table of events T&D and Welbeing

Internal Communication: "IADT Now"

A new staff-facing programme of events, IADT Now, ran for the first time in 2023-24 (week of 11th – 15th September), with the goal to allow PMASS and academic staff to learn more about coming plans and changes, how this has an impact on their working lives, and to ask questions in a variety of settings. Plenary events covered topics such as campus developments, the National Tertiary Office, sustainability and climate action, and opportunities through the European University FilmEU. Local sessions allowed staff to meet with managers and other senior staff to discuss the development of the Strategic Plan and wider changes in Irish and European higher education.

Training Needs Analysis (TNA) and Staff Development Plan

As part on an IADT N-TUTORR initiative, a staff training needs analysis was carried out, resulting in the launch of the IADT N-TUTORR Staff Training Plan in May 2024. The purpose of this Training Needs Analysis and Staff Development plan is to identify and address those training needs that IADT has within the themes of Academic Integrity, Universal Design for Learning, EDI, Sustainability in Education, Employability and Digital Transformation. Doing this it fulfilled the obligations that IADT has under the N-TUTORR project.

Methodology: The needs analysis process involved several steps:
1. Defining the purpose
2. Identifying and consulting key stakeholders
3. Gathering and analysing existing data
4. Creating the needs analysis summary report

A variety of data was gathered and analysed as part of the process, which included the **CINNTE Institutional Review Report** (compiled by the external review team based on the self-evaluation report and their own extensive consultations) was published in December 2023. The Training Needs Analysis was based on the Institute wide **CINNTE self-evaluation** process and report. This involved surveys of staff, students and stakeholders as well as focus groups and analysis of registry data and the minutes of committee meetings. Of particular interest to the N-TUTORR project was the survey conducted as part of the self-evaluation process by IADT Teaching and Learning committee. IADT had recently approved a new **Academic Integrity policy**, which was included in the consideration of the training plan.

Twenty specific needs listed were identified through a process that has, by various means, been influenced by IADT staff and students with a focus on key stakeholders. Priority was given to needs that fitted within the N-TUTORR themes and that can be addressed in a way that positioned IADT to align with the Sustainable Development Goals (SDGs), the NextGenerationEU plan, the EU Digital Education Action Plan, the EU Green Competency Plan, the national Climate Action Plan and the National Forum for Teaching and Learning's National Professional Development Framework.

The training plan was designed to address the needs through training, facilitation, and consultancy and make use of existing software and platforms available and seeks to work with these platforms and invest in them, training IADT staff so that they know which tools they are expected to use and how they are expected to use them. Part of this effort involves documenting and, if necessary, changing existing practices so that there is more coherence across the Institute.

The training plan was divided into **9 Institutional Learning Pathways**. These are 9 different ways in which IADT, as an institution, will grow. Each of the 9 pathways is made up of several steps, to address the twenty needs identified.

PATHWAY 1
Equality, Diversity, and Inclusion

PATHWAY 2
Assessment

PATHWAY 3
Curriculum Framework Development

PATHWAY 4
Media Production

PATHWAY 5
Committees and Ethics

PATHWAY 6
Leadership for Student Success

PATHWAY 7
Consistent Communication

PATHWAY 8
Towards a structured framework of staff development

PATHWAY 9
Digital Transformation
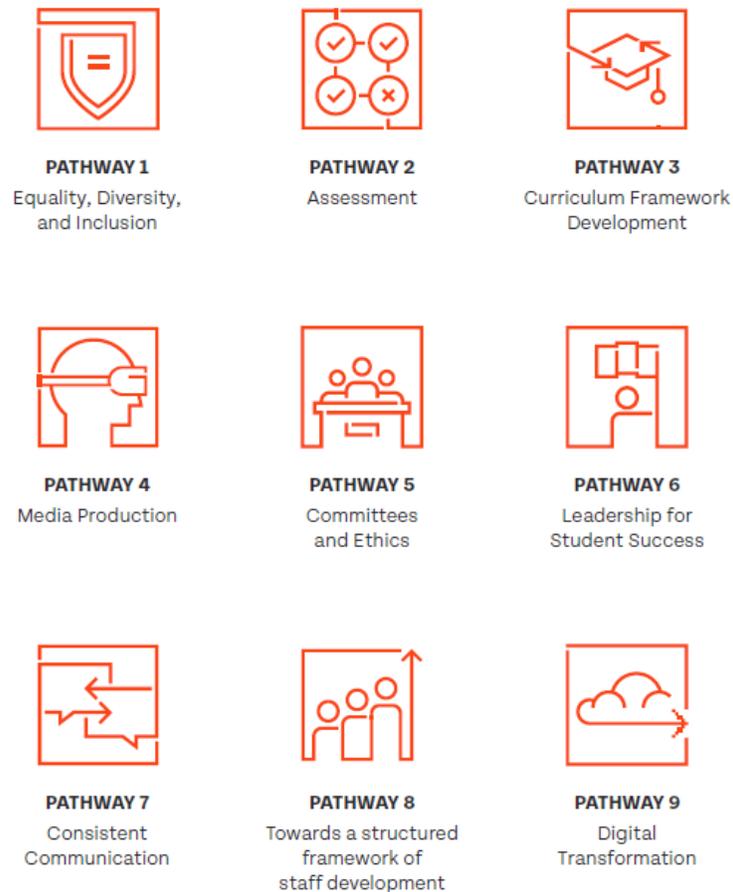
Figure 2.3 Institutional Learning Pathways

The Staff Development Plan was launched at a Staff briefing in May 2024, and a number of the planned training activities to be informed by staff focus groups commenced, to allow the development of material that is relevant to staff and the practices that exist at IADT. Staff were invited to participate in one or more of these focus groups, including topics such as:

- "Orchard" - IADT Staff Intranet Focus Group
- Academic Integrity @ IADT - Custom Training Development Focus Group
- Microsoft Power Platform Development Group
- IADT Student Hub Focus Group

Work will continue in 2024-25

2.1 Initiatives within the Institution related to Academic Integrity

Academic Integrity Policy

In February 2024, Academic Council approved the IADT Academic Integrity Policy, which replaced the Plagiarism Policy. The policy was developed by the Teaching + Learning Sub-Committee, Head of Teaching and Learning, and Office of the Registrar. As outlined in the Policy, IADT endeavours to embed a culture of academic integrity, prevent academic misconduct and detect and manage academic misconduct when it occurs. To that end, the principles of Universal Design for Learning (UDL) including multiple means of engagement, representation, action, and expression are endorsed by this policy. Where alternative modes of assessment are used these must be done with the agreement of the relevant academic staff member. The revised policy includes the core values of academic integrity, academic misconduct, plagiarism, generative artificial intelligence, detection and investigation, sanctions, roles and responsibilities.

Participation at Events

Staff and students represented and participated in a number of Academic Integrity related events and activities throughout the year, including:

- Academic and Research Integrity Conference, Galway, from 4-6 October 2023.
- NAIN events
- Various N-TUTORR events
- National Academic Integrity Week – October 2024

N-TUTORR + IADT

Academic Integrity, including GenAI actions/initiatives – May 2023 to Dec 2024

Title, brief description and Target Audience	Outputs/Deliverables and delivery dates
GenAI N3:Network National Network was formed to collaborate, share knowledge and resources, and organise (local) events to support peers and highlight best practices. **Target Audience:** Academic Staff	1. Gen AI Play Workshop in IADT (introductory) Oct 2024 2. Gen AI Hackathon in IADT (integrating Gen AI into education contexts) Nov 2024 3. Gen AI Case Study (Chatbots as a teaching and learning tool) Nov/Dec 2024 4. Booklet produced by the network: Empowering Learners and Developing Capabilities with AI in the Irish Technological University Sector (incl. IADT Case Study 8, Chapter 5). To be published Spring 2025 5. Tool produced by the network: Assessment Redesign Framework. Jan 2025
AI MATE Artificial Intelligence Module Assessment Tool Evaluation (AI MATE) is a teaching staff resource to assess your comfort with Gen AI in the classroom and dealing with assignments where AI Tools have been used. **Target Audience**: Students, Academic Staff, Registry and Disability Officers	• AI MATE - adapted to include links to IADT Academic Integrity Policy + IADT approved Guidelines for Academic Teams re/Gen AI Assessments. Launched during National Academic Integrity Week in 2024. Oct 2024 • AI MATE - asynchronous, available via IADT Staff Hub - via the intranet, Orchard. On-going
Gen AI Champions project A national collaborative pilot project led by IADT Head of Teaching & Learning, Rebecca Roper with 36 students from across the partnership registered with their HEI Disability Office. Exploring the central	1. Project findings, specifically student experience presented at national and international conferences: • AHEAD National Conference (Croke Park) • Teaching & Learning Conference (Thompson Rivers University, British Columbia)

question: How might we use Generative AI tools to support student learning in Higher Education? **Target Audience:** Students, Academic Staff, Registry and Disability Officers	• GATHER (NALA/AONTAS/AHEAD) Conference • Leading & Learning in a Changing Landscape (QQI) • IADT annual Teaching, Learning & Research Showcase • N-TUTORR Final Showcase (Convention Centre) 2. Project Story & Resources available on the Gen AI Champions YouTube Channel: https://www.youtube.com/@GenAIChampions/videos https://www.youtube.com/@GenAIChampions/playlists https://www.youtube.com/@GenAIChampions/community (Feb 2024 to Nov 2024)
N-TUTORR Masterclasses Two online Masterclasses N-TUTORR hosted covered Gen AI related to Academic Integrity & Assessment. **Target Audience:** All Staff across the N-TUTORR partnership	1. Academic Integrity & Assessment Masterclass: This masterclass explored AI in HE and embraced this emerging technology to support academic integrity and assessment. (March 2023) 2. Academic Integrity Masterclass: Do students understand the ethical implications of using Gen AI for study and assessment? (March 2024) Recordings are available via www.transforminglearning.ie
Academic Integrity Course (including Gen AI use) N-TUTORR procured an Academic Integrity course for students from provider Epigeum. The course had been updated at N-TUTORR's request to include a section on Gen AI use. **Target Audience:** 1st Year Students at IADT	1. Over **220** IADT students completed the course + knowledge-check quiz between September / December 2023. 2. Course available via hub.iadt.ie (VLE), can be set as a pre-assignment task by lecturers for students, especially 1st years. (ongoing)
Curriculum Framework IADT's Academic Champions, adapted the N-TUTORR Curriculum Framework to the local context, aligned to local policies and practices. **Target Audience:** Academic Staff (newly appointed + those revising or developing a new module or programme)	1. A resource covering all N-TUTORR six core themes, including Academic Integrity & Digital Transformation. Development is nearing completion and will provide examples and best practices re. Gen AI use. It will be launched after Easter 2025. 2. The completed resource will be available post-launch indefinitely via the intranet, Orchard. (Late April 2025)
TURNITIN Tool *(including Authorship Reporting)* IADT N-TUTORR procured an updated version of the TURNITIN Detection Tool that included Authorship Reporting, a new feature that could detect inconsistencies in a student's standard of work. These may indicate the use of a 'contract cheating' service and the use of AI-generated content. It could be used as part of overall evidence gathering where suspicion of academic misconduct arises. **Target Audience:** Academic Staff (ideally all programmes require students to submit all written assignments via this tool)	1. The TURNITIN Tool is available via hub.iadt.ie (VLE) and can be used by any IADT staff member or student. Contact the IADT Ed Technologist for further information. (Sept 2023 - to Sept 2025)
Guest Lecture/Talks re. Artificial Intelligence Talk 1 - delivered as part of the The Good Guide to Creative Practice launch event in IADT. Talk 2 - delivered at the request of IADT N-TUTORR Academic Champion raising concerns about addressing diverse perspectives. **Target Audience:** Students and all staff	*1. Towards AI for Good: Critical Perspectives around the Social, Ethical and Environmental impact of AI* - Dr Patricia Gibson (Oct 2024) 2. Guest Lecture on *European Perspective on AI* with Auxanne Boch (Dec 2024) 3. Guest Workshop on *AI Ethics and the Importance of Diverse Perspectives* with Auxanne Boch (Dec 2024)

Academic Integrity of Assessments

New standardised assessment templates were introduced, which strengthen confidence in the commitment to assessment integrity and student success. *Read more from Case Study 1*

Links

Below are links to a selection of Academic Integrity related information and resources available for students and staff:

- IADT Academic Integrity Policy
- Generative Artificial Intelligence (GenAI) Assessment Guidelines
- IADT Library - LibGuide on Academic Integrity and Plagiarism
- IADT Library - LibGuide on Artifical Intelligence
- IADT Library - LibGuide on Artificial Intelligence and Academic Integrity

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives	Planned actions and indicators
1	Completion of CINNTE Review process	Office of Registrar Address outstanding actions from the CINNTE Review Implementation Plan and provide a Follow-up Report outlining how the IADT addressed the recommendations made by the Review Team
2	Commence Phase 2 of Semesterisation Plan	Office of Registrar Implement Pilot Phase of running undergraduate programmes in semesterised academic calendar and format
3	Review of organisational structures at IADT.	Office of the President Conduct a comprehensive review of the IADT's organisational structures
4	TrustEd Ireland IEMAS application	Office of Registrar Prepare and submit application for the International Education Mark (IEM)

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 ReSound (FilmEU)	Q1 2025
BBus (Hons) Business + Psychology	Q4 2024
BA (Hons) Game Design	Q1 2025
Joint BA Film	Q1 2025
Micro-Credentials (Various)	various

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Programmatic Review of Postgraduate (L9) Programmes	April 2025	2018

4.0 Additional Themes and Case Studies

CASE STUDY 1

Title: Standardised Assessment Templates in BSc (Hons) Applied Psychology
Theme: Learning, Teaching and Assessment
Keywords: Assessment, Academic Integrity

Introduction

As part of the continuous improvement of the BSc (Hons) Applied Psychology programme, a new standardised assessment template has been implemented. This initiative was developed in response to external examiner feedback, highlighting the need for greater consistency and transparency in assessment design across modules.

Procedure Overview

The standardised assessment template is now available for use in all assessments within the programme. It includes key information such as the module title and code, assessment title and description, learning outcomes being assessed, assessment criteria and weighting, and a detailed grading rubric aligned with IADT's Marks and Standards.

Positive Impact

The introduction of this template benefits multiple stakeholders. For lecturers, it ensures consistency in assessment design and expectations across modules, provides a structured format that simplifies the creation and communication of assessments, and enhances efficiency in grading by providing clear criteria and rubrics. Students benefit from clarity on assessment expectations, learning outcomes, and grading criteria, which reduces ambiguity in grading and helps them understand how to achieve higher marks. This increased transparency improves academic confidence by ensuring fairness. External examiners find the uniform format makes it easier to assess alignment with programme learning objectives and quality assurance standards across the programme. The standardised format also strengthens confidence in the programme's commitment to assessment integrity and student success.

Conclusion

The implementation of the standardised assessment template marks a significant improvement in assessment practices within the BSc (Hons) Applied Psychology programme. By addressing external examiner feedback, this procedure promotes transparency, consistency, and fairness, ultimately enhancing the learning experience for students and strengthening the programme's academic integrity.

CASE STUDY 2

Title: Application of AI in Year 3 Exhibition – BA (Hons) Photography & Visual Media

Theme: Academic Integrity

Keywords: Assessment, Academic Integrity, Generative Artificial Intelligence

In response to the final module of the new programme structure, titled, *Photography & Installation Practice*, in Term 1, our students, working and collaborating also in pairs as curators, are asked to produce a project which is then installed in the corridors of IADT, on the theme of, 'ID'.

Many of our students have been experimenting with the automated generation of images with existing open-source software and so, for example, a student this year incorporated AI in producing their project and final installation. Their theme addressed mandatory military service in the country of their birth, which they may have to do after graduation. The installation incorporated an archival photograph of their father during his military service alongside a speculative portrait, generated by AI, portraying the student in military uniform in 2025.

The application of AI was discussed in the original project proposal and subsequently in group tutorials and editing sessions. Discussions centred on ethics and the means of production but critically, also the conceptual context and basis for such an approach and it being appropriate as part of such a project speculating on a possible future.

As part of the module, after the work is installed, we hold a group event in the corridors, called, *The Meeting of Curators*, where all students along with their tutors, respond to the projects presented over a couple of days. While some of the group were aware of this project, it opened up a larger conversation on the project and the application of AI in general. For the most part, it was the conceptual justification, and how it can be another tool to be applied and used, rather than necessarily, a substitute, in the critical and creative process, that was understood as integral to any mindful ethical application of AI.

It is important to note, that there are precedents, including what has previously been defined as 'post-lens photography', producing images without a lens, where again students have experimented, including the use of photocopiers, inverting images to binary code, collating online digital shadows/footprints, for example, and re-representing such material as part of their projects and exhibitions. Of course, this does not even address the long history of manipulation of photographic images which has existed since the process was first invented and addressed in our teaching. Obviously, however, what has now shifted, is an unprecedented scale, pace and accessibility.

CASE STUDY 3

Title: Illustro – IADT's Institutional Repository

Theme: Library Services

Keywords: Research; Teaching + Learning; Public Information and Communication; Supports for Learners
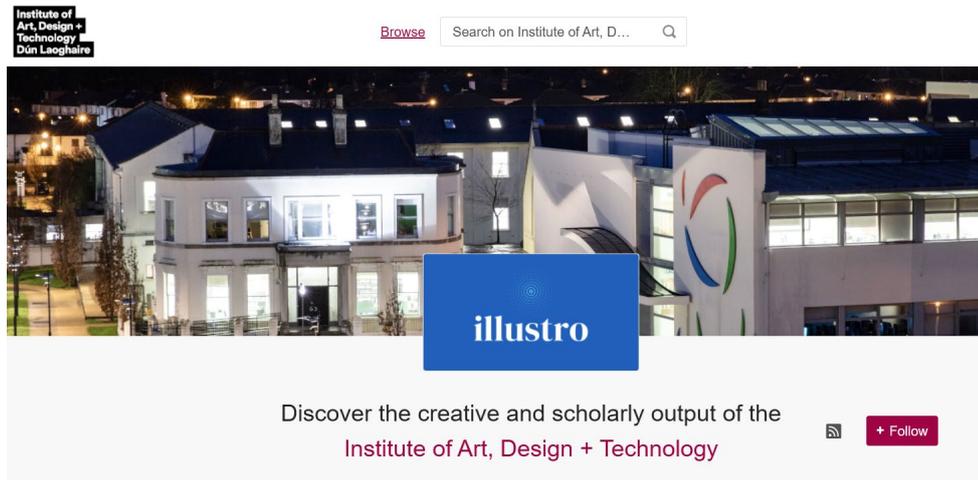
Introduction

Illustro, IADT's Institutional Repository was launched in February 2024. Illustro is based on the Figshare platform and was established to create a sustainable, multimedia repository for IADT's creative outputs, as well as capturing more traditional academic outputs including theses and dissertations. It was envisioned that these creative outputs would include a National Digital Script Library, animation outputs, 'end of year' show films, digitised film archives, co-creation projects, content produced by lecturers, as well as other content. The IADT Institutional Repository is an essential aspect of our service offering, supporting researchers and teaching and learning, as well as promoting the Institution.

Background and Context

Prior to Illustro, IADT had shared the Research@THEA DSPACE database with the other Higher Education Institutions. The instance of DSPACE was limited in terms of the interface and in its ability to manage different file formats, which rendered it unsuitable for the requirements of a repository for the creative industries. There are multiple reasons why we chose Figshare, including the framework that is provided that enables IADT to showcase our multifaceted outputs, specifically housed within individual collections, along with the ability to have collection specific DOIs. The clean, modern graphical nature of the Figshare design works well with these outputs. Additionally, the ability to adapt the metadata to suit the diverse needs of IADT's different collections was also an important factor that led us to choose Figshare, supporting our needs in terms of discoverability. The clear management of copyright and the embargo process within the Figshare infrastructure also provides confidence, along with the critical preservation assurance. Figshare established a reliable and clear backup strategy, as well as adhering to core Open Archives Initiative (OAI) standards. Ultimately, within the Illustro Repository we have a scalable and customisable solution.

Developments

Since February 2024 the IADT Library team have been expanding the collection within Illustro. Between February and the end of the academic year in August 2024, 579 new items had been ingested into the collection. These included theses and dissertations, conference contributions, the historical Goff Diaries, book chapters, journal contributions and co-creation centre projects. The metadata and specific workflows of each collection are managed adeptly with Illustro. A Library Guide was created to outline the steps required to submit new work to the Repository, highlighting the IADT Institutional Repository Policy, as well as incorporating the deposit agreement, terms and conditions, copyright, and so on.

Conclusion

Illustro is a unique repository; showcasing IADT's traditional and creative content in Illustro will increase awareness of IADT on the national and international stage. It provides enhanced support for teaching and learning across all disciplines and has the potential to support enhanced collaboration with sectorial partners. It has been a welcome addition to IADT's collection and an asset to promote the wealth of talent across the IADT network.

CASE STUDY 4

Title: Streamlining Direct Application Load Process

Theme: Digital Transformation

Keywords: Digital Transformation, Admissions, Data, Reporting

Introduction:

Prior to 2024-25, all direct applications to programmes to IADT or via HEA platform (Springboard+ and HCI) were submitted via a web form. These applications are logged, tracked and processed using a variety of tools including SharePoint, Excel, Email, Word etc. These applications were added to the Institutes Student Record System (Banner) manually, one by one – this process took approx. 30 minutes per application, for circa 200 successful applicants.

In late 2023, Academic + Student Affairs at IADT was awarded funding via N-TUTORR for implementation of the batch upload process Banner – called **Mass Data Update Utility (MDUU)**. Being able to upload all applications to Banner, would also improve the ability to report on total applications, offers and acceptances.

Challenges Encountered/Impacts Achieved:

The primary challenges revolved around a primarily non-technical audience driving a technical implementation. Though best efforts were made in the requirements gathering phase to identify all aspects that needed to be uploaded via the system, some were not gathered. The developers did allow some additional fields to be added during the testing phase, but additional fields have subsequently been identified that would streamline the process further.

Outcomes:

The MDUU has been used successfully to upload multiple cohorts of students in preparation for the 2024-25 academic year. The process takes approx. 20 minutes from beginning to end and can load any number of students at the one time. Being able to upload a large quantity of students at the same time has streamlined the admissions process and allowed the Admissions teams to focus on other tasks at the start of the academic year.

There are some small improvements to the process to be implemented during the 2024-25 academic year.

CASE STUDY 5

Title: Upgrading the SUSI & TSPLOAD Processes
Theme: Digital Transformation
Keywords: Digital Transformation, Fees, Data, Reporting

Introduction:

During the 2023-24 academic year, two enhancements in the Institute's Student Record System (Banner) were implemented, which reduced the amount of manual data entry against individual students records by the Fees & Grants team. Previously, manually adding and updating records to Banner was time consuming, and complicated the process for reporting from the Banner database on certain financial aspects of a student's enrollment. The first enhancement enabled users to upload SUSI grants data in bulk, automatically linking them to individual student records, eliminating the need for manual entry. The second improvement introduced the ability to bulk upload data related to direct payments made via bank transactions (known as TSPLOAD processes on the Banner system) directly to student accounts, increasing efficiency.

Challenges Encountered/Impacts Achieved:

The functionality existed but had not been implemented in IADT systems. The primary challenges revolved around a primarily non-technical audience driving a technical implementation – especially in relation to the SUSI Load process. In addition, the implementation of the SUSI upload process was done during the academic year, which put considerable time pressure on the implementation. As with many process improvements, a significant amount of reviewing, training and modification of existing processes was required to implement the new system.

Outcomes:

The implementation of these two key process improvements significantly streamlined administrative workflows and saved many hours of manual work. Together, these advancements optimized financial record processing, allowing administrators to ensuring accuracy and speed in student account management. We expect to see further additional downstream impacts of the enhanced reporting capability in the 2024-25 academic year.

CASE STUDY 6

Title: Enhancing Data Extraction from Student Record System
Theme: Digital Transformation, Data, Reporting
Keywords: Digital Transformation, Data, Reporting, Banner

Introduction:

In 2022, as part of the Student Information System upgrade to *Banner 9*, IADT was given access to a reporting tool called Argos, which allows for the building of custom reporting live from the Banner 9 database. However, given resourcing issues and the lack of SQL programming knowledge in the Institute, application of data reporting solution via the Argos platform was not feasible.

In late 2023, Academic + Student Affairs Office at IADT was awarded funding via N-TUTORR to implement improvements in our reporting processes. Prior to the project, the majority of reporting for IADT was generated via Banner extracts that are then manipulated to provide the reporting required. As different information was spread across different reports, it was necessary to combine different reports in a cumbersome, time-consuming and inefficient manner in order to build datasets for analysis.

A change request was submitted to the Institute's technology partner DXC via EduCampus. The purpose of the change request was to develop several "DataBlocks" in the Argos reporting tool, which would collate many fields in one report, facilitating and improving reporting capabilities within the Institute.

Challenges Encountered/Impacts Achieved:

A few issues were encountered during the project. Some of the challenges encountered included:

- A worldwide outage of the CloudStrike software delayed the delivery of the DataBlock by 4 days.
- The volume of data in the Master DataBlock caused significant performance issues. (It took approx. 30 minutes to generate the DataBlock). This issue was resolved by splitting the DataBlock into two.
- Several data fields did not initially populate as expected or were populating with inaccurate data. Resolutions were provided by the developer and all issues were overcome.
- This project was running in parallel with another, involving many of the same team resources. As a result, this project proved more time intensive and required additional time to complete the testing. As a result, the DataBlock project did not meet its delivery deadline.

Outcomes:

The DataBlocks are now exporting from Argos in a timely manner, and operating as expected. Even before the work was finalised, the new DataBlocks have proven valuable, by quickly identifying data anomalies that ordinarily would take more time and effort to identify. The implementation now provides more efficient reporting capabilities, and also additional functionality, previously not considered. It also proved beneficial to other functions in the Institute by demonstrating some of the reporting capabilities, they may not have previously considered.

CASE STUDY 7

Title: Implementing the National Access Plan
Theme: Student Supports; Access
Keywords: Access; Outreach; Student Supports

Introduction

The Access and Outreach Service aims to assist under-represented students in preparation for and integration into, third level education by providing personalised support, information, and access pathways. The service is also available to offer advice and guidance in relation to financial supports available to students.

The main aim of the service is to support increased access and participation in higher education by target groups as outlined in the National Access Plan, including:

1. entrants from socio-economic groups that have low participation in higher education;
2. mature students;
3. part-time/flexible learners;
4. further education and training award holders; and
5. Irish Travellers and other ethnic minorities.

Highlights of 2023/24

- 11 school visits and course taster workshops were hosted on campus with DEIS linked schools. Access staff and Access student leaders visited 6 careers fairs in linked schools.
- A new ACCESS IADT entry pathway was approved by Academic Council, with 16 applicants for this pilot entry route for entry 2024/2025.
- A new Access Student Leader programme was developed, with 8 leaders participating in training and work supporting outreach.
- The service collaborated with the Southside Travellers Action Group who brought their old-style Traveller wagon on campus celebrating Traveller culture and heritage as part of the Dublin Learning City festival.
- The Creative Arts Summer School was held on campus on the 13th June 2024.
- 41 students from DEIS linked schools were provided with funded places on Autumn and Summer portfolio courses.
- 12 IADT 1st year students were awarded the 1916 Bursary grant.

Report on the year

Performance Funding Open Doors Outreach project: The DEIS secondary schools we link with increased from 7 to 9. A round-table discussion with teachers and students from these schools informed a project plan for the Open Doors project. Student Access Leaders successfully supported workshops and school visits on campus and talks in schools. There was high interest in funded portfolio course places; an initiative was in response to an identified barrier to accessing restricted courses for this cohort. In addition, the ACCESS IADT route aims to increase the entry of students from the DEIS schools by providing below the points entry and ongoing post-entry supports.

Post-entry financial supports: The student assistance fund (SAF) was promoted widely, with provision for emergency circumstances and late applications. The 1916 Bursary grant was also promoted widely, resulting

in 12 successful 1st year awardees. The Access Office provided individual assistance to students applying to SUSI.

Traveller and Roma engagement: The partnership with Southside Travellers Action Group (STAG) is ongoing, including collaborating on events such as the Wagon visiting IADT, and supporting IADT film students to continue filming a documentary celebrating Traveller heritage. Meetings with peers in other HEIs are leading to further work with stakeholders to develop a programme of work to support people from Traveller and Roma communities to access higher education.

Student Voice Podcast Series: 4 podcasts were recorded with IADT students who have availed of support from the Access service. The aim was to capture these unique student voices who talk about how these supports were critical to them staying in higher education, and give words of encouragement and advice to others hoping to follow the same path.

Statistics on function & activities

HEAR and DARE Figures

	Entry 2022	Entry 2023
HEAR	12	24 (eligible)
DARE	59	98 (eligible)

*This data is based on CAO net acceptance data, and does not take into account withdrawals and deferrals.

SAF Funding

Academic Year	Number of Applications	Number of Eligible Applicants	Number of Ineligible	Number of incomplete
2023/24	300	236	3	52

1916 Bursary Statistics

Continuing bursary students: 21
New bursary students: 12

CASE STUDY 8

Title: Enhancing Student Support through E-Learning Modules at IADT
Theme: Student Supports;
Keywords: Student Supports, Learning Supports

Introduction

The Student Learning Centre (SLC) at the Institute of Art, Design, and Technology (IADT) is a psychology-led service aimed at empowering students to become independent learners. The SLC provides support to all IADT students, which include in-class workshops and individual/small group sessions on academic writing, research strategies, critical thinking skills, time management, exam techniques, and stress management.

Problem Statement: In the 2022-2023 academic year, the SLC recorded 1,400 student contacts and 885 one-on-one appointments. The high demand for services highlighted the need for a more scalable solution to support students effectively.

Proposal: To address this need, the SLC proposed the development of a suite of self-help e-learning academic and study skills modules. These modules would be accessible to all IADT students via the IADT Hub, allowing students to access support at their convenience and freeing up SLC staff to focus on higher-need students. A funding proposal to NTUTORR was successfully submitted and approved.

Project Objectives:

1. Enhance the quality of service delivery to IADT students.
2. Provide accessible, evidence-based e-learning modules.
3. Free up Student Learning Centre staff time for higher-need students.

Implementation: The project was outsourced to Optech an e-Learning company who have expertise in learning design and digital content creation.

Key deliverables included:

- Consultancy on best practices in e-learning.
- Project management to ensure successful completion.
- Creation and adaptation of content.
- Video production with pre and post-production.
- Ensuring accessibility features for Universal Design for Learning (UDL) compliance.

Modules to be Developed and Delivered:

1. Academic Writing
2. Critical Thinking and Targeted Reading
3. Organization and Time Management

Expected Outcomes:

- Improved accessibility to academic support for all students.
- Efficient use of SLC staff time.
- Enhanced learning experience through high-quality e-learning modules.

Project Delivery

The project was scheduled to be developed over summer of 2024 with modules delivered for the start of Academic Year 2024-2025.

Marketing Strategy:

1. First-Year Focus
   - Introduce the e-learning modules during orientation sessions for first-year students.
   - Highlight the benefits and how these modules can support IADT students' academic journey.

2. Digital Marketing
   - Email Campaign: Send emails to students and staff with links to the HUB.
   - Social Media: Promote on IADT's social media platforms.
   - Website and Intranet: Promote on IADT website and the Orchard Intranet.

3. On-Campus Promotion
   - Posters and Flyers: Place posters and flyers in high-traffic areas such as libraries, Students Union, canteen and noticeboards.
   - Digital Screens: Use digital screens around the campus to display highlights.

4. Collaborations with Faculty and Staff
   - Faculty Endorsements: Encourage faculty members to promote the modules in their classes and include them as part of any Learning to Learn module they deliver.

5. Feedback and Testimonials
   - Collect Feedback: Gather feedback from early users to improve the modules and use positive testimonials in marketing materials.
   - Showcase Success Stories: Highlight success stories of students who have benefited from the modules

6. Integration with Existing Services
   - Counseling and Support Services: Ensure that Student Counselling, Student Health and other support services are aware of the modules and can recommend them to students seeking academic support.

By employing a combination of these strategies, the college can effectively market the new e-learning modules and ensure that students are aware of and utilize these valuable resources.

Monitoring and Evaluation: At the end of Semester 1 review and evaluate engagement using LMS tracking tool. Produce a "Lessons Learned Report" providing insights into the project's successes and areas for improvement based on student feedback and team recommendations.

Conclusion: The e-learning project represents a strategic initiative to enhance student support at IADT. By leveraging digital content and best practices in e-learning, the Student Learning Centre aims to provide accessible, high-quality academic support, ultimately fostering independent learning and improving student outcomes.

CASE STUDY 9

Title: Documenting & Improving the RPL Learner Journey
Theme: Student Admission and Progression
Keywords: Admission; Recognition of Prior Learning

Recognition of Prior Learning (RPL) – Case Study for Learner Journey	Challenge	No feedback collected from RPL applicants regarding their RPL application and journey
	Solution	Conduct interviews with RPL learners to capture this information
	Impact	In understanding the experience of the learner, the RPL process can continuously be improved upon

The Challenge

In understanding how the RPL process could be improved, the learner voice had to be considered. There had been no previous data collected in this space, therefore the challenge presented was finding a method of gathering this information and collating it.

The Solution

In the interest of future learners and to maintain the level of quality assurance outlined in the National Framework for RPL in Higher Education, interviews with RPL learners were conducted. Questions were tailored to the learner process. With the permission of the learners, the RPL Project Lead and the RPL Research Assistant were given their information by admissions. An interview invitation was extended to the learners via email. Meetings were held via Zoom and 1-on-1 interviews were held over 2022 and 2023. The learners were asked questions regarding their awareness of RPL prior to their application, what they were requested to provide alongside their application, whether they felt supported in the process and other general feedback on their experience. These reflective questions allowed the interviewers to properly record these experiences with the

RPL process.

Learner details:
- Certificate in Multi-Camera Television: 1 Learner
- MSc in Cyberpsychology: 4 Learners
- Certificate in Radio and Podcast Production: 2 Learners
- Certificate in Production Management: 1 Learner

The Impact

This case study provides feedback on the RPL process from the main source of experience: the learner voice. By engaging with and seeking out the learner perspective, a clear and robust set of data was gathered. Over the eight learners that were interviewed across full time courses and micro-credentials, each experience was varied. All learners were successful in their studies. The method of interviewing each applicant proved effective, as all interviewed learners found confidence in discussing their experiences and therefore, they felt better equipped to undertake the course.

Learner	Experience	Action	Outcome
1	The process was 'straightforward' and smooth for the learner, where they felt supported and guided.		Successful
2	'Very simple and straightforward'. The learner found that speaking about their experience in interview and application prepared them for the course content.		Successful
3	The learner experienced some 'grey areas' pertaining to timelines in submission of RPL documents. However, they found communication to be consistent and reliable with HEI.		Successful
4	Prior to having direct contact with the HEI admission staff, the learner found it difficult to navigate via the website. Communication with staff at HEI was consistent and clear.	Webpage review and additional information added.	Successful
5	'User-friendly' and 'straightforward. The learner felt guided, well-informed and supported throughout the process. The learner felt well-informed and prepared for the course.		Successful
6	The learner applied, however the guidelines on application deadlines were unclear at the time and the application could not be assessed. Learner reapplied the following year and was ultimately successful following a process the learner found 'complicated'.	Application and deadline information has been made clear in the initial contact made to RPL applicants via email. RPL applicants are advised to apply as early as possible.	Successful
7	The learner found the process to be 'simple and straightforward' and felt supported by HEI staff throughout.		Successful
8	The learner found the response and communications to be 'swift', however had trouble keeping track of their application progress.	Learners are now made aware of the expected timeline of their application and the RPL process when first applying.	Successful

Supporting Policies and Documentation
Institute RPL Policy: IADT-RPL-Policy-V4.1-2023.pdf
Interview questions: https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:b710cb7b-11f9-3030-99da-aaeba0df5cc0